



Tormead
SCHOOL



Candidate Brief
Learning Support Assistant

REQUIRED AS SOON AS POSSIBLE
FULL-TIME, PERMANENT, TERM TIME ONLY

Located across two sites in central Guildford, Surrey, the Tormead family is a leading group of schools that includes Tormead Prep (girls aged 4-11), Tormead Senior & Sixth Form (girls aged 11-18) and Rydes Hill Pre-Prep and Nursery School (children aged 2-7). Rydes Hill joined the Tormead family in 2025, with plans to gradually become fully co-educational through to Year 6 by 2030. Tormead has long enjoyed a reputation for providing an excellent education and exceptional pastoral care for girls and we are excited to be able to offer the same outstanding education at our Rydes Hill campus to families looking for co-educational preparatory schooling in the Guildford and wider Surrey area.

Pupils across all three schools benefit from access to the outstanding facilities at Tormead such as a sprung-floor gymnasium, multi-purpose Sports Hall, auditorium and lecture theatre, as well as the newly developed Urnfield Sports Ground (opened September 2025) which boasts state-of-the-art facilities for hockey, cricket, football and athletics. A shuttle bus operates between the Tormead and Rydes Hill campuses to support families with siblings across all three schools and sibling fee discounts are available.

Tormead is a 4 to 18 GSA girls' day school on an attractive site in Guildford. Building developments over the past ten years have transformed the School. The original features of the building have been retained within the stunning new developments. Academic standards are consistently high, and the School has more girls applying than it has places for at 11+. A number arrive in Reception and stay through to Sixth Form; others arrive from a large range of state and independent schools at 11+.

Having participated in a dynamic careers programme, Sixth Formers progress to a wide range of courses at established universities, as well as take up prestigious apprenticeships. Our commitment to IT innovation has led us to achieve the status of becoming an Apple Distinguished School.

Tormead values individuality, celebrates a diversity of achievement and encourages girls to follow their own dreams. Girls come to understand the importance of service and community amidst mutual support. Academic and extra-curricular pursuits offer challenge and breadth for everyone.

Underpinning this is a wholehearted commitment to the wellbeing of the girls. Highly responsive in the face of the constant, shifting challenges for young people, pastoral care at the School ensures the girls leave ready to achieve sustainable success in higher education and beyond.

Leadership

The Head leads the whole school with the support of a leadership team. The Executive Group (EG) consists of the Head, Head of Prep School, Director of Finance and Operations, Deputy Head (External Relations), Deputy Head (Academic), Deputy Head (Partnerships) and Deputy Head (Pastoral). The Senior Management Team includes the EG, Designated Safeguarding Lead, Assistant Head (Director of Studies), Deputy Head Prep, Head of HR, SENCo, and Head of Pre-Prep and Nursery (Rydes Hill).

School Structure

The general pattern in the Prep School is one form in Reception to Year 2 and two forms in Years 3 to 6. In the Senior School, there are approximately 90 girls in each year, divided into four teaching and five pastoral groups, with teaching groups varying in size, as the girls start to make subject choices. In Year 7, about 40 girls arrive from the Prep School and about 50 come from a wide variety of state and independent schools.



Curriculum:

The School offers an academic curriculum to meet the needs of its selective intake. The School has embedded the High Performance Learning programme over the last 18 months into every aspect of school life across all age groups. The two-week timetable includes several Independent Study periods for all girls in the Senior and most in the Prep Schools, and individual investigation and enquiry is promoted throughout the whole age range.

The Prep School encourages child-initiated and outdoor learning opportunities, introducing more formal teaching as the girls get older, with specialist teachers delivering specific subjects. A 1:1 iPad scheme operates for girls from Year 5 to Upper Sixth.

In the Senior School, most girls take 10 GCSEs and there is a wide range of well-respected A Level subjects on offer, with large numbers taking maths and science subjects. Sixth Formers can take EPQ or an internal validation of a research project. The Beacon Programme offers a structured co-curricular programme of enrichment activities that runs challenges for girls around specific termly themes. Academic Scholars have a further programme of enrichment based on individual research. The educational ethos is about exciting and inspiring individual curiosity in every girl, and the School aims to blend an innovative, creative use of modern technology with the highest standards of teaching.

