



SHERBORNE SCHOOLS GROUP

Sherborne Schools Group (SSG) is a dynamic family of schools offering an exceptional education for girls and boys aged 3–19, across both day and boarding provision. Formed in 2024 through the merger of Sherborne Girls and Sherborne Boys, the Group now comprises Sherborne Girls, Sherborne Boys, Sherborne Prep, Hanford Prep, Sherborne International, and a number of trading companies. Together, these schools provide a rich and cohesive educational journey within the beautiful town of Sherborne and surrounding Dorset countryside.

Each school retains its distinctive identity, traditions, and community spirit, while also benefiting from the opportunities and resources of being part of a larger group. Today, SSG educates 1,280 pupils in the UK, supported by a dedicated team of staff. Our international reach continues to expand through Sherborne Schools Worldwide, with six schools established across Qatar and Jeddah, and a new school opening in Riyadh in 2027.

At the heart of SSG lies The Sherborne Difference: our commitment to transformative education that blends academic excellence with character development, wellbeing, and innovation. Through this, we prepare our pupils not only to succeed, but to lead, inspire, and make a positive impact in an ever-changing world.

Sherborne Boys is a full-boarding and day school for boys aged 13–18. Combining over 500 years of heritage with modern excellence, the school cultivates confident and compassionate young men. Pupils follow a broad curriculum including GCSEs, A Levels, and BTECs, supported by an extensive co-curricular programme.

Sherborne Girls is a full-boarding and day school for girls aged 11–18. It offers an empowering education that nurtures ambition, self-belief, and a strong sense of individuality. The curriculum spans GCSEs, A Levels, and BTECs, complemented by wide-ranging opportunities for personal growth, creativity, and co-curricular engagement.

Sherborne Prep is a co-educational day and boarding school for children aged 3–13. The school provides a warm and nurturing environment where curiosity, confidence, and foundational skills are developed for life, ensuring pupils are well prepared for the next stage of their education. Hanford Prep is a day and boarding school for girls aged 7–13, set in the Dorset countryside. It offers a rural haven where girls can explore, grow, and build resilience in a joyful, character-rich setting, while achieving impressive results both in and beyond the classroom.

Sherborne International is a co-educational short-term boarding school for pupils aged 8–17. It specialises in English language teaching, subject support, revision, and preparation for UK schools, providing an engaging and supportive environment where pupils can quickly develop confidence and academic skills.

JOB DESCRIPTION

Sherborne Schools Group Recruitment and Selection Policy Statement

Sherborne Schools Group is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants for this post must be willing to undergo child protection screening, including reference checks with previous employers, criminal record check and social media checks. All positions within the schools are exempt from the provisions of the Rehabilitation of Offenders Act 1974.

LEARNING SUPPORT TEACHER

Principal Role

The post is a full-time position. All teaching appointments are probationary for a period of one year. Sherborne Schools Group are seeking to appoint a highly motivated and enthusiastic Learning Support Teacher, to join and shape the way that students are supported across the full age range in all our schools. You might already be a Specialist Teacher and/or hold the Level 7 assessors' qualification. Alternatively, you might be at the start of your journey in learning support - either way, we would love to hear from you.

Primary	Sherborne Boys and Sherborne Girls
Location:	You may be required to work at other schools or sites within the Group to meet the needs of the business.
Reporting to:	Group SENDCO

The Learning Support Department

The skills, qualifications, training and experience of the Learning Support team cover a range of disciplines, including Science, English and Maths. Currently, there are two Learning Support teams, one on either school site. The ability to work in either team will be crucial to this role. Both teams are comprised of specialist teachers and assessors, who collaborate effectively to ensure the best possible outcomes for young people.

The successful applicant will have completed some post-graduate training in SEND and have an interest in developing and expanding their knowledge and expertise. Alternatively, you may already hold qualifications in specialist assessment equivalent to Level 7 (either via AMBDA or APC Level), and / or hold an SpLD Assessment Practising Certificate (awarded by the BDA, Dyslexia Action or Patoss) and CPT3A Assessors qualification or equivalent.

