



APPOINTMENT OF
TEACHER OF LEARNING
SUPPORT (WITH ADHD
SPECIALITY)

Required from January 2025

SHERBORNE



“There is a culture of kindness and respect which is embedded in the daily life of the school.”

ISI Inspection 2023



An introduction to Sherborne

Re-founded by royal charter in 1550, Sherborne is an independent boys' school situated in the shadow of Sherborne Abbey.

The School community is a warm and vibrant one and we enjoy a rich heritage and ambitious outlook. The boys are talented, engaged and so, too, are the staff. The co-curricular provision is of outstanding breadth and quality.

Our distinctive features include:

- A full-boarding environment where boys live, work and study together seven days a week during term time. This generates a sense of community and purpose, and ensures there is plenty of time away from the classroom for boys to play, reflect, socialise and develop their talents
- An all-boys education. Shirburnians are allowed to be **themselves** – something that we believe is essential to their growth
- A strong partnership with Sherborne Girls, meaning our boys socialise and enjoy many co-curricular activities jointly, while enjoying the benefits of a single-sex education
- A unique location in a beautiful vibrant market town that is both bustling and safe, and has excellent transport links to London
- Outstanding opportunities to excel, whether academically or in co-curricular activities. We are ambitious for our boys: with our help, they go on to achieve great things as evidenced by the highly distinctive and diverse alumni record

A handwritten signature in black ink, appearing to read 'D. Luckett'.

Dr Dominic Luckett
Headmaster and Chief Executive

Academic excellence

Academic excellence lies at the core of the educational experience provided at Sherborne. Our boys are challenged and supported to realise their full academic potential and we are proud of their achievements.

In a typical year about a half our A Levels will be A* or A, with the vast majority achieving three grades in the top three brackets. Our BTEC results are also excellent with typically around 4/5 of grades awarded at distinction or starred distinction level (the equivalent of A*/A). Together, these impressive results allowed almost all of those who applied to university to secure a place at their first or second choice institution, including Oxford, Imperial, UCL, Stanford and a host of other world-class institutions. At GCSE boys performed equally well and this year a third of our results were graded 8 or 9.

Historically, boys at Sherborne not only perform strongly in their public examinations, but also produce excellent "Value Added" scores too. In 2021 our Sixth Form Value Added placed us within the top 5% percent of independent schools. In previous years it has regularly reached the top 10%. Shirburnians, therefore, not only do well in their exams but they also make outstanding academic progress during their time in the School.

"Pupils have excellent study skills. They are analytical thinkers, well-organised and will readily hypothesise."

We expect our teachers to prepare and teach lessons of the highest quality, engaging and inspiring the boys to work hard and pursue excellence. Teachers also need to develop relationships such that boys cultivate the personal habits of mind and character that underpin a lifelong love of learning.

Our boys are individuals; teaching, feedback and monitoring progress must be tailored carefully to their need. This includes differentiating for individual learning needs and stretching our brightest, particularly those with aspirations towards Oxbridge.

We recognise that this quality of teaching requires support. We have a very generously funded INSET programme, lively ongoing professional dialogue, including our own in-house teaching strategies magazine and an appraisal system which emphasises professional development





Co-curricular

At Sherborne, we aim to feed the boys' minds, bodies and spirits. Our co-curricular programme operates alongside, and in conjunction with, our academic curriculum to ensure variety, breadth and depth across all areas of the boys' development. Many of our co-curricular activities are run collaboratively with Sherborne Girls, a unique feature of our single-sex offer.

Sport is an integral part of many boys' lives and plays an important role in their personal growth and development. They achieve excellence not only in the major sports of rugby, hockey, football and cricket but also benefit from opportunities in a wide range of water sports, equestrian activities, sailing, fives, shooting, climbing and golf.

Music is at the very centre of life for Shirburnians, and Sherborne is a community where music is celebrated and opportunities to develop new skills abound.

Drama has a special place in the School, with at least six productions each year. We are proud to number Sir Richard Eyre, Jeremy Irons and Hugh Bonneville among our alumni, helping to inspire every boy to develop his talents.

The CCF, Duke of Edinburgh and other outdoor education opportunities are highly popular and key to our aim of developing leadership qualities within each boy.

Countless other clubs, societies and activities provide the boys with a rich and stimulating environment.





“Pupils show an excellent level of maturity in their relationships with each other and the staff and demonstrate respect and tolerance for all.”