Pastoral:

Tormead has a well-deserved reputation for excellent pastoral care. Relationships between staff and girls and between girls of different ages are warm and strong. The atmosphere is one of respectful informality, where thoughtful behaviour is based on the School values, rather than lengthy rules and punishments. The House system strengthens cross-age group relationships and involves a number of much-anticipated annual events such as the House Fashion and Dance competition.

There are many avenues of pastoral support for the girls with Form Tutors and Heads of Year, overseen by the Deputy Head (Pastoral), as well as pupil mentors, trained health care and pupil support staff and a school counsellor.



Extra-Curricular:

An exciting and varied extra-curricular programme operates for everyone, from Cheerleading Club to Feminist Society. There is a strong range of individual and team sports. The girls achieve considerable success regionally and at national level. Tormead is probably the top school in the country for gymnastics.

The standard of performance music is high, with a number of orchestral and choral groups for all levels in both the Prep and the Senior Schools. Drama performances are much anticipated by both those involved and their audiences.

An important part of the girls' school experience is a regular offer of trips, both within the UK and overseas. Links with schools abroad, including a partnership with two Nepalese schools, are building a global perspective on citizenship for the girls. Sixth Formers can volunteer service locally, once a fortnight, in school time.



The Site:

The School has made excellent use of a compact urban site. Older buildings blend with stunning new-builds on the Senior School site that provide the girls with innovative spaces to learn, reflect, collaborate and relax. A performing arts building provides an additional space for drama lessons, performances and rehearsals, as well as music lessons, rehearsals and practice rooms. The School also benefits from state-of-the-art science laboratories refurbished in 2022 and a Wellbeing Centre. The Prep School occupies a site across the road from the Senior School and KS1 facilities have had significant recent investment, including creating a delightful outdoor play space.

Our new Sixth Form Centre, opened in September 2022, includes a new common room and café, lecture and teaching spaces, dedicated study, collaboration and social spaces, all designed to bridge the gap between secondary education and university.

The School's sports facilities on-site include a sports hall, gymnasium, fitness suite, and outdoor netball and tennis courts. In September 2025, we officially opened our new Urnfield Sports Ground, developed in collaboration with Guildford County School, which provides state-of-the-art facilities for hockey, cricket, football and athletics.

Partnerships:

Tormead offers local outreach provision in six local state schools.

This includes sessions in music and art, masterclasses in English, IT and maths and Sixth Form assistance in sport, art, English and dance.

Beyond the UK, girls raise funds for schools in Nepal and there have been a number of cultural exchanges. The School contributes to the UN Sustainable Development Goals around global girls' education.

The choir and orchestra perform regularly at local concerts and services, and members of the local community are invited to the School for concerts, plays and exhibitions.



Rydes Hill

Rydes Hill is a leading Pre-Prep & Nursery School in Guildford, Surrey. We offer outstanding education and pastoral care for children aged 2 to 7, combining academic ambition with a nurturing, family-focused environment. We believe that happy children thrive, and our warm, inclusive atmosphere ensures every child feels valued and part of the Rydes Hill family.

Our highly qualified teachers are dedicated to helping each child grow into a caring, confident, and capable learner. With a strong emphasis on personal development and academic excellence, we lay the foundations for future success and inspire a lifelong love of learning in every child.

In September 2025, Rydes Hill became part of the Tormead family of schools, with plans to gradually become fully co-educational through to Year 6 by 2030, starting with Year 3 in September 2027, followed by Year 4 in September 2028.

Learning Support Assistant

Tormead School is an academically selective independent school for 800 girls aged 4–18, located a short stroll from the historic town centre of Guildford, just 40 minutes by train to London.