The Learning Support team 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 team contributes to lesson observation programmes and twilight INSET, which includes providing training on strategies for differentiation, helping students with dyslexia and supporting ADHD pupils in a 24/7 school environment.

The Learning Support Department is a department that teachers and students enjoy and are proud to be a part of, and all members are willing to contribute to its continued success. Moving forward, there is a strong emphasis on raising the profile of SEND across the Sherborne Group and there will be opportunities for additional responsibilities and leadership roles within the team. As part of the team, you will receive your own laptop. All teachers have a bespoke space in which to work which is comfortable, well-appointed and welcoming.

Core Responsibilities

You will have enthusiasm for:

- supporting students with literacy skills and/or maths from Year 9 to Year 13.
- helping students to develop strong study skills and revision strategies.
- encouraging students to develop effective organisational skills, so that they can be independent and resilient learners, with high self-esteem.
- working 1:1 with students to develop personalised strategies to overcome barriers to learning.
- working with small groups of students to support classroom learning, helping to correct misconceptions and build confidence.

You should expect to:

- work independently as an effective, classroom practitioner, directing and being responsible for the learning of each allocated set of pupils.
- develop and maintain effective working relationships with pupils, teaching staff, Senior Leadership Team and Housemasters or Housemistresses.
- be able to design lessons 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 to ensure lessons are multisensory and bespoke.
- organise and manage time effectively to meet the demands of the teaching week.
- monitor the progress of all pupils, giving constructive feedback.
- work positively and constructively as part of a team, demonstrating a 'can do' attitude and sense of humour.
- show evidence of and a continuing interest in professional and personal knowledge and development.
- share resources and "best-practice" with colleagues
- communicate regularly with parents and mainstream

Other responsibilities

- Undertake any other reasonable duties as required by Group SENDCO, including providing support across Sherborne Schools Group schools as necessary.
- Contribute to the wider life of the Group, including events, initiatives, or projects that enhance collaboration between schools.
- Be flexible in place of work and be willing to work across both teams.
- Promote and uphold the values and ethos of Sherborne Schools Group in all professional activities, ensuring consistency across the community.

Duties - this is not intended to be a comprehensive list of the tasks that will be covered and other tasks will be undertaken at the direction of the Group SENDCO.

Person Specification

We are looking to appoint the person who in interview and by virtue of their qualifications and experience best demonstrates that they have the capacity and imagination to inspire, guide and challenge students of all ages and abilities.

You will demonstrate that you:

- are suitably qualified for the responsibilities of the post.
- can fulfil the responsibilities of the post with energy, enthusiasm and excellence.
- have strong interpersonal and communication skills.
- have good listening skills and respect and empathy for all students.
- can form relationships to motivate teenage boys and girls.

You will have 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:
- have a commitment to personal and professional development
- have a sense of humour.

	Essential	Desirable
Qualifications and Experience	<ul style="list-style-type: none"> • QTS. • Post Graduate experience of teaching SEND • Experience of planning and delivering targeted interventions. • Experience of supporting pupils with a range of additional needs (e.g. dyslexia, ASD, ADHD, SEMH). • Experience of writing, implementing and reviewing support plans or IEP targets. 	<ul style="list-style-type: none"> • Hold Level 7 (either via AMBDA or APC Level), • and / or • Hold an SpLD Assessment Practising Certificate (awarded by the BDA, Dyslexia Action or Patoss) • and have • CPT3A Assessors qualification or equivalent. • Experience of conducting diagnostic assessments. • Experience working in an independent or secondary school setting.
Skills and Abilities	<ul style="list-style-type: none"> • Ability to identify barriers to learning and adapt teaching accordingly. • Strong knowledge of inclusive teaching strategies and SEND best practice. • Ability to plan, deliver and evaluate 	<ul style="list-style-type: none"> • Experience of dyslexia screening and assessment. • Experience delivering literacy and study-skills programmes. • Ability to train or support staff in inclusive classroom practice.

