

INDIVIDUAL NEEDS PRACTITIONER

JOB INFORMATION

THE SCHOOL



‘They (pupils) become respectful and tolerant young people, ready for their next steps and appropriately prepared to contribute to society in whatever way they can.’

ISI REPORT (December 2024)

Welcome to Claremont, a thriving independent coeducational HMC day school in Esher, Surrey, educating approximately 1,200 pupils aged 2 to 18, with an even balance of girls and boys. Founded in 1922, Claremont was built from small but very significant foundations which has shaped our current mission, vision and ethos today. Nearly fifty years ago, we became fully co-educational and are now a school of choice for families seeking a high-quality, well-established and caring co-educational education.

At Claremont, we recognise and nurture the potential of every individual, helping each pupil to achieve more than they ever thought possible. Our entire philosophy is underpinned by goodness, with core values of courtesy, respect, trust, moral integrity, and self-discipline guiding all that we do.

Claremont is known for focusing on the academic potential of our pupils, but never at the expense of their pastoral wellbeing; for a culture that nurtures pupils’ limitless potential, not just in exams but also in equipping them with the skills to shape the world around them at university, in their careers and in the wider society beyond.

We prioritise, too, an understanding of character and the way in which our relationship with others are fundamental to our successes in life, university and careers. The focus on building character qualities ensures that our pupils leave as positive, caring members of the global community.

Teachers, staff, pupils and their families are expected to support and extend the atmosphere of respect, courtesy, the love of learning and the value of friendship that is held dear at Claremont. This peaceful and purposeful intent extends throughout every lesson and into the pastoral and co-curricular activities we offer.

William Brierly, Head

WORKING AT CLAREMONT



Claremont is more than just a school; it is a community. We are dedicated to creating a supporting, caring, and welcoming workplace where every employee can thrive. Diversity is celebrated, individuality is valued, and professional growth is encouraged and supported.

Our dedicated staff are our greatest strength. From the moment you join, you will receive a comprehensive induction and ongoing opportunities for professional development. Whether you are in a teaching or support role, you will be part of a team that works collaboratively to make a real difference.

We strive to attract outstanding individuals to join our teaching and support teams: our teachers are highly qualified, passionate professionals committed to inspiring every pupil and our support staff are integral to the success of the smooth and effective operation of our school. Above all, we are all dedicated to nurturing each pupil's unique talents and unlocking their limitless potential.

We welcome applications from candidates with a variety of professional backgrounds, both within and beyond education, recognising the strength this diversity brings to Claremont as an inclusive and forward-looking community.

Location

Set in 100 acres of historic grounds in Surrey, Claremont is conveniently located just outside Esher town centre, with easy access to the A3, M3, and M25, and excellent rail links to central London, Guildford, Hampton Court, and Reading from Claygate or Esher stations. There is ample free parking, cycle storage, and local bus services are readily available.

The area combines the space and natural beauty of the Surrey countryside, including the Surrey Hills Area of Outstanding Natural Beauty, with the culture, shopping, and entertainment of London, Kingston, and Guildford just a short journey away. Outdoor enthusiasts can enjoy walking along the River Thames, exploring Richmond Park and Bushy Park, or visiting neighbouring National Trust properties such as Claremont Gardens, or cycling and hiking at Box Hill.

Local attractions include Hampton Court Palace, RHS Wisley Gardens, and Sandown Racecourse, as well as theatres, cinemas, music venues, and sports clubs, providing plenty of opportunities for relaxation and recreation.

MISSION, VISION, AND ETHOS







Mission

Our mission guides the ethos of the school and is a primary document for all who work at the school.

- To provide an environment where the God-given potential of every individual is recognised and valued. With this recognition comes the expectation of high personal achievement and moral standards and a developing awareness of our individual responsibility to each other and our world.
- To maintain a broad and forward-looking curriculum in which pupils are encouraged to think independently to meet the demands of a rapidly changing world.
- To encourage our pupils to awaken to all that is good and true within and around them in their spiritual journey of self- discovery.
- To equip our pupils with a strong set of values for future decision making.
- The following values are fundamental to everything we do: courtesy, respect, trust, moral integrity, self-discipline, love for God and man.
- The School embraces the whole Claremont family: pupils, parents, guardians, staff and governors in its mission, vision and ethos.

Vision

In accordance with our mission, Claremont Fan Court develops individuals who are outstanding citizens, aware of their responsibility to others and contribute positively to global society.

We realise this by being a high-quality school of choice where young people achieve more than they think is possible.

Ethos

Goodness underpins this school. Teachers, staff, pupils and their families are expected to support and extend the atmosphere of respect, courtesy, the love of learning and the value of friendship that is held dear at Claremont. This peaceful and purposeful intent extends throughout every lesson and into the pastoral and co-curricular activities we offer.

