

**REDDAM HOUSE BERKSHIRE JOB DESCRIPTION**

**peripatetic ACADEMIC SUPPORT TEACHER**

Reddam House prides itself on the quality of its teaching staff and the management of the teaching process per se. It avows that it employs only “outstanding teachers”.

**Expectations of teaching staff**

From the criteria set out in the person specification it may be inferred the expectations of performance Reddam House seeks from its teachers. It is important that these expectations relate to the realities of the work of a teacher. This cannot be reduced to a finite list of duties.

Teachers take on a huge number of roles. Most teachers play several of them, sometimes, if rarely, consecutively, at others, and more often, concurrently. This variety is what gives the job its fascination and its interest. It also contributes to its complexity. It makes it hard work. Individuals are required to use their discretion to interpret what is written down in a way meaningful to the role to which they have been appointed. They also have to accept that they may be required to take on additional reasonable extra duties at the request of the Head.

This method of outlining expectations incorporates the values Reddam House expects staff to hold, the responsibilities they bear and the tasks they undertake.

**A teacher at Reddam House Berkshire (at whatever level) accepts that in her or his role she or he is expected:**

* To promote the school’s consciously expressed culture;
* To espouse the fact that it is an independent school with a significant boarding section;
* To acknowledge that the early learning, junior and senior sections constitute one school;
* To act, as everyone else, as a teacher of English;
* To be a fluent user of digital technology, to advance and enhance teaching and learning;
* To use differentiation in his/her teaching, enabling all pupils to reach the highest standards;
* To be sensitive to the complexity of the relationships that pertain within the school;
* To be sensible about expenditure;
* To behave appropriately within and without school;
* To accept that he or she bears, as does everyone else connected to the School, a responsibility for marketing it.

**He or she must be committed to the fulfilment of the School’s strategic intents:**

1. In academic matters, to foster and communicate a culture of high expectations, focused on teaching and learning;
2. In pastoral matters, to ensure that each pupil is given the individual attention she or he requires;
3. To recognise that we all in some ways exercise leadership responsibilities; to ensure that any formal leadership or managerial responsibilities he or she holds are fulfilled in such a way that the School’s aims are promoted;
4. To develop one’s own professional expertise as fully as possible;
5. To contribute to making the School welcoming and accessible to the wider community;
6. To ensure that the resources used in teaching and learning are as good as they can be within the bounds of affordability.

**Peripatetic Academic Support Teacher**

Reporting to the Head of Academic Support, the primary focus of this post will be in the delivery of Key Stage 3 and Key Stage 4 English support and study skills:

**Planning, Management and Teaching:**

Teach allocated pupils 1:1 and in small groups to achieve progression of learning through:

* Identifying clear teaching objectives and specifying how they will be taught and assessed;
* Setting tasks which are multi-sensory, achievable to build confidence and consolidate learning;
* Challenging pupils and ensuring high levels of interest;
* Liaising with class teachers and other professionals, such as other Academic Support teachers or Class Teachers
* Writing the Reddam House version of IEPs and setting clear targets; building on prior attainment and building in pupil voice.
* Providing clear structures for lessons maintaining pace, motivation and challenge; providing opportunities for over-learning;
* Planning successful use of assessment and ensuring coverage of programmes of study;
* Delivering effective multi-sensory teaching with a range of resources and best use of available time;
* Monitoring and intervening to ensure sound learning and discipline.

**Monitoring, Assessment, Recording, Reporting:**

* Assess how well learning objectives have been achieved and use them to improve future teaching;
* Mark and monitor pupils’ work according to the marking policy and set targets for progress;
* Assess and record pupils’ progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
* Prepare and present informative reports to parents;
* To fulfil administrative duties in both an efficient and effective manner;

**Additional Duties and Responsibilities**

* to have a working knowledge of teachers' professional duties, legal liabilities and responsibilities;
* to have a working knowledge of all relevant Policies and Procedures;
* to establish effective working relationships with professional colleagues and other staff, as appropriate;
* to be committed to ensuring that every student is given the opportunity to achieve their potential and meet the high expectations set for them.

**Renumeration**

This post is a self-employed position. It will require the post holder to charge parents directly for the session costs.

**General**

This job description is not intended to be all embracing and the post holder shall be required to carry out any other duties as directed by their line manager, commensurate with training and experience.

The job holder’s responsibility for promoting and safeguarding the welfare of children and young person’s for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School’s Safeguarding Policy (including Child Protection Procedures) at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School’s Child Protection Officer/Designated Safeguarding Lead so that a referral can be made accordingly to the relevant third party services.

Signed: ………………………………………………………… (Post Holder)

Name: …………………………………………………………

Date: ………………………………………………………....

Signed: ………………………………………………………… (Line Manager)

Name: ………………………………………………………….

Date: ……………………………………………………………



**REDDAM HOUSE BERKSHIRE TEACHER of ACADEMIC SUPPORT**

**PERSON SPECIFICATION**

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| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications and Experience**   * Excellent academic qualifications to include a good honours degree or equivalent | X |  |
| * Teaching qualifications; PGCE, QTS or equivalent and including a specific learning difficulties qualification |  | **X** |
| * Willingness to continue to develop own expertise (evidenced through continuing professional development) | X |  |
| * Good ICT skills and their application to teaching and a willingness to learn new method of using ICT in the classroom | X |  |
| * Demonstrated track record of producing excellent results across the age range and ability | x |  |
|  |  |  |
| **Skills and Personal Qualities**   * An exceptional rapport and empathy with children, shown by treating them with dignity | X |  |
| * An ability to persuade, negotiate, motivate and consult | **X** |  |
| * A belief in valuing each individual student and responding to their needs, fostering positive relationships with the students | X |  |
| * Ability to work with initiative, as an individual and as a team member | X |  |
| * Ability to build good relationships with students and colleagues | X |  |
| * Strong interpersonal and communication skills. | X |  |
| * Capacity for working under pressure | X |  |
| * Resilience and a sense of humour | X |  |
| * A commitment to professional development and a demonstrated record of having kept abreast of recent, relevant educational methodology | x |  |
| * Dynamic personality with a professional demeanour that creates a nurturing educational environment | X |  |

*The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment.  Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.  Appointment is subject to an enhanced*[*Disclosure and Barring Service*](https://disclosure.capitarvs.co.uk/cheqs/rblogin.do)*(DBS) check for regulated activity and overseas checks.*