



Job Description

PERIPATETIC ACADEMIC SUPPORT TEACHER (MATHEMATICS) One to one and small groups support

Line Manager/Reporting into: Academic Support and EAL Coordinator
Closing Date for Applications: 9am on Monday 15th August 2022
Start Date: September 2022

Reddam House Berkshire is seeking to appoint a **committed and dynamic Peripatetic Academic Support Teacher (Mathematics)** to join our Academic Support department as soon as possible.

The primary focus of this post will be in the delivery of Key Stage 3 and Key Stage 4 Mathematics support and study skills.

We anticipate this role will be for two days per week, term time only, but we have flexibility in timetabling and anticipate demand growing as the academic year progresses, so this could extend to a three/four day a week role if this suited the candidate. This appointment is paid per lesson taught. There is the opportunity to request a late start/early finish to incorporate any childcare or other needs.

This is a self-employed, peripatetic role where the school provide students for the appointed teacher to work with, following the school's protocols and procedures.

OUR SCHOOL

Reddam House Berkshire is a co-educational, independent school, housed in a Victorian mansion and set in 125 acres of wood and parkland.

Around 700 students between the ages of 3 months and 18 years are registered here (day students and boarders from age 11+). Children are recognised as individuals with unique skills to celebrate and given tailored support and guidance at each stage of their school career. Our structure of Early Learning School, Junior School, Middle School and Senior School means that every year group works with professionals who specialize and enjoy working with the students in their care.

The unique Reddam House philosophy and our formula for success are based to a large degree on the quality and depth of our curricula, cultural and sporting activities and especially our teaching staff, fully recognising that what goes on in the classroom between teacher and student strongly influences the success of the school.

www.reddamhouse.org.uk

“Inspiring Academic Excellence Across 5 Continents”

A definitive statement of excellence in private education, Inspired is a co-educational, non-denominational, independent school group designed to inspire students to achieve their maximum potential in a nurturing, progressive academic environment from ages 3 months to 18 yrs.

Inspired offers a fresh and contemporary approach to education by re-evaluating traditional teaching methods and curriculums, and creating a more dynamic, relevant and powerful model reflecting current attitudes. We nurture the unique individuality, talent and self-assurance of each student, equipping them to take on the world with the skills and confidence to ensure success.

Our current portfolio of 70+ schools currently operates across Europe, Asia-Pacific, Africa, the Middle East and Latin America, with quick ongoing expansion foreseen. The group has grown exponentially since its founding 7 years ago and offers a unique opportunity to join a connected global community obsessed with a dedication to excellence.

We take great care when selecting new colleagues to join Inspired Education and hand pick every single role. We believe true excellence in education is only achieved through an inspiring and passionate team with whom are dedicated to supporting our schools to recruit and retain students by sustaining engaging and inspiring learning environments through our 3 pillars of: Performing and Creative Arts; Academics and Sport.

Professionalism, responsive teaching, specialist knowledge, strong planning, excellent qualifications and an outstanding personal reputation, are just few of the core requirements we look for when recruiting Inspired teaching staff.

For more information about us, please visit [Inspired Schools - Premium Private Education \(inspirededu.com\)](https://inspirededu.com)

WHY APPLY

“Be at the forefront of International Education”

When you join Inspired, you don't just join a business. You become part of a unique global community of passionate professionals, with unrivalled access to extensive guidance, support and advice all focused on creating a culture of excellence in education.

WHAT WE OFFER

- The most collaborative environment, at every level, that you will find anywhere;
- Excellent resources;
- Excellent professional development within the Inspired group and a global network of over 70 schools to learn alongside;
- At the leading edge of independent school thinking;
- A culture of excellence;
- Network of opportunities;
- Free delicious lunch (if teaching both sides of the lunch period);
- On-site parking.

HOW TO APPLY

An application/information pack can be downloaded from <http://reddamhouse.org.uk/> or TES.

Alternatively, for further details please contact vacancies@reddamhouse.org.uk

All applicants will be expected to provide:

- a supporting statement clearly outlining why they are interested in the position and school
- a completed application form with their details and history of education, employment, and achievements
- at least two referees from a recent/current appointment

SAFEGUARDING STATEMENT

Inspired are committed to safeguarding and promoting the welfare of children and young people and if successful you are expected to share this commitment. The protection of our students' welfare is the responsibility of all staff and individuals are expected to conduct themselves in a way that reflects the principles and values of our organisation.

