



Part-time Learning Support Teacher

Information for Applicants

September 2024



Independent boarding and day school for boys aged 4 - 13 years.

LEARNING SUPPORT TEACHER

Required for September 2024

Summer Fields is one of the premier boys' prep and pre-prep schools in the country, situated in 70 acres of superb grounds in North Oxford. The school has an excellent academic reputation and is extremely well resourced.

We are seeking to appoint a part-time teacher with a qualification in specific learning difficulties to join the Learning Support Department which is an integral part of the school's academic provision. The successful applicant will teach boys on an individual basis for three days per week. We require a teacher who has an excellent understanding of learning difficulties and who can inspire the boys, relate well to the parents and show commitment and enthusiasm.

This is a superb opportunity to work in a prestigious independent school in a beautiful location in Summertown. Benefits include a generous flexible pension scheme with salary exchange options, life assurance and income protection. There is also access to an Employee Assistance Programme, an annual flu vaccination, a contributory private healthcare scheme; lunch during term-time, onsite parking, and discount on holiday activity clubs run on site.

If you would like to discuss the position informally with the Head of Learning Support and EAL, Mrs Sally Morrish, please contact her by email at sm@summerfields.com.

APPLICATION PROCEDURE

Please apply by submitting a fully completed application form with a cover letter addressed to Mr David Faber, Headmaster. To satisfy the requirements for safer recruitment, we need to ask you for your full employment record. Details of any gaps between jobs or between finishing education and employment must be provided. Applications should be emailed to recruitment@summerfields.com by the closing date of 16th May 2024.

Summer Fields is committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. Applicants must be willing to undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.

The school is fully committed to the principles of equal opportunity, diversity, and inclusion. Summer Fields does not discriminate on the grounds of race or colour, nationality or national or ethnic origins, religion or belief, sex, sexual orientation, pregnancy or maternity, marital or civil partnership status, gender reassignment, age, and disability. Applications are welcome from a diverse range of backgrounds.

MESSAGE FROM THE HEADMASTER, DAVID FABER MA

Thank you for your interest in Summer Fields and, in particular, in the role of Learning Support Teacher. I am delighted that you are considering our school and I hope that you will wish to apply for this position once you have found out more about us.

Summer Fields was founded in 1864 by Archibald and Gertrude Maclaren at their home in north Oxford. Mrs Maclaren was a gifted classical scholar and Mr Maclaren was a fencing master and owner of an Oxford gymnasium, with a passionate belief in the importance of physical fitness. It is from these roots that our school motto was born: *Mens sana in corpore sano*, A healthy mind in a healthy body. The Maclarens established the importance of a breadth of education inside and outside the classroom, values which remain central to the education we offer today.

Summer Fields is a full-boarding and day school for boys aged 4 to 13. There are currently approximately 340 boys on the roll and the school is generally over-subscribed; indeed, numbers are set to rise over the next two years. We offer excellent teaching, traditional values and exceptional pastoral care. We continue to build on a strong academic legacy with an individual focus on strengthening each boy's confidence and abilities.



Summer Fields is a special place and pastoral care is very strong. The school is a vibrant, extended family of staff and boys, living side-by-side in a busy, caring and friendly boarding community. We aim to ensure that each boy is happy, academically challenged and is taking full advantage of life at Summer Fields, with its many possibilities and opportunities.

Summer Fields celebrated its 150th birthday in 2014 and, as well as hosting many events to celebrate this anniversary, a major redevelopment of parts of the school was completed. In particular, a spectacular new £3m building, the Salata Pavilion, providing new sport changing and other facilities, was opened in January 2016. A further redevelopment provides a state-of-the-art new school library, including an archive room, a periodicals room and associated teaching rooms in what is the oldest and largest teaching space in the school. The £2.5m project includes a major refurbishment of the school Chapel, as well as the DT and Learning Support departments.

The school is thriving at all levels and we have recently entered an exciting new phase in our history. In September 2018 we opened a brand-new Summer Fields Pre-prep school, catering

for boys from Reception to Year 3. The school is housed in a stand-alone building: Newton, one of the oldest and most historic buildings on the school's 70-acre site. The building has undergone a complete re-development, including the addition of a striking, modernist new extension; it now provides purpose-built facilities for up to 80 boys aged 4 to 8.

I recognise that a great deal of thought and time goes into preparing such an application and I assure you that I will, in turn, give your application serious consideration.

ACADEMIC RECORD

Academic standards and outcomes are high. The principal entry point to the prep school is currently in Year 4, although a few boys join in Years 5 and 6 depending on places being available; these places continue to be available following the establishment of the Pre-prep. Some 25 boys will join the prep school from the Pre-prep each year, in addition to those joining directly (both boarders and day boys) in Year 4. Admission is by selection. The aspirations of boys and parents are high and the school prides itself on the outstanding exam results achieved by our leavers. The school's greatest academic strength is excellent teaching at all levels and we are proud of the academic achievements of boys of all abilities. Each year boys pass Common Entrance and regularly win scholarships to the top public schools in the country.