Young people leave Claremont as confident, contributing and caring members of the global community. They cherish the values that equip them to make a positive contribution and be a force for good in the world.

THE ROLE



We are seeking an enthusiastic, compassionate and proactive Individual Needs Practitioner to join our Individual Needs Department.

This is an exciting opportunity to support secondary-aged pupils both within the classroom and through targeted interventions, helping young people overcome barriers to learning, engagement and attendance, and achieve their potential. The successful candidate will work closely with teachers, pastoral staff and the Individual Needs team to provide high-quality support for pupils with a range of needs, including speech and language difficulties, literacy and numeracy challenges, social, emotional and mental health needs, and attendance difficulties such as Emotionally Based School Non-Attendance (EBSNA).

The role involves planning and delivering evidence-informed interventions to individuals and small groups, monitoring pupil progress and wellbeing, supporting attendance and school engagement, contributing to early mental health intervention, and helping to implement and review personalised support and safety plans where appropriate. The successful candidate will maintain regular communication with school staff, parents and external professionals, while contributing to the continued development of an innovative and responsive inclusion provision.

This position would particularly suit graduates considering further study in Educational Psychology, Speech and Language Therapy, Child and Adolescent Mental Health, Special Educational Needs and Disability (SEND), or a related field. Equally, it would appeal to experienced practitioners looking for a rewarding term-time role within a supportive school community

THE PERSON



Essential

The successful candidate will:

- Hold a degree in one of the following fields: Psychology, Education, Child Development, Mental Health, Speech and Language Therapy.
- Have experience working with children or young people in an educational, therapeutic, pastoral or support setting.
- Have knowledge and understanding of social, emotional and mental health needs and the impact these can have on learning, wellbeing, engagement and attendance.
- Have experience of supporting vulnerable pupils and delivering targeted interventions to address barriers to learning, engagement and school attendance.
- Have knowledge and understanding of one or more additional areas of need, such as speech, language and communication needs, literacy difficulties (including dyslexia), or other SEND-related barriers to learning.
- Demonstrate an understanding of early intervention, relational practice and inclusive approaches in promoting positive outcomes for young people.
- Be able to build positive, professional and trusting relationships with secondary-aged pupils.
- Possess excellent communication and interpersonal skills, including the ability to work effectively with families and external professionals.
- Be highly organised and able to work independently and collaboratively.
- Be confident using IT and educational technology.

Desirable

- An interest in pursuing a career in Educational Psychology, Speech and Language Therapy, Clinical Psychology, Occupational Therapy, Mental Health or related professions.
- Experience supporting pupils with EBSNA, anxiety-related attendance difficulties or school reintegration programmes.
- Experience contributing to individual risk assessments, safety plans or pastoral support plans.
- Training or professional development in SEMH, EBSNA, trauma-informed practice or mental health support.

Personal qualities

We are looking for someone who:

- Is kind, approachable and relatable to young people.
- Genuinely enjoys working with adolescents.
- Brings enthusiasm, initiative and fresh ideas.
- Is motivated by helping pupils overcome barriers and achieve success.
- Understands that young people's educational experiences are increasingly shaped by complex social, emotional and developmental challenges.
- Wishes to contribute to a provision that is continually developing and improving.
- Is committed to making teaching and learning accessible to all pupils.
- Embodies the school's ethos of compassion, inclusion and high expectations.
- Be reflective and committed to continuous professional development.

KEY RESPONSIBILITIES



Classroom Support

- Provide effective pupil-centred support for pupils with identified learning, communication, social-emotional needs within mainstream classroom settings.
- Work collaboratively with pupils, teaching staff and the IN team to identify and implement tailored strategies and support approaches that enable pupils to engage successfully in learning and achieve positive outcomes.
- Deliver targeted support within lessons through individual and small-group work, reinforcing learning and positive behaviours, pre-teaching key concepts and promoting independent learning skills.
- Promote pupil confidence, engagement and self-esteem.
- Support pupils in developing organisational, executive functioning and self-regulation skills.

Intervention Delivery

- Plan, prepare and deliver targeted interventions for individuals and small groups.
- Deliver evidence-informed interventions that support pupils' access to learning and their social, emotional and mental health needs. Helping them to develop resilience, self-esteem, self-advocacy and strategies for successful engagement in school life.
- Support pupils experiencing barriers to learning, engagement and attendance, including those presenting with Emotionally Based School Non-Attendance (EBSNA).
- Provide early intervention support for pupils experiencing emerging emotional wellbeing or mental health difficulties, working collaboratively with pastoral staff and families where appropriate.
- Monitor and record pupil progress, engagement and wellbeing, adapting intervention approaches where necessary.
- Contribute to the implementation, monitoring and review of pupil safety plans under the direction of the Senior Mental Health Lead.
- Maintain accurate records of interventions and contribute to the graduated approach of assess, plan, do, review.
- Liaise with teaching staff, pastoral teams and the Director of Individual Needs regarding pupil outcomes and next steps.

