



BARNARD CASTLE SCHOOL

**Academic Support Teaching Assistant
(SEN – Maths Focus)
For April 2023**

INFORMATION FOR APPLICANTS

The History of Barnard Castle School

Barnard Castle School has its roots in the medieval past and its eyes set firmly on the future. The school traces its origins back to the nearby Hospital of St John, which was an educational and religious community established by John de Balliol in 1229. He was also the founder of Balliol College in Oxford and his passion for learning remains central to our philosophy today. In 1883 with a gift from Benjamin Flounders, a Victorian philanthropist, and the proceeds of St John's Hospital, the present main School building was constructed. Tony Jackson, the School's tenth Headmaster, was appointed in September 2017 as "Barney" embarked on an exciting new era.

The School

'When you are steeped in little things, you shall safely attempt great things'

This motto perfectly sums up what **Barnard Castle School** - or 'Barney' as it is affectionately known - aims to do in preparing its pupils for life beyond its doors. Through creating an inspirational, compassionate and unpretentious environment, Barney aims to develop young adults with character. Our staff believe that our pupils should be confident, resilient, intellectually curious, tolerant and driven, with an undercurrent of humility, and are prepared to live, embrace and lead in an ever-changing world.

'Parvis imbutus tentabis grandia tutus'

The School has a genuine warmth amongst its **722 pupils** and **180 staff**, which fosters a strong sense of community and endeavour. It is highly unusual to find a school where pupils from Year 9 and Year 11 sit at a table for lunch together sharing a conversation, discussing their latest sports fixture or drama rehearsal. However, this attitude is ingrained in a Barnardian from very early on. The co-educational and cross-year group atmosphere starts in the journey from the Preparatory School (ages 4-11) right through to the state-of-the-art bespoke Sixth Form Centre in the Senior School (ages 11-18). A Barney pupil is quick to make someone else feel at ease, whether that is through simple encouragement or a warm smile.

Whilst we are extremely proud of what our pupils achieve academically, we also recognise the importance of preparing the next generations for an evolving and increasingly competitive global marketplace. To do this, we focus on developing the individual character of every child, and during their journey with us, we aim to cultivate vital life skills through building relationships amongst the pupil body and teachers alike. Each pupil has a dedicated Tutor who meets with them several times a week to discuss anything from pastoral issues to academic progress.

We want our pupils to develop a balanced mindset for life. This requires confidence, resilience and compassion, all built up over a period of time, and in a variety of ways, both within and beyond the classroom. It also requires that most important quality: humility. At our core is an unpretentious and humble outlook, and it is this combination of confidence and humility that allows our pupils to light up a room.

We want staff who believe in our purpose as educators and are proactive in immersing themselves in school life during term time. We would like them to role model the qualities we hope to install in our pupils throughout their journey from the Prep School through to the end of the Sixth Form. Teachers are expected to take part in the extensive extra-curricular "Mind, Body and Soul" programme that runs between 4pm and 5pm and can choose to offer an activity that they are passionate about. We believe in fostering lasting relationships and contact time with pupils outside the classroom is what makes the Barney difference.

The School (cont'd)

The School is situated in its own extensive grounds on the outskirts of a historic market town, recently noted as being the safest in England, in an area of outstanding natural beauty. It is well-resourced and enjoys an enviable reputation for its pupils' achievements on a broad variety of fronts. It is also in proximity to and enjoys close relationships with departments in the universities of Durham, York and Newcastle.

Continuous improvement and investment have produced a number of new buildings, including the MacFarlane Building which houses Physics and ICT, the Atha Fitness Centre, an extension to our Prep School including a new Science Lab, and the new purpose built Sixth Form Centre.

Further details about Barnard Castle School may be found in the Independent Schools' Yearbook and on the School's website www.barnardcastleschool.org.uk.

Our Vision

- To be viewed as the leading independent co-educational boarding and day school in the North of England.
- To foster the concept that 'Barney is for Life', imbuing a real sense that to be a Barnardian is something special and life-lasting.
- To make an impact: in Barnard Castle, County Durham and the wider world.
- To place the School in an even stronger position for future generations to enjoy all the benefits of a Barney education.

Our Purpose

- Through creating an inspirational, compassionate and unpretentious environment, we aim to develop young adults with character.
- They are happy, confident, resilient, intellectually curious, tolerant and driven, with an undercurrent of humility, who are ready and prepared to face, embrace and lead in an ever-changing world.



Job Description

Job Title: Academic Support Teaching Assistant (SEN - Mathematics Focus)

Reporting to: Head of Academic Support

Brief:

The Teaching Assistant will work flexibly across the team and age phases. There will be 1:1 mathematics support sessions, small groups and in-class support. The position is based within the Academic Support Department and reports to the Head of Academic Support (SENCO). The role will involve supporting pupils in classrooms throughout the school site, though additionally, the department has its own dedicated room and office at the centre of the school, which provides a welcoming environment for 1:1 teaching as well as desk space for department staff.

Overall expectation

To support pupils with individual needs effectively and empathetically in their classes, encouraging independent learning where possible, including using assistive technology.