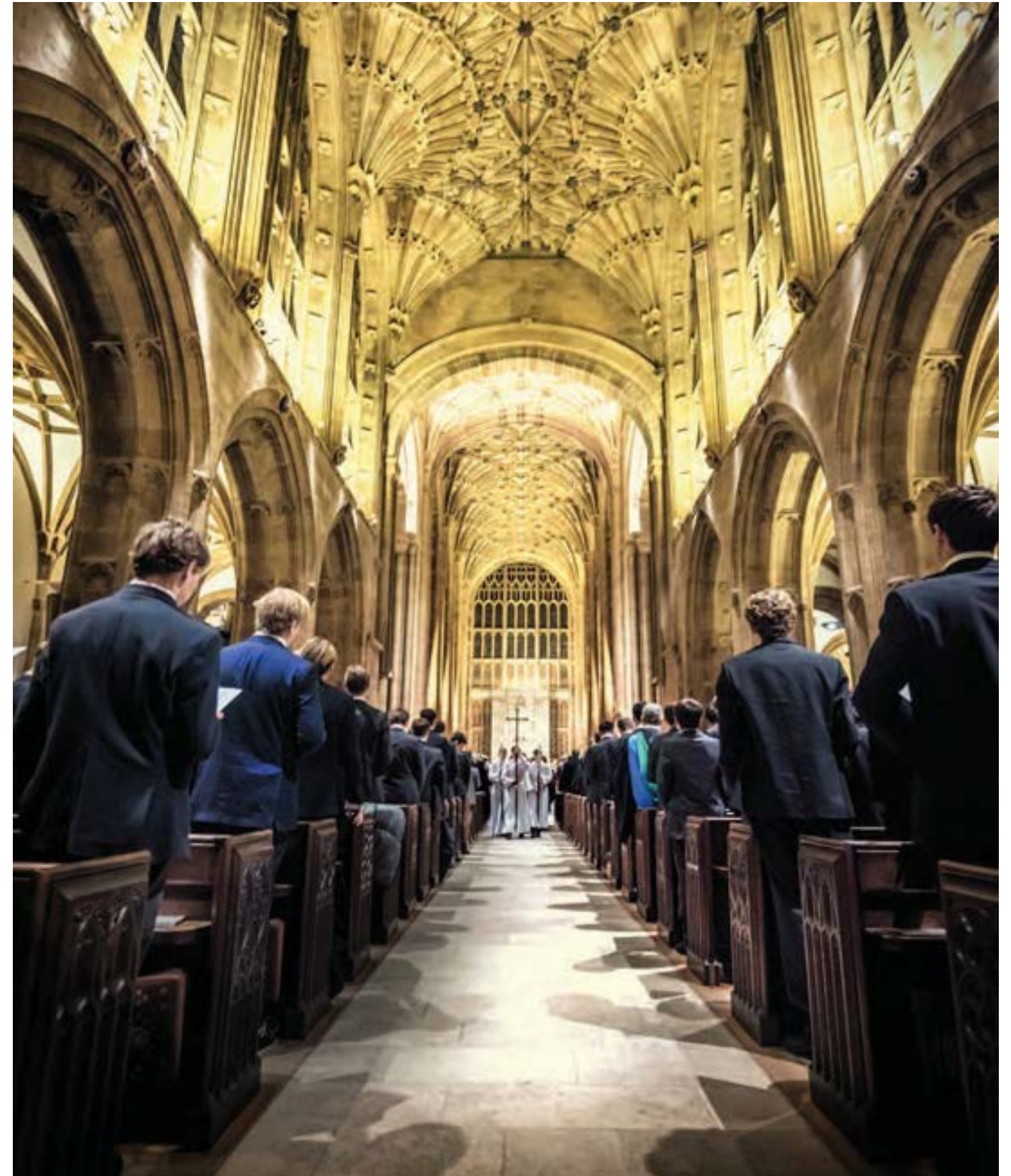
ISI Inspection 2023

Spiritual life

As a community based upon Christian values and with a heritage stretching back to our Benedictine foundation in 705, the spiritual life of Sherborne permeates much of what we do and who we are.

We have twice-weekly whole School services in the historic Sherborne Abbey as well as various other services in our own School Chapel. Additional voluntary services are exceptionally well attended; we regularly have well over fifty boys attending our voluntary Friday night Eucharist.

Boys and staff of all faiths and none are welcome at Sherborne. Members of the teaching staff are expected to attend some compulsory services and to support the Christian values which underpin School life.





Living and working at Sherborne

Located in one of Dorset's most picturesque towns and set amidst rolling countryside, our School is inseparable from the town that shares its name.

Working in a boarding school is a privilege but it is also demanding, with days that sometimes extend into the evening. In some ways however, the pace is more gentle than in a day school and there is time within the day to meet friends for a cup of coffee or do some shopping in the shops of Cheap Street.

