



Tutor in Specific Learning Difficulties (SpLD)

Full Time

Required for September 2019

Job Description

Monkton Combe School is seeking to appoint a dynamic, empathetic and suitably qualified practitioner in Specific Learning Difficulties (SpLD) for years 9 - 13. To teach students with specific learning difficulties either one-to-one or in small groups. To work as a supportive member of the Learning Support Department and to maintain complete confidentiality on all school matters.

Please note Monkton Combe School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and Disclosure and Barring Service.



Monkton Combe School Overview

Monkton Combe School, just a mile from the World Heritage City of Bath, is an independent co-educational boarding and day school for pupils aged 2-18. We pride ourselves on our lively Christian ethos, excellent exam results and our strong pastoral care. At Monkton, we are setting standards for life; giving young people the qualities of character they need.

The Senior School (current pupil numbers are around 380) admits children from age 13 through to 18; the Prep School admits children from age 7 to 13 and the Pre-Prep has classes in Kindergarten (3 – 4), Reception (4 – 5) and Years 1 and 2 (5 – 7). The Nursery, set within the Prep School grounds, provides pre-school care (ages 2 – 3). The Senior School and Prep School have a strong boarding tradition; however, day pupils comprise one third of the intake of the Senior School and are in the majority in the Prep School. Since 1992 when it merged with Clarendon School for Girls the school has been co-educational with three boys' boarding houses and three girls' boarding houses, all in the school's immediate environs.

Our Vision: Monkton inspires young people to become confident, kind and ambitious adults who live fulfilling lives.

Our Mission: Monkton thinks differently. We start with a proactive pastoral environment to develop academically strong enthusiastic learners within a living Christian ethos.

Our Values: Confidence, Integrity, Humility, Service





General Information for Candidates Applying for Posts

Monkton places thinking differently at the heart of its strategic vision. We believe that self knowledge, learning from mistakes and focusing on individuals achieves remarkable results. Teachers who are creative and seek to innovate will thrive here. We are already one of the country's best known smaller boarding schools and pride ourselves on our size meaning you can really get to know all of the pupils and serve as a full part of our community. We are a Christian school with worldwide connections and interests, and have a strong reputation for pioneering and proactive pastoral care.

Monkton is seen by parents as a caring community which fosters a balanced education, as well as encouraging the pursuit of individual excellence. It is a friendly school where pupils develop their personal values in the context of a community where heritage, creativity and adventure are positive features. The expression of the School's ethos can be found in many fine examples of Monktonians achieving positions of leadership in the church and in other areas of life both nationally and internationally.

A single board of Governors oversees the entire School (Pre-Prep, Prep and Senior) and Monkton is a registered charity and is incorporated as a company limited by guarantee. The Principal acts as both the Head of the Senior School and as the CEO of the group of schools.

It is expected that candidates for teaching posts will support the Christian aims and educational philosophy of the School. Staff are warmly invited to attend Chapel, which is at the centre of the School's life, and to become involved in the more informal elements of Christian life in the School.

Confidence, integrity, humility and service are the values that we aim to live out and inspire in our students, and we are eager to educate character, as well as intellect. It is expected that all full-time members of the Common Room will be committed to the concepts and challenges of the boarding ethos of the school, wishing to contribute widely outside the classroom within pastoral, sporting and other co-curricular spheres. Many part-time staff also choose to add wider co-curricular and pastoral involvement to their teaching role.

Monkton starts with a proactive pastoral environment to develop academically strong enthusiastic students, and our innovative pastoral tracking ensures that we not only know our students well but can help them to know themselves well too.

Academic endeavours are taught within the context of developing positive attitudes to learning rather than achieving certain grades in exams. We are increasingly and explicitly describing learning as a process which is common to both curricular and co-curricular pursuits, so that the rugby coach, orchestral conductor and subject teacher all share the same learning aims.



Our staff CPD runs along similar principles with a focus on imagination, craftsmanship and evidence-based practice. Within this context we are committed to both providing all staff (teaching and non-teaching) with a peer coach with whom they can reflect on their practice, and training all staff in executive coaching techniques.

The school provides a modern and broad education for a diverse intake of boys and girls on a site which has developed significantly over recent years. The Senior School enjoys a very attractive rural location in the Monkton Combe valley some two and a half miles south of the historic city of Bath. Nearby are Monkton Prep and Pre-Prep each with separate Heads but part of the same foundation.