We are seeking an experienced and committed Learning Support Assistant to join our Learning Support Department to provide high-quality in-class and small group support for students with a range of additional learning needs. Reporting to the Special Educational Needs Co-ordinator (SENCo), the postholder will support students' academic and emotional development, promote independence, and assist teachers in implementing inclusive strategies.

Key responsibilities will include maintaining accurate records of student support sessions and interventions, organising timetables, preparing resources, and providing efficient administrative support to aid the smooth running of the department. No two days are the same, so being flexible in responding to the changing needs of the department will be key.

We are seeking a team player with excellent interpersonal and communication skills, who can also work independently, and is highly administratively efficient. The ideal candidate will have experience supporting students with additional learning needs and delivering interventions. Experience of working in an educational environment will be considered favourably.

This is a full-time position working term time only, from 9.00am until 5.00pm. We offer a friendly and inclusive working environment, and our benefits package includes a competitive salary, professional development opportunities, free lunch when school is in session, and free use of the school gym.

For more information or to arrange a visit to the school, please contact the HR Team, at **recruitment@tormeadschool.org.uk**. To apply for the role, please visit our website: **www.tormeadschool.org.uk**

The closing date for applications is **Monday 2 March at 9.00am**. However, applications will be considered in the order in which they are received, and the School reserves the right to make an appointment prior to the closing date should the ideal candidate(s) be identified.

Job Summary

To provide high-quality in-class and small group support for students with a range of additional learning needs, under the guidance of the SENCo and class teachers. To support students' academic and emotional development, promote independence, and assist teachers in implementing inclusive strategies. To provide administrative support to aid the smooth running of the Learning Support Department, supporting effective learning and inclusion.

Main Responsibilities

In-Class and Student-Focused Support

- Provide targeted support to students with identified learning needs (e.g., dyslexia, ASD, ADHD) to promote engagement, understanding, and progress in lessons.
- Apply knowledge of students' individual SEN profiles and Support Plans, under the guidance of the SENCo, to deliver targeted support that fosters independence, resilience, and self-advocacy.
- Clarify instructions, scaffold tasks, and check understanding during lessons, as directed by the class teacher.
- Observe and report on student engagement and learning behaviours to inform future support and planning.
- Support students in managing workload, organisation, and time management skills.

Study Skills and Intervention

- Deliver individual or small-group sessions focused on study skills, memory strategies, literacy, or numeracy, following guidance from the SENCo or specialist teacher.
- Conduct regular check-ins with students on the SEND register to monitor progress, wellbeing, and any barriers to learning.
- Support students in developing executive functioning skills such as planning, organisation, and revision techniques.

Support for Teachers

- Assist teachers by preparing or adapting learning resources (e.g., simplified texts, enlarged materials) under their direction.
- Provide feedback to teachers and the SENCo about how students are responding to support and classroom activities.
- Help ensure that reasonable adjustments are in place for students, including physical access to resources or use of assistive tools.
- Support with the implementation of personalised strategies detailed in student profiles or SEN Support Plans.

Administrative Support

- Manage and organise work of a confidential nature with tact, diplomacy and a high level of commitment and customer care.
- Maintain accurate and confidential records of student support sessions, interventions, and check-ins.
- Assist in organising timetables for learning support, intervention sessions, and access arrangements.
- Help prepare resources for examinations and assessments, including modified papers and access arrangements.
- Support departmental organisation, including record-keeping, meeting scheduling, and tracking provision.

Access Arrangements

- Assist the SENCo with gathering evidence of need through observations, support logs, and class-based data.
- Help prepare and deliver practice sessions for students entitled to arrangements (e.g., using a laptop, working with a reader).

- Ensure students are familiar with the use of their agreed arrangements prior to assessments and examinations.
- Support the organisation of access arrangement provision during internal exams, mock exams, and formal assessments, including invigilation assistance where required.

Communication and Professional Practice

- Work collaboratively with teaching and pastoral staff, sharing observations and suggestions in a professional and constructive manner.
- Liaise with parents and external professionals when appropriate, always representing the department and School positively.
- Maintain up-to-date knowledge of the needs of students you support and contribute to review meetings when required.