Overall Responsibilities:

- To support individual pupils, small groups of pupils and offer in-class support.
- To be aware of the need to differentiate support according to the ability of the pupils, whilst maintaining high expectations of all and taking full account of their Special Educational Needs.
- To build and maintain successful relationships with pupils, treat them consistently, with respect and consideration.
- To work as part of a team within the department, in harmony with and for the furtherance of the school's ethos and declared educational aims and priorities.
- To liaise and communicate with classroom teachers and heads of academic departments to ensure the correct level of provision and expectations for each pupil.
- To communicate effectively with parents.
- Under the direction of appropriate professionals and after adequate training, to assist in meeting particular pupils' needs.
- To take the initiative in developing and adapting appropriate resources to support pupils in their learning.
- To be supportive of the school's aims, agreed teaching styles, methods of assessment and other policies.
- To take a share of supervising duties, invigilation, and cover for absent colleagues.
- To attend weekly staff meetings and other meetings that may be called from time to time, as required by the Headmaster.
- To report in a timely manner any concerns about students and their learning progress to the appropriate colleague.
- To be involved in keeping records and evaluating identified pupils' progress.
- To report in a timely manner any concerns regarding Child Protection or Bullying to the appropriate colleague.
- To take responsibility for one's continuing professional development and, to this end, to participate in Development and Review procedures as directed by the Headmaster.

Expectations as a member of Barnard Castle School Common Room

- To have high professional standards and so be an appropriate role model of reliability, behaviour and appearance
- To relate to children in an atmosphere of trust, frankness and ambition and to engender a climate of mutual respect
- To make sure that pupils meet the School's expectations of them
- To facilitate the development of children's confidence, self-esteem, determination, responsibility and personal pride in achievement, behaviour and appearance
- To understand that offering a well-rounded education means engaging beyond the classroom, and therefore contributing to the wider life of the Barneby education.
- To contribute to marketing the school and to promote the School to prospective pupils and parents
- To establish and maintain high standards of communication with pupils, staff and parents
- To uphold all the policies of Barnard Castle School

- To take an interest in how the School functions and to convey suggestions for improvement to the Head of Department, Senior Management Team and Headmaster from time to time
- To subscribe to the Common Room's ethos of inclusivity, collegiality and helpfulness.

This job description reflects the present requirements of the post and is not intended to be exhaustive. Staff may be required to carry out such other duties as the Headmaster may reasonably require from time to time.

Duties and responsibilities, may be subject to change and development, the job description will be reviewed periodically and subject to amendment in consultation with the post holder.

Support

The Academic Support Teaching Assistant will be appraised by the Head of Academic Support (SENCO) and will also have a review with the Headmaster but routine communication will be on going. Professional development is encouraged and will be discussed as part of the Performance and Development review.

To meet the high standards expected of a teacher in our School, the Headmaster is seeking to employ a person with the following qualities, experience, skills and abilities.

Essential Criteria:

- Experience of working with children with Specific Learning Difficulties in schools;
- Experience of adjusting the curriculum to make it accessible to students with needs;
- Knowledge of, and interest in, the academic and social challenges faced by pupils with dyslexia, dyspraxia, ADHD and ASD;
- Clear and effective communication skills;
- An ability to relate empathetically to colleagues and children alike, developing and maintaining effective relationships with all members of the school community;
- Approachability, accessibility and flexibility;
- High levels of organisation;
- Stamina and a positive outlook.

Desirable Criteria

- A good honours degree and/or SEN/teaching qualifications;
- Experience of teaching mathematics across age phases;
- A record of and commitment to continuing professional development;
- The possession of QTS;
- Experience of working in a boarding school;
- Sympathy with the Christian values of the School and the nature of working in a boarding environment.

Type: Terms, Conditions and Benefits:

Type: Permanent contract

Probationary Period: 6 months

Working Hours: This is a full-time role during term time, which includes Saturday mornings

Salary: Dependent on experience (pro-rated for term time only working)



Recruitment Process

Barney Application Process:

If you feel that you can meet the above requirements, then please submit a letter of application along with the Barnard Castle School application form to the Headmaster. Only applications containing the requested information will be considered.

Applications should be sent to:

Mr A C Jackson

Headmaster

Barnard Castle School

County Durham

DL12 8UN

Phone 01833 696098

Fax 01833 638985

E-mail hr@barneyschool.org.uk

Closing Date

09.00 am Tuesday 4th April 2023

but applications will be

considered as they are received.

Barnard Castle School reserves

the right to make and

appointment before the closing

date

Interviews

Will take place in

School

Information about Interviews:

Applicants should read carefully the application procedure – guidance for applicants, Policy on the Recruitment of Ex-offenders and the Disclosure policy and the Safer Recruitment policy.

Barnard Castle School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 and all applicants will undergo child protection screening, including checks with past employers and an enhanced DBS and Barred list check with Disclosure and Barring Service.

Barnard Castle School is an equal opportunities employer.

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PARVIS IMBUTUS

TENTABIS GRANDIA TUTUS

WWW.BARNARDCASTLESCHOOL.ORG.UK