The Principal is a member of the Headmasters' and Headmistresses' Conference (HMC) and the School participates in the 20-strong 'Rugby Group' of independent boarding schools. At present there are about 375 pupils (boys and girls aged 13-18) in the School, of whom about three-fifths are boarders. The School has been co-educational in the Sixth Form since 1970 and fully co-educational from 1992, with a current ratio of boys to girls of about 60:40.

Scholarships are offered at years 9 and 12, and the School offers fee remission to a limited number of clergy and missionary families. The school also offers a fee remission package for children of staff in eligible positions. Admission into the school in year 9 is partly assessed by our unique assessment day, where year 6 students participate in group activities intended to evaluate aptitudes which Prof Bill Lucas at the University of Winchester has called the '7 Cs': creativity, collaboration, confidence, craftsmanship, communication, commitment and curiosity.

In the Senior School, the Principal is supported by a Senior Management Team consisting of the two Deputy Heads (Pastoral and Learning), Assistant Heads Academic, Co-curricular and Welfare, Senior Houseparent, Director of Digital Learning, Director of External Communications and the Bursar, who oversees all the support staff.

There are six Boarding Houses, three for boys and three for girls. Each House also contains day pupils. All full time members of the teaching staff act as a Tutor to a small group of pupils whom he or she sees one-to-one on a regular basis. Tutors are responsible for overseeing every aspect of the learning and personal development of his or her tutees. All full-time members of staff are attached to Houses for duties and pastoral oversight.

Recent academic results have been very good. This past year, 81% of A Level grades were A*, A or B, 51% were A* or A, and 21% were A*. The proportion of GCSE grades A* - A over recent years has been between 60 and 70%. Over the last 3 years, 13 of the 14 Oxbridge applicants have successfully taken up their places. This amounts to about 6% of the Year 13 cohort.

The main sports are rugby, hockey, cricket and rowing for boys, and hockey, netball, tennis and rowing for girls. There is a choice of other sports for older pupils. There is a wide range of activities and societies. The School also has a strong Christian Union, Combined Cadet Force, and Conservation and Community Service groups.



The School buildings are in many cases converted houses, formerly privately owned, in the village. There are also many purpose-built teaching areas and extensive playing fields; the School has two boathouses on the River Avon. Some staff live in the valley in school accommodation. There has been a major programme of rebuilding and improvement in recent years: a £4.5 million extension and rebuilding of Maths and Science Departments was completed during 2008, a completely remodelled £3.5m Music Department opened in February 2012, and a significant enlargement and refurbishment of the Art and DT Departments in 2015. Current projects are focusing on the refurbishment of boarding accommodation, and a ten-year strategic estate review was recently commissioned.

The school was recently rated 'excellent' in both categories (pupil personal development and pupil achievement) of the ISI inspection framework.

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The Learning Support Department

The Learning Support Department will consist of this role plus the SENCO providing support for approximately forty students. The department is based in a light filled building in the centre of the Senior School.



Tutor in Specific Learning Difficulties (SpLD)

Job Description

Relationship: The post holder is responsible to Head of Learning Support.

Fundamental Task: To support the learning of students with a specific learning difficulty and assisting with the progress of a pupil with SpLD. To support the students to obtain the maximum benefit from the school's curriculum.

Key Tasks:

1. Training and Learning: Access to the Curriculum.

- 1.1 To be aware of a pupil's specific needs when planning and delivering a lesson and reporting on his/her progress.
- 1.2 To delivery multi-sensory, structured and cumulative teaching either one-to-one or in small groups. This may include the teaching of study skills.

2. Training and Learning: Support Individual Education Plans (IEPs)

- 2.1 To assist in the writing of IEPs of own students and to assist the pupil in both the understanding of his/her IEP and in reaching set targets.

3. Quality Assurance

- 3.1 To provide clear, structured lesson plans.
- 3.2 To monitor and record progress.

4. Effective Communication

- 4.1 To regularly liaise with the Heads of Department and subject teachers as appropriate.
- 4.2 To communicate with parent / guardian when necessary, including attendance at parent-teacher meetings
- 4.3 To attend departmental meetings.



5. Standard and Quality Assurance

- 5.1 To support the aims and ethos of the School.
- 5.2 To set a good example in terms of dress, punctuality and attendance.
- 5.3 Attend staff meetings.
- 5.4 Be aware of matters relating to health and safety.

Note:

The post holder may be reasonably required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the character of the duties or the level of responsibility entailed.