Any successful applications will also be required to undergo rigorous child protection screening including checks with past employers and an enhanced DBS check as well as completing any relevant safeguarding assessments

VACCINATION STATUS

It is a condition of employment for all new staff to be vaccinated against Covid-19. You will be asked to provide visual proof of your status if you are offered a job with us. If you are unable to be vaccinated because of a relevant protected characteristic, then please discuss your situation with us in confidence during the interview process. Disclosure of vaccine status will be dealt with in accordance of the provisions within the GDPR Regulations.

EQUAL OPPORTUNITIES STATEMENT

Inspired Education is an equal opportunity employer that is committed to diversity and inclusion in the workplace. We prohibit discrimination and harassment of any kind based on race, colour, sex, religion, sexual orientation, national origin, disability, genetic information, pregnancy, or any other protected characteristic as outlined by law.

This policy applies to all employment practices within our organisation, including hiring, recruiting, promotion, termination, layoff, recall, leave of absence, compensation, benefits, training, and apprenticeship. Inspired makes hiring decisions based solely the skills, experiences and attributes needed to continue to deliver excellence.

ROLE SUMMARY & JOB PURPOSE

The primary focus of this post will be in the delivery of Key Stage 3 and Key Stage 4 Mathematics support and study skills.

This is a self-employed, peripatetic role where the school provide students for the appointed teacher to work with, following the school's protocols and procedures.

ROLE RESPONSIBILITIES

All teaching staff are 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 be a fluent user of digital technology, to advance and enhance teaching and learning;
- To use differentiation in his/her teaching, enabling all students 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 at all times;
- To accept that he or she bears, as does everyone else connected to the School, a responsibility for marketing it.

Every teacher must be committed to the fulfilment of the School's strategic intents:

- a) In academic matters, to foster and communicate a culture of high expectations, focused on teaching and learning;
- b) In pastoral matters, to ensure that each student is given the individual attention she or he requires;
- c) 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;
- d) To develop one's own professional expertise as fully as possible;
- e) To contribute to making the School welcoming and accessible to the wider community;
- f) To ensure that the resources used in teaching and learning are as good as they can be within the bounds of affordability.

Departmental Responsibilities

Reporting to the Academic Support and EAL Coordinator, the primary focus of this post will be:

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 (e.g. SLT, other Academic Support Teachers or external agencies);
- Writing IEPs and setting clear targets; building on prior attainment and building in pupil voice;
- Assessing and identifying pupils with disabilities and/or difficulties;
- 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;
- To participate in the wider life of the School, including trips, activities and in boarding.

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;
- To observe and manage all Health and Safety requirements to maintain a safe environment for students, colleagues and parents.

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, or other members of Senior Management, 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.

PERSON SPECIFICATION

Outline of Key Abilities

You are asked to focus on demonstrating the extent to which you meet each of the selection criteria when writing your personal statement.

Candidates who are shortlisted for interview will also be required to demonstrate their ability to meet the criteria outlined on this Person Specification during the selection process, except for their qualifications; these will be evidenced from the application form and your production of any original relevant certificates at interview.

Key

Person Specification:	E: Essential	D: Desirable
Demonstrated in one or more of the following:	A: Application Form	R: References
	I: Interview/selection process	

Qualifications and Experience

		E	D	A	R	I
1.	Excellent academic qualifications to include a good honours degree or equivalent	✓		✓		
2.	Teaching qualifications; PGCE, QTS or equivalent and including a specific learning difficulties qualification		✓	✓		
	Understanding of the KS4 Mathematics curriculum and demands required for GCSE Mathematics	✓		✓		
3.	Willingness to continue to develop own expertise (evidenced through continuing professional development)	✓		✓	✓	✓
4.	Demonstrated track record of producing excellent results across the age range and ability	✓		✓	✓	✓

Skills and Personal Attributes

		E	D	A	R	I
1.	Excellent interpersonal skills. Ability to work both collaboratively and independently	✓			✓	✓
2.	Excellent organisational and administrative skills – ability to plan, prioritise and manage a varied workload	✓		✓		✓
3.	Competence in the use of ICT to support learning and willingness to learn new method of using ICT in the classroom	✓		✓		✓
4.	An exceptional rapport and empathy with children, shown by treating them with dignity	✓				✓
5.	An ability to persuade, negotiate, motivate and consult	✓				✓

6.	A belief in valuing each individual student and responding to their needs, fostering positive relationships with the students	✓				✓
7.	Ability to build good relationships with students and colleagues	✓				✓
8.	Strong interpersonal and communication skills	✓				✓
9.	Capacity for working under pressure	✓				✓
10.	Resilience and a sense of humour	✓				✓
11.	A commitment to professional development and a demonstrated record of having kept abreast of recent, relevant educational methodology	✓				✓
12.	Dynamic personality with a professional demeanour that creates a nurturing educational environment	✓				✓