	<p>intervention programmes.</p> <ul style="list-style-type: none"> • Excellent communication skills with pupils, parents and staff. • Ability to work collaboratively with teachers, pastoral teams and external professionals. • Strong organisational and record-keeping skills. • Ability to motivate and build confidence in learners. • Competence using assistive technology and digital learning tools. 	<ul style="list-style-type: none"> • Experience analysing progress data to inform provision. • Knowledge of exam access arrangements processes.
Personal Attributes	<ul style="list-style-type: none"> • Be positive, flexible and a team player. • Have a strong desire to remove barriers to learning and lead with compassion and empathy. • Commitment to safeguarding and pupil wellbeing. • Excellent interpersonal skills and professional integrity. • Resilient, proactive and solution focused. • Commitment to continued professional development. 	<ul style="list-style-type: none"> • Willingness to contribute to wider school life. • Interest in research-informed SEND practice. • Ability to lead initiatives or develop provision within Learning Support.

Training Requirement for the Teacher of Learning Support – this list is not exhaustive, and the post holder may be required to undertake other training as required by the School.

Training	To be completed by	Frequency of training
Safeguarding (Child Protection) and Prevent Training	Within the first week of employment	As required
Induction training with Line Manager	Within the first week of employment	
GDPR	Within the first week of employment	As required
Display Screen Equipment (DSE) User	Within the first week of employment	As required
Fire Awareness	Within the first week of employment	As required
Manual Handling	Within the first week of employment	As required

Emergency First Aid at Work Training	Within the first term of employment	As required

Salary: Salary will be dependent upon experience. Sherborne Schools Group has its own salary scale. Salary paid monthly in arrears direct into nominated bank account. Reasonable relocation expenses will be offered.

Holidays: 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 Head, upon reasonable notice, to work for varying short periods after the end and before the beginning of any term.

Pension: The postholder will be able to join the Schools Pension Scheme. Where eligible the postholder will be auto enrolled into the Pension Scheme as per current legislation; further details may be obtained from the Director of Human Resources (Bursary).

Probationary Period: In accordance with School policy, all appointments are subject to a one-year probationary period.

Medical Self Declaration: The offer of appointment at Sherborne Schools Group will be conditional upon the provision of a self-declaration of your physical and mental fitness to discharge the responsibilities of the role.

DBS Disclosure (Police Check)/ References: As Sherborne Schools Group is registered to ask ‘exempted questions’ under the Rehabilitation of Offenders Act 1974, successful applicants will be subject to a criminal record check from the Disclosure and Barring Service before the appointment is confirmed. This will include details of cautions, reprimands or final warnings; further details are available upon request. This post is also subject to receipt of two satisfactory written references, one of which must be your current/last employer.

Postholder’s Responsibility: You share with all staff the responsibility to promote and safeguard the welfare of children and young people for whom you are responsible, or with whom you come into contact. In doing so, you are expected at all times to adhere to and ensure compliance with the School’s Child Protection Policy Statement. If you become aware of any actual or potential risks to the safety or welfare of children in the School, you must report any concerns to the School’s Designated Safeguarding Lead (Child Protection Officers).

Benefits

- Generous School Sick Pay scheme
- Reduced membership at a designated Sports Centre
- Membership of the School library
- Free onsite parking (subject to availability)
- Lunchtime meal, during School term time for staff working a full day
- Employee Assistance Programme offering free counselling / legal / medical support

We are proud to offer a thoughtful package of employee benefits designed to support your wellbeing, both in and out of work. While we aim to maintain these benefits, they are not contractual and may be reviewed and updated from time to time to reflect the evolving needs of our people and our Group.

Method of Application:

To apply via TES, please submit the online application form, available via the 'Quick Apply' button, by the closing date - please do not send in a curriculum vitae as we are unable to use them when short listing.

Alternatively, please download and complete the Sherborne Schools Group Application Form (Word document) available at <https://www.sherborneschools.group/group-vacancies> and return it to hr@sherborne.org

In the event of any queries please contact: Human Resources
Sherborne School
Tel: 01935 810502
Email: hr@sherborne.org

Closing date for applications: 9.30am – Monday 1 June 2026

Interviews likely to take place: Tuesday 9 June 2026

PLEASE INDICATE ON YOUR APPLICATION IF YOU ARE UNABLE TO ATTEND INTERVIEW DURING THIS TIME

Anticipated start date: 1 September 2026