Coaching Ethos: Monkton staff are committed to continuing to hone and improve our practice in different areas. We intentionally reflect on our professional development throughout the year. As part of this, and to support it, we train staff in coaching skills, and staff coach each other, as well as gaining valuable skills to use day to day. Over the next three years, our aim is to train all staff in coaching.



Person Specification

Essential:

1 Qualifications

1.1 SpLD Level 5 or equivalent specialist qualification.

2 Experience

2.1 A range of recent and relevant experience of working with children with SpLD

2.2 A comprehensive knowledge, and experience, of suitable and varied materials for SpLD teaching.

2.3 A track record of establishing positive relationships with students.

3 Knowledge And Understanding

3.1 A sound knowledge of all Specific Learning Difficulties.

3.2 A good understanding of child development and the SEND Code of Practice.

3.3 A good understanding of the structure and content of an educational psychologist's report.

3.4 A basic knowledge of the National Curriculum requirements.

4 Skills

4.1 To provide multi-sensory, structured and cumulative teaching tailored to individual need.

4.2 To be able to interpret an educational psychologist's report in order to deliver a teaching plan best suited to the individual.

4.3 To use language and other communication skills that students can understand and relate to.

4.4 To emphasise with the needs of the pupil and to offer constructive feedback to reinforce self-esteem.

4.5 To demonstrate active listening skills.

4.6 To assist the Department in the monitoring of students' progress.

4.7 To work effectively and supportively as a member of the Department and School.



4.8 To be aware of and apply all school policies e.g. behaviour management, Health and Safety, Equal Opportunities and Child Protection.

5 Personal Attributes

5.1 To maintain confidentiality on all school matters.

5.2 To be flexible both in teaching situations in general day to day running of the department.

5.3 To be a supportive member of the team.

5.4 To participate in training opportunities provided by the School.

5.5 To have a sense of humour

5.6 Sympathy with the School's Christian Ethos



General Teaching Job Description

Departmental policy, administration and resources

- Be conversant with departmental aims and objectives, schemes of work, external syllabuses, and assessment & reporting policies, as provided by the Head of Department.
- Share as required in departmental administration and policy-making.
- Manage efficiently, and take good care of, departmental resources entrusted to the subject teacher's care, reporting any losses or damage to the Head of Department or Deputy Head (Academic).

Teaching, assessment and reporting

- Plan and teach lessons in keeping with the departmental scheme of work and external examination specifications, giving due consideration to the needs of individual pupils.
- Set prep in accordance with the prep timetable, and check that it is being completed efficiently by all pupils.
- Monitor pupils' progress by regular marking and testing, keeping a record of marks and assessments. Methods of assessment must be in accordance with departmental policy, and with the requirements of external examination agencies where appropriate.
- Provide parents, house staff and senior management with full information on the progress of pupils, as required. Write reports and assessments in keeping with the school's assessment system, and attend parents' meetings.
- Promote sound standards of punctuality, discipline and work within teaching groups, taking appropriate action against offenders and referring difficult cases to Deputy Head (Academic) as appropriate.

Departmental meetings & professional development

- Attend departmental meetings, making an appropriate contribution.
- Attempt to maintain a close awareness of developments nationally within the subject discipline, by participating in departmental initiatives and by personal initiative.
- Participate as required in the school's appraisal system.
- Engage in personal professional development by attending relevant courses and meetings as agreed with the Head of Department



General Responsibilities

- Maintain good order and discipline among pupils and safeguard their health and safety both on the school campus and on organised events outside school.
- Supervise, as required, groups of pupils engaged in private study, and the classes of absent staff.
- Attend, and participate in as required, general school functions, meetings, Chapel & Church Services, cultural and social events, including those held out of school hours during term time.
- Carry out, in an efficient manner, a share of routine duties in accordance with published rotas.
- During games sessions, participate in the efficient organisation and coaching of games or an approved alternative activity, unless exempted by the Principal.
- Share in the efficient running of extra-curricular activities, as agreed with the Principal.
- Assist in the promotion of the school's reputation, and in marketing activities as required.
- Carry out any additional task reasonably required by the Principal.



Interviews

The closing date for applications is 3rd June 2019 at 4pm. Interviews will be taking place week commencing 10th June 2019 and will include an observed lesson, tour of the school and an interview with senior staff including:

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| 1. | Victoria Armand-Smith | Assistant Head Academic |
| 2. | Kirsty Alderson | Senco |

In addition, candidates will teach a lesson and have a tour of the Senior School with pupils.