Collaborative Working

- Work closely with subject teachers, tutors, pastoral staff, families and external professionals to support pupils' learning, wellbeing, engagement and attendance.
- Contribute ideas, strategies and reasonable adjustments that promote inclusion and pupil success.
- Share relevant information regarding pupil needs, progress and support strategies while maintaining professional confidentiality.
- Attend departmental meetings, training and whole-school INSET.

Provision Development

- Contribute positively to the development of an ambitious and evolving Individual Needs provision.
- Support the development of resources, interventions and approaches that meet the changing needs of young people.
- Keep abreast of current research and developments within SEND, literacy, communication and mental health.

EMPLOYEE BENEFITS







At Claremont, we are committed to attracting and retaining truly exceptional staff by offering a competitive benefits package that supports both professional growth and personal wellbeing:

Reward and Recognition

- Competitive salaries, reflecting qualifications, experience, and expertise.
- Generous defined contributory pension scheme.
- Comprehensive life assurance.
- Staff fee remission for eligible employee's children at Claremont who satisfy the admissions criteria following successful completion of probationary period.

Professional development

- We foster a strong culture of continuous professional development, with encouragement at the highest level for ongoing training, further qualifications, and career progression.

Wellbeing and Support

- Access to a confidential counselling service for employees and eligible family members (aged 18+), available 24 hours a day, 365 days a year.
- Annual flu vaccinations provided free of charge.
- An active social and wellbeing committee organising a varied programme of regular social events and activities, from book clubs, running clubs and quizzes to sporting and social gatherings.
- Access to the school gym at agreed times.
- Family-friendly policies designed to support a healthy work-life balance, including enhanced maternity and paternity pay.

Meals and Refreshments

- Complimentary lunches during term time, freshly prepared by our outstanding catering team.
- Free tea, coffee, and refreshments available throughout the school day.

Parking

- Free, onsite parking available for all staff.
- Cycle storage area.

Cycle to work scheme

- Access to Cyclescheme, allowing employees to purchase bicycles and accessories up to the value of £2,500.

Holiday camp discounts

- Discounted rates for Claremont holiday camps for permanent staff during school holiday periods.

SAFEGUARDING AND EQUAL OPPORTUNITIES







Equality, diversity and inclusion

We are proud to be an equal opportunities employer and welcome applications from suitably qualified candidates from all backgrounds. We are fully committed to providing a friendly, positive, caring and professional working environment in which equality, diversity and inclusion are actively promoted, and all members of the Claremont community are treated with dignity and respect, free from discrimination, harassment or inappropriate behaviour.

We value individuality and seek to build a workforce that reflects the diversity of the community we serve. In accordance with the Equality Act 2010, we do not discriminate on the grounds of any protected characteristic, including age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race (including colour, nationality and ethnic or national origins), religion or belief, sex, or sexual orientation.

The school is committed to ensuring equality of opportunity throughout recruitment, employment and career development, making reasonable adjustments where required, and fostering an inclusive environment in which all members of the school community feel valued, respected, supported and able to thrive.

Safeguarding

Claremont Fan Court School and its staff are committed to safeguarding the welfare of children. Successful applicants will be required to undergo screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. It is an offence for any person barred from working with children to apply for this post.

TERMS AND CONDITIONS



Hours:

8.10am - 16.10pm, Monday to Friday.
37.5 hours per week, term time.

Salary:

Dependent on skills and experience.

Please ensure you read the school's Recruitment, Disclosures and Selection Policy, Safeguarding Policy and Applicant Privacy Policy on our website.

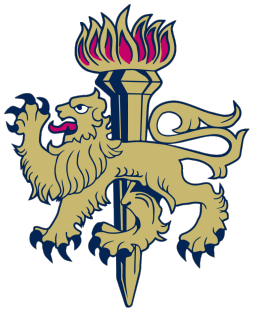
Interested applicants should complete an application via our recruitment portal. If you have any questions about the application process, please contact jobs@claremont.surrey.sch.uk

References may be taken up at any stage during the recruitment process.

The closing date for applications is
9.00am, Monday 30 November 2026

Applications for this role will be considered as they are received. Interviews, and any subsequent offers, may be made at any stage of the process. Candidates are therefore encouraged to submit their applications at the earliest opportunity.

Interviews are expected to take place on 3 December 2026



CLAREMONT

FAN COURT SCHOOL

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