The Common Room is enormously supportive and we have a comprehensive induction programme for new staff which extends throughout the first year. We run an NQT programme accredited by ISTip and a PGCE course in conjunction with the University of Buckingham.

The School has its own generous salary scale and all staff are entitled to reduced fee membership of the gym and swimming pool and access to loyalty rewards at the School's Hub cafe.

During term time, staff are able to take lunch in the Dining Hall.

A unique education in a unique location



Safeguarding

All young people deserve the right to live and learn in a safe and happy environment.

All Sherborne School staff share the responsibility to promote and safeguard the welfare of children and young people for whom they are responsible or with whom they come into contact. In doing so, staff are expected at all times to adhere to and ensure compliance with the School's Safeguarding Policy. If any member of staff becomes aware of any actual or potential risks to the safety or welfare of children in the School, they must report any concerns to the School's Designated Safeguarding Lead or the Headmaster.

We have a strong Safeguarding culture and all staff are required to attend regular training and updates.

As Sherborne School is registered to ask 'exempted questions' under the Rehabilitation of Offenders Act 1974, successful applicants will be subject to receipt of a satisfactory criminal record check from the Disclosure and Barring Service before this appointment is confirmed. This will include details of cautions, reprimands or final warnings. This post is also subject to receipt of two satisfactory written references, one of which must be from your current or most recent employer.

The Learning Support Department

There are currently six highly-qualified and experienced members of the Learning Support Department, including the Head of Department.

Although members of the team have their own curriculum specialisms, it is important that they are able support the boys across a wide range of disciplines, at least up to GCSE.

All members of the department contribute on a day-to-day basis with ideas for the department's development, using each other's areas of expertise. Each teacher contributes across the full age and ability range, and, in addition to meetings and other duties, a Learning Support teacher would normally expect to teach a full timetable, the majority of which would comprise one-to-one lessons, additional planning and administration. Use of Onenote, Teams, MS Surface devices and interactive whiteboards are central to teaching at Sherborne.

The skills, qualifications, training and experience of the Learning Support team cover a range of disciplines, including Science, English and Maths. For a part-time teacher there may be a possibility to take on additional teaching in one of the academic departments should the successful candidate wish it. This is dependent on subject and timetabling.

Although not absolutely essential, it would be desirable for the successful applicant to have completed some post-graduate training in SEN. Particularly desirable are qualifications in specialist assessment equivalent to Level 7 (either via AMBDA or APC Level), and / or to hold a SpLD Assessment Practising Certificate (awarded by the BDA, Dyslexia Action or Patoss) and CPT3A Assessors qualification or equivalent. Opportunities may exist to train for these qualifications whilst working at Sherborne and the School offers a generous training fund to help towards achieving such professional qualifications.

The Learning Support Department liaises closely with the academic departments and House and boarding teams, either through regular case conferences, meetings with tutors or attendance at Parent-Teacher meetings. The Learning Support staff have become increasingly involved outside of the department, contributing to lesson observation programmes and twilight INSET, which included training on strategies for differentiation, helping boys with dyslexia and how to manage ADHD in a 24/7 school environment.

The Learning Support Department is housed within the West Lodge: a large, converted town house, whose environs help significantly to engender the friendly, warm ambience that exists within the department. West Lodge has six well-resourced teaching rooms, each complete with interactive whiteboards connected to MS Surface devices. There is also a kitchenette and facilities for making food and drinks. The atmosphere of the department is enthusiastic and positive. It is a department that teachers and students enjoy being part of, and all members are willing to contribute to its continued success.



Job description: Teacher

The successful applicant will have an enthusiasm for the subject and for teaching, and is likely to take responsibility for a number of classes across the age and ability range of the pupils in the School. He or she should expect to:

- work independently as an effective, classroom practitioner, directing and being responsible for the learning of each allocated set of pupils, for each academic year.
 - develop and maintain effective working relationships with pupils, teaching staff, Senior Leadership Team and Housemasters or Housemistresses.
 - be able to design every lesson individually, to a high standard, conforming to the scheme of work laid out in the department's working document.
 - communicate articulately, positively and sensitively to pupils of different ability and age, developing a working relationship of mutual trust and respect.
 - use an appropriate range of resources and strategies in teaching to facilitate good learning.
 - organise and manage time effectively to meet the demands of the teaching week.
 - monitor the progress of all pupils, giving constructive feedback.
 - be aware of different pupils' educational needs and direct teaching and learning appropriately.
- be accountable to the Head of Department for all routine activities throughout the working week and give feedback on any pupil, staff or organisational issue.
 - be accountable to the Head of Department and Senior Leadership Team for external examination results.
 - work as part of a team in the development of new course material its implementation.
 - show evidence of and a continuing interest in professional and personal development.
 - share resources and "best-practice" with the rest of the department.
 - cover lessons for absent colleagues within and beyond the department.