References

References will normally be taken up before interviews are held, and any candidates who would prefer this not to take place should contact the Principal's PA. In this case, an appointment may be made subject to satisfactory references.

Open references will not be accepted and applicants should be aware that the School telephones referees to verify letters received.

One reference must be from an applicant's most recent employer, and another from their most recent school employer, where these are not one and the same.

Qualifications

Schools are required to verify all qualifications which applicants have. To this effect, interviewees are requested to bring original exam and other certificates to interview. These will be copied and returned to interviewees during their visit. In addition, photographic ID should be brought to interview for the same purpose.

Terms and Conditions of Employment

Short-listed candidates will be given a copy of the School's Payroll and Personnel Policies at interview which should answer many questions which applicants may have. In addition, all appointments are conditional on full and truthful answers in all sections of the application form. Omissions and false entries on the application form may lead to the withdrawal of an offer or termination of employment.



Child Protection (Safeguarding) and Staff Code of Conduct and Behaviour Policy, including EYFS

Monkton takes safeguarding very seriously. To this end, all appointments are made subject to satisfactory DBS clearance. The interview will include questions about safeguarding children. Monkton's Child Protection (Safeguarding) Policy includes the following information:

The framework provided is an ordered, purposeful, happy and caring community. Pupils are encouraged to develop moral discernment. High standards of behaviour are expected and young people are asked to treat others with courtesy and respect. The School sets out to create a secure basis for living in community and to achieve a balance between thoughtfulness towards others and freedom for the individual to develop his or her own personality. Good pastoral care is central to the life of the School, through the Principal/Heads, Houseparents, Tutors, the Chaplain, the Medical Centre Sister and other members of staff.

Specific Objectives

1. To foster pupils' educational development through all areas of the curriculum so that their self-esteem is raised, enabling them to acquire skills, attitudes and coping strategies which will help them to make reasoned decisions based upon sound judgement and valid information.
2. To provide a variety of opportunities for discussion with their peers and teachers in which the ground rules of confidentiality, tolerance and trust are observed.
3. To teach problem-solving techniques, assertiveness skills and respect for themselves and for other people. To encourage them to be responsible members of the school community, who will develop into caring adults with regard to their families and to society.
4. To maintain links with parents and representatives of outside agencies.
5. To view seriously any instances of bullying and to deal with them effectively.
6. To ensure that all members of the school staff understand Child Protection procedures and are alert to signs of potential or actual abuse in the categories of physical injury, neglect, emotional or sexual abuse.
7. To have in place effective reporting and action procedures, as required by the Children Act 1989 (Pupil > Member of Staff > Designated Teacher > Principal/Head > School Medical Officer (where appropriate) > Social Services). These are set out in more detail in the policy 'Child Abuse/Protection' in this section of the Staff Handbook.

The full Child Protection document can be found [here](#).

If you are unable to access the internet, please request a hard copy.



Equal Opportunities Policy, including EYFS

The Equal Opportunities Policy Statement and Policy Statement on Harassment at Work are designed to implement the commitment of the School to Equal Opportunities. It is the responsibility of every employee to ensure his or her own conduct conforms to the expected standards and reflects these Policy Statements.

The aim of the Policies is to encourage harmony and mutual respect between individuals in order to promote good working practices with a view to maximising performance.

If these Policies are not implemented, then valuable talent and potential are wasted. Moreover, when unfair discrimination, harassment, bullying or victimisation take place they bring about a climate of fear, insecurity and poor work performance. As well as being unlawful, this affects morale. The School aims to comply with all relevant UK and European legislation.

Monkton Combe School has been registered as a school with a religious character by the DfES. As such the School is able to advertise for and appoint teaching staff who have specific Evangelical Christian faith that is central to the ethos and tradition of the School. In specific circumstances this authority enables positive discrimination in favour of Evangelical Christians.

It is vital that every employee understands his or her responsibilities. Equal Opportunities are taken very seriously by the School and wilful failure to apply the Policies or evidence of discrimination, harassment, bullying or victimisation will result in disciplinary action which may include dismissal.

The Equal Opportunities Policy Statement

1. The School values the individual contribution of people irrespective of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin. The School is committed to ensuring that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable. This applies in particular but not only in relation to recruitment and selection, promotion, transfer and training opportunities, benefits, terms and conditions of employment, grievance and disciplinary procedures, termination of employment including redundancies, and conduct at work.
2. All employees should be treated equally with dignity and respect. The School will use its best endeavours to provide a working environment free from unlawful discrimination, harassment or victimisation on the grounds of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin, pregnancy or maternity.