Continuing Professional Development

- Evaluate own professional performance and be committed to improving own practice through appropriate training and development.
- Engage actively in the performance review process.

General

- Ensure confidentiality is maintained at all times.
- Participate in staff meetings, INSETs and additional School functions as required.
- Actively promote and model good practice in equality, diversity, and inclusion, and support and uphold fundamental British values.
- Promote and uphold the ethos and values of Tormead School.
- Adhere to all School policies, procedures, and risk assessments, including safeguarding, child protection, and health and safety.

This job description is not intended to be exhaustive and the post holder shall be required to carry out other duties as necessary and required, commensurate with training and experience.



Tormead Values

- We treat everyone with respect and dignity
- We deliver academic excellence
- We enrich through a broad and varied curriculum
- We celebrate effort and achievement
- We bring out the best in our girls
- We prepare our girls for life beyond school



Key Relationships

Internal

Head of Learning Support (SENCo), Learning Support Teachers, Examinations Officer, Teachers, Curriculum Support Staff, Business Staff, students, parents.

External

Agencies

Person Specification

Essential Criteria

Qualifications and Training

- Educated to A Level (or equivalent).
- Evidence of continuing and relevant professional development.

Experience

- Experience supporting students with additional learning needs.
- Experience delivering interventions (e.g., literacy, study skills).
- Proven experience in an administrative role.

Knowledge and Understanding

- Knowledge and understanding of data protection and a commitment to maintaining confidentiality.
- Commitment to safeguarding and the safety and welfare of students.
- Proficient user of Microsoft Office and familiarity with database management.



Skills and Abilities

- High attention to detail and accuracy, particularly when handling confidential information.
- Excellent interpersonal skills, able to work effectively and collaboratively within a team.
- Strong written and verbal communication skills with a professional, approachable manner.
- Ability to work under pressure, on own initiative, prioritise effectively and react to competing demands.
- Confident user of MS Office.

Desirable Criteria

Qualifications and Training

- Administrative qualification
- Educated to degree level

Experience

- Experience of working in an educational environment.

Knowledge and Understanding

- An understanding of additional learning needs.
- Knowledge and understanding of examination access arrangements.
- Knowledge and understanding of and a commitment to equal opportunities and health and safety.
- An understanding of the independent school sector.
- Knowledge of the SEND Code of Practice (2015).