BOARDING

The boarding structure is horizontal, according to age, in six lodges (boarding houses), where the boys are usually looked after by a husband-and-wife team. Every boy has a personal tutor, responsible for overseeing all aspects of his life at school and with whom he meets regularly, one-to one. In addition, a boy can seek help from lodge parents, form takers, the Head Sister, and, of course, the Headmaster.

The school is set within 70 acres of grounds and is extremely well resourced with many outstanding and modern facilities, which are continually enhanced. In addition to the academic curriculum, sport plays an important part in the life of the school, as does music, art, design and technology and drama; recent results in music scholarship exams, in particular, have been outstanding. All these activities, and many others, are extremely well provided for. The Chapel is at the heart of the school, both literally and figuratively.



TEACHING AT SUMMER FIELDS

The school recognises that its teachers are its most valuable asset and seeks to recruit and retain the very best qualified and most enthusiastic academic staff, who can communicate their knowledge and passion for a subject to the boys. Our teachers' primary aim is to develop the boys' intellectual curiosity, interest and enjoyment in an atmosphere of mutual respect and discipline. The supportive boarding community is particularly conducive to developing these qualities.



THE LEARNING SUPPORT DEPARTMENT

Summer Fields gives comprehensive but sensitive support for pupils with learning difficulties, and the school is determined that these pupils should have full access to the curriculum. The Learning Support Department is an integral part of the school's academic provision and we regard learning support skills as relevant to the whole school. We are proud of our role in securing places at the school of first choice even for pupils with significant learning difficulties.

We are a team of four Learning Support Teachers. Some of us have had experience as class teachers across the prep school range. All of us are qualified to teach children with Specific Learning Difficulties. We have a visiting Occupational Therapist and a Speech and Language Therapist. Close links are all maintained with other professionals such as educational psychologists.

The Learning Support Department recognises the need for pupils to have a positive and confident attitude to learning in order to ensure success in the classroom. Our first aim for any pupil receiving Learning Support is that he feels valued, supported and able to talk about any difficulties experienced in the classroom. The department is placed in the heart of the school, which means that members of staff are able to liaise closely with the rest of the staff about pupils, and it offers a quiet, welcoming environment where pupils feel secure in their learning. Contact with parents is maintained at Parents' Receptions, by email and by telephone; reports are written every term.

JOB DESCRIPTION

Job Title: Part-Time Literacy Learning Support Teacher

Reporting to: Head of Learning Support and EAL

Purpose of the Job

To teach pupils on an individual basis who are experiencing Specific Learning Difficulties (SpLD) in line with the SEN Code of Practice 2015.

Main duties

- Plan, prepare and teach lessons to the highest standard according to the specific learning difficulties of each pupil.
- Use a wide range of multi-sensory teaching styles suited to the individual needs of each pupil.
- Follow recommendations given in reports from outside professionals (e.g. educational psychologist).
- Assess, record and report on the development of each pupil within the guidelines of the Learning Support Handbook.
- Write a formal report to parents at the end of each term on the progress made by each pupil.
- Carry out the administrative tasks outlined in the Learning Support Handbook.
- Participate in meetings and other activities, both within and out of School, which provide opportunities both for the exchange of views and for other forms of professional development.
- Regularly review methods of teaching and to be aware of current research in the area of SpLD.
- Take responsibility for the upkeep of books and other resources in the LS Department and to maintain the fabric of the room and displays.
- Read the notices displayed in the Staff Room, especially the “This week” and “Today” boards.
- Communicate and meet with members of staff as regularly as possible.
- Attend the Staff Meeting at the start of each term, all LS Department meetings and any meetings with outside professionals (e.g. educational psychologist, occupational therapist, speech and language therapist).
- Attend Parents’ Receptions and organise any additional meetings with parents as appropriate.
- Communicate and meet with parents as appropriate and respond positively, professionally and promptly to emails, phone calls, letters and messages from parents.
- Look after the welfare of all pupils in your care.
- Reward boys for good work.
- Maintain good order and discipline among pupils, support and contribute to the school’s responsibility for safeguarding their pupils.

General requirements

- Summer Fields is committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All staff must adhere to, and ensure compliance with, the school's safeguarding policies and procedures in the context of their role.
- Support and promote the ethos of the school.
- Enforce all school rules (which may be summarised as "Do as you would be done by").
- Comply with all aspects of the school's Staff Code of Conduct.
- Maintain high professional standards of attendance, punctuality, appearance and conduct.
- Maintain positive, courteous relations with pupils, parents and colleagues.
- Comply with the Health and Safety procedures as required by the school.
- Adhere to school policies and procedures.
- Carry out any other task or duty as reasonably required by the Head of Learning Support and EAL.

PERSON SPECIFICATION

Essential requirements:

- A qualification in Specific Learning Difficulties (SpLD).
- An ability to communicate well with children of all ages.
- Flexibility, creativity, good sense of humour.
- A teacher who is able to command instant respect from her peers, the children and the parents.
- A strong communicator and a good listener.
- Experience in using ICT.