This is not an exhaustive list of duties expected by the School, but does give a good flavour of its expectations. All teachers are expected to fulfil any reasonable request made by the Headmaster.



ADHD Speciality

The successful candidate will:

- Identify and undertake training to develop deeper understanding of ADHD.
- Visit other schools to identify best practice in ADHD provision.
- Work with outside agencies to develop a school approach to supporting boys with ADHD.
- Draw up a development plan that:
 - sets out a vision for how boys with ADHD will be supported at Sherborne
 - identifies targets
 - outlines the steps we need to take to achieve both
- Provide a model of good professional practice.

Training others:

- Assist colleagues in providing support to boys with diagnosed or suspected ADHD.
- Work proactively with teachers to share ideas for how boys with ADHD can be supported in lessons.
- Work with House staff to help them identify specific strategies for supporting boys with ADHD in evenings, weekends and other down time.
- Observe boys in lessons where appropriate (e.g. by invite of a class teacher struggling with that student/class).
- Lead on INSET and other whole school training.
- Work with boys to make training materials for staff that have direct student input (and other inset materials).
- Alongside/under the Head of Learning Support, advise families regarding possible diagnosis routes and external agencies offering coaching for ADHD.

Supporting boys:

- Meet regularly with boys with ADHD.
- Provide support to boys with ADHD as part of their Learning Support programme.
- Monitor the provision for ADHD boys, both in LS lessons and more widely across the school.
- Working alongside the Head of Learning Support, track the academic progress of boys with ADHD.



Person specification

The Headmaster wishes to appoint a dynamic and well-qualified graduate to teach Learning Support across the full age range (experience in teaching Mathematics is also desirable). The post is a full-time position. All teaching appointments are probationary for a period of one year.

The successful candidate will have the capacity and imagination to inspire, guide and challenge boys of all ages and abilities is essential.

We are looking to appoint a person who in interview and by virtue of their qualifications and experience best demonstrates that he/she:

- is suitably qualified for the responsibilities of the post;
- has the ability to fulfil the responsibilities of the post with energy, enthusiasm and excellence;
- has strong interpersonal and communication skills;
- has good listening skills and respect for all boys;
- has the ability to explain clearly and has good presentation skills;
- has the ability to form relationships and to motivate teenage boys;
- has the ability to generate enthusiasm for the work of the Department,

and that he/she has the ability to achieve high standards in:

- teaching effectively throughout the age and ability range;
- subject knowledge and application;
- classroom management;
- assessment, recording and reporting students' progress, and:
- is willing to be involved in the co-curricular life of the school;
- has a commitment to personal and professional development;
- has a sense of humour.

The offer of appointment at Sherborne School is conditional upon the provision of a self-declaration of physical and mental fitness to discharge the responsibilities of the post. Please note that all areas of the School, both internal and external, operate a no-smoking policy (including company vehicles).

Salary and pension

Salary will be dependent upon experience. Sherborne School has its own salary scale.

Reasonable relocation expenses will be offered.

All teachers are automatically enrolled into a pension scheme.

Teachers are entitled to take holiday during the usual Sherborne School holiday periods; holiday cannot be taken during Sherborne School term time. In addition, teachers may be required by the Headmaster, upon reasonable notice, to work for varying short periods after the end and before the beginning of any term.



How to apply

A letter of application together with a completed application form and the names, with contact details, of two referees should be sent to the Recruitment Manager, Miss Emily Old, at Sherborne School, Abbey Road, Sherborne, Dorset DT9 3AP.

Electronic applications should be sent to:

hr@sherborne.org

Applicants selected for interview will be informed within a week of the closing date for application. Applicants who have not heard from the School by this time must assume that, on this occasion, their application has been unsuccessful. Candidates short-listed for interview will be required to bring to interview proof of ID, qualifications and their right to work in the UK.

Closing date:

9.30am on Friday 4 October 2024

Interview date:

Tuesday 15 October 2024

SHERBORNE



Many things here are simply world class. High academic expectations and outstanding pastoral care are, and must remain, the bedrock of a Sherborne education. Our musical, artistic and sporting provision is outstanding and all our boys have access to an extraordinary range of co-curricular opportunities.

Dominic Lockett - Headmaster and CEO

For further information please contact:

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Email: hr@sherborne.org

www.sherborne.org