Skills and Abilities

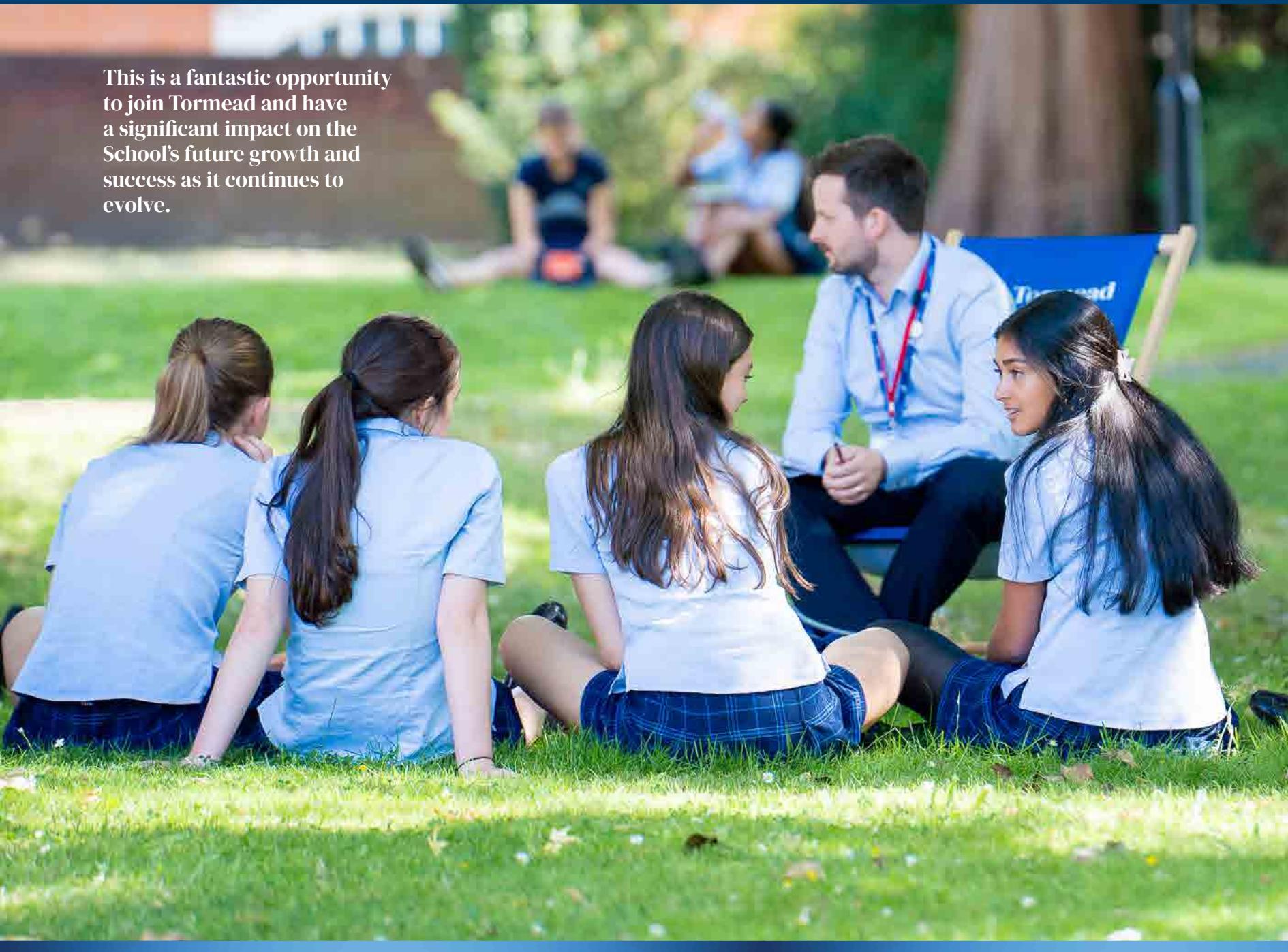
- A flexible attitude with a willingness to learn new processes and systems.
- Highly IT proficient and a confident user of Microsoft Office suite and database management systems.
- Excellent record keeping.
- Inquisitive, collaborative and thorough.

Safeguarding

The postholder is responsible for promoting and safeguarding the welfare of children and young persons with whom they come into contact, and to adhere to and ensure compliance with Tormead's Safeguarding Policy at all times. If, in the course of carrying out their duties,

the postholder becomes aware of any actual or potential risks to the safety or welfare of children in the School, they must report any concerns to one of the school's Designated Safeguarding Leads in accordance with Tormead's policies and procedures.

This is a fantastic opportunity to join Tormead and have a significant impact on the School's future growth and success as it continues to evolve.





Benefits

We offer a friendly and inclusive working environment. Our benefits package includes a competitive salary, a generous contributory pension scheme, free lunch and refreshments during term time and use of on-site sports facilities. Visits to the School are warmly welcomed so that you can experience the atmosphere and values of our setting first-hand.

Applications

For more information and to apply for the role, please visit our website www.tormeadschool.org.uk or contact Emma Mitchell, Head of HR recruitment@tormeadschool.org.uk.

Deadline for applications

The closing date for applications is **Monday 2 March 2026 @ 9.00am**.

However, applications will be considered in the order in which they are received, and the School reserves the right to make an appointment prior to the closing date should the ideal candidate(s) be identified.



Tormead School is committed to safeguarding and promoting the welfare of children and young people and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and an enhanced DBS check.