Desirable requirements:

- Experience in supporting children with Social Emotional and Mental Health and a knowledge of interventions for managing feelings and de-escalation techniques.
- Knowledge of screening methods and interventions for Autistic Spectrum Disorder and Attention / Concentration difficulties.
- A qualification in teaching children with English as an additional language.

APPLICATION AND RECRUITMENT PROCESS GUIDANCE NOTES

Summer Fields is committed to ensuring the best possible environment for the children and young people in its care. Safeguarding and promoting the welfare of children and young people is our highest priority. The school aims to recruit staff that share and understand our commitment and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equality Act 2010.

APPLICATION

- Applications will only be accepted from candidates completing the relevant Application Form in full. CVs will not be accepted in substitution for completed Application Forms but are permitted to be submitted alongside a completed Application Form.
- Candidates should be aware that all posts in the school involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see the job description for the post. If you are invited to attend a formal interview your suitability to work with children will be assessed.
- As the job for which you are applying involves substantial opportunity for access to children, it is important that you provide us with legally accurate answers.
- The successful applicant will be required to complete a Disclosure Form from the Disclosure and Barring Service (“DBS”) for the post and, where appropriate, a check of the Barred List maintained by the DBS will be made. Any offers of appointment will be made conditional on obtaining such satisfactory checks. Additionally, successful applicants should be aware that they are required to notify the school immediately if there are any reasons why they should not be working with children.
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 and to those who are directly concerned in the management of that childcare.
- The school takes its responsibility to safeguard children very seriously and any staff member and/or successful candidate who is aware of anything that may affect his/her suitability to work with children must notify the school/their manager immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive.
- Staff and/or successful candidates who are disqualified from childcare or registration may apply to Ofsted for a waiver of disqualification. Such individuals may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the HR Manager for more details.
- The school has a legal duty under section 26 of the Counter-Terrorism and Security Act 2015 to have ‘due regard to the need to prevent people from being drawn into terrorism’. This is known as the Prevent duty. Schools are required to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Accordingly, as part of the recruitment process, when an offer is made the offer will be subject to a Prevent duty risk assessment.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. Any information about past

disciplinary action or substantiated allegations will be considered in the circumstances of the individual.

- If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children. Where you have no previous employment history, we may request character references which may include references from your school or university.
- You should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal if you have been appointed, and a possible referral to the police and/or DBS.

CONDITIONAL OFFER OF EMPLOYMENT

Any offer to a successful candidate will be conditional upon the following criteria:

- Receipt of at least two satisfactory references (if these have not already been received), including for internal appointments. All references should be provided by a senior person with appropriate authority, subject to the satisfaction of the school. All referees will be asked if the candidate is suitable to work with children. The school will compare any information provided by the referee with that provided by the candidate on the application form. Any inconsistencies will be discussed with the candidate.
- Verification of identity and qualifications including evidence of the right to work in the UK.
- A satisfactory enhanced DBS check and if appropriate, a check of the Barred List maintained by the DBS.
- For a candidate to be employed as a teacher, a check that that the candidate is not subject to a prohibition order issued by the Secretary of State or any sanction or restriction imposed (that remains current) by the historic General Teaching Council for England before its abolition in March 2012.
- Verification of professional qualifications, including, where applicable, any award of Qualified Teacher Status.
- Where the successful candidate has worked or been resident overseas, such checks and confirmations as the school may consider appropriate so that any relevant events that occurred outside the UK can be considered. This shall include the candidate providing the school with proof of his/her past conduct as a teacher in the form of a letter of professional standing from the professional regulating authority in the country in which he/she has worked.
- Verification of medical fitness for the role in accordance with DfE Circular 4/99 Physical and Mental Fitness to Teach.
- Where the role involves providing care for pupils under eight, receipt of a signed Self-Declaration form showing the candidate is not disqualified from providing childcare as set out in the statutory guidance "Disqualification under the Childcare Act 2006 (July 2018)".
- For a candidate to be employed into a senior management position as set out within the School's Recruitment, Selection and Disclosures Policy and Procedure, receipt of a signed "senior charity manager positions: automatic disqualification declaration" confirming that the candidate is not disqualified from acting in a senior management position for a charity in accordance with the automatic disqualification rules for charities;
- If you are undertaking a management role, a check that you have not been prohibited from participating in the management of independent schools.

It is the school's practice that a successful candidate must complete a pre-employment health questionnaire. The information contained in the questionnaire will then be held by the school in strictest confidence and used as set out in the school's Staff Privacy Notice and Staff Information Security Policy. This information will be reviewed against the Job Description and the Person Specification for the particular role, together with details of any other physical or mental requirements of the role i.e. proposed workload, extra-curricular activities, and layout of the school. The school is aware of its duties under the Equality Act 2010. No job offer will be withdrawn without first consulting with the applicant, considering medical evidence and considering reasonable adjustments.