3. The School recognises its legal obligations, including those under the Race Relations Act, Sex Discrimination Act, The Equal Pay Act, the Equality Act 2010 and the Part Time Workers legislation.
4. The School is designated as a School with a religious character by the DfES. This may be taken into account when recruiting staff when appropriate to do so. Notwithstanding this, the School undertakes to review periodically its selection criteria and procedures to maintain a system where individuals are selected, promoted and treated on the basis of their merits and abilities.
5. The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.
6. The School will not tolerate acts which breach this Policy and all instances of such behaviour or alleged behaviour will be taken seriously, fully investigated and will be subject to disciplinary procedures if found to be discriminatory. The School further seeks to give all employees equal opportunity and encouragement to progress within the School.
7. The School promotes tolerance of each other and respect for each other's position within the School community, and provides positive images and role models, whilst seeking to avoid prejudices and raise awareness of related issues.
8. If an existing employee becomes disabled the School will make every effort to retain him or her within the workforce whenever reasonable and practicable with reasonable adjustments to assist in overcoming or minimising the difficulties. This may need to be in conjunction with a medical advisor.
9. Whenever reasonably practicable to do so, the School will install in existing premises facilities for people with disabilities. Whenever the School invests capital in new or refurbished premises, every practicable effort will be made to provide for the needs of staff and pupils with disabilities.
10. The School undertakes to distribute and publicise this Policy Statement to all employees and elsewhere as from time to time appropriate.
11. Any employee who believes that he or she may have been subjected to treatment which breaches this Policy may raise the matter through the grievance procedure.

Policy statement on harassment at work

1. The School believes that the dignity of every person must be respected. Harassment of colleagues or pupils is unlawful and unacceptable and will be regarded as a disciplinary offence, which, in serious cases, may be classed as gross misconduct, resulting in instant dismissal. The highest standards of conduct are required of everyone, regardless of seniority.



2. The School recognises that harassment may take many forms. It may be directed towards persons of either sex. It may relate to a person's ethnic origin, religion or belief, age, sex, sexual orientation, physical or mental attributes or some other personal characteristic.
3. Harassment may involve action or inaction, behaviour, exclusion, comment or physical contact that the recipient finds objectionable or offensive. It may result in the recipient feeling threatened, humiliated, intimidated, patronised, demoralised or less confident in their ability. Condoning such conduct may be harassment in itself. The test of harassment is, at least in part, subjective.
4. Examples of unacceptable conduct include:-
 - verbal abuse, or insulting behaviour
 - sexist or racist jokes, jokes about an individual's sexual orientation or jokes about an individual's physical or mental attributes
 - the display or circulation of sexually suggestive or racially abusive material
 - bullying, coercive, intimidating or threatening behaviour
 - the ridicule or exclusion of an individual for cultural or religious differences, on the grounds of sex or sexual orientation or on the grounds of disability or other protected characteristic
 - persistent teasing or constant unfounded criticism of the performance of work tasks
 - unsolicited or unwelcome sexual advances, including touching, staring or commenting
 - comments of a sexual nature about a person's appearance or dress
 - bribery or attempted bribery.
5. An allegation of harassment must not be made lightly. If it is found that an allegation of harassment has been made without foundation and maliciously, then this will also be regarded as a disciplinary offence and in serious cases may be regarded as gross misconduct leading to instant dismissal.
6. All complaints of harassment should be made to the appropriate manager unless the complaint is regarding this person, in which case the complaint should be to that person's superior. Reference should be made to the grievance procedure in the Personnel and Payroll Policies.

Statement to Prospective Parents

In line with the Equality Act 2010 and the stated protected characteristics in particular, we do not discriminate in any way regarding entry. For example the School does not treat disabled or prospective pupils less favourably for any reason related to their disabilities than it treats those to whom that disability does not apply. We welcome pupils with physical disabilities provided that our site can cope with them. However, the Senior School in particular is situated on a steep hill and whilst every effort has been made to make it as accessible as possible for wheelchair users, there are some areas where this is not feasible due to the topography. The School will always consider reasonable adjustments to admission arrangements to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils. We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. However, we advise parents of children with special education needs or physical disabilities to discuss their child's requirements with the Principal/Head before he or she sits the entrance exam so that we can ensure that we can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.