



## Learning Development Centre



# Literacy Tutor

# Overview

## **Part-time Literacy Tutor (BDA accredited Level 5 or equivalent) at More House School – commencing September 2024.**

Part-time, (4 days), permanent, non-residential position starting September 2024.

We are looking for a BDA accredited Level 5 (or equivalent) Literacy Tutor to join our dynamic team in September 2024. We offer excellent training and support working in a unique, friendly and professional environment.

Our tutors and therapists are inspiring and creative, transforming the futures of intelligent pupils with additional learning challenges, by empowering them. Come and join us for an exciting opportunity to work directly with children and young people, supporting them to develop, thrive and reach their full potential.

### **Our School Vision is:**

*To lead in transforming the futures of intelligent children who experience Specific Learning Difficulties, Developmental Language Disorder and associated conditions, by empowering them.*

### **Our School Values are:**

*Kindness - Spirit - Responsibility*

**More House School**  
**Rated Outstanding by Ofsted (2023)**



# About this post

We are looking for an enthusiastic and adaptable Literacy Tutor to join our department. The post will involve managing and delivering Literacy Tuition to a varied caseload of boys aged 8-18. Students at More House School are academically able, but struggle in education due to Specific Learning Difficulties, Speech, Language and Communication difficulties and related SEND needs. Literacy tuition is delivered in small groups of between three and five boys and is integrated into the whole school timetable, so that no student is withdrawn from lessons. The Literacy team meets regularly for CPD and support is provided both formally and informally.

All school employees benefit from free on-site parking, and excellent free lunchtime meals in the school's refectory. School terms are shorter than in the state-maintained sector, with generous school holidays. A comprehensive induction programme is provided, and ongoing professional development is supported through INSET days and training opportunities.

## **Tuition will include any or all of the following:**

- Phonological processing, reading accuracy and fluency, reading comprehension, spelling, essay planning, grammatical structure, study skills and exam technique.

## **Other duties will be as follows:**

- Writing session notes and keeping appropriate records;
- Attending interdepartmental and whole school meetings;
- Supporting students in class;
- Supporting students in public exams;
- Liaising with teaching staff;
- Advising parents and attending Parents' Evenings;
- Supervising break times;
- Writing annual reviews of progress;
- Recording half termly progress;
- Weekly mentoring of a small group of boys.

The above list of duties is not exhaustive, and the post-holder may be required to perform such other duties as may be, from time to time, deemed necessary by the Headmaster. This is a non-residential post.

## Training:

Teachers, tutors and therapists with a genuine wish to develop their skills in making learning opportunities successful for neuro-diverse learners thrive at More House School. The School provides staff with extensive, specialist training in developing practice effective in supporting intelligent pupils with literacy and developmental language weaknesses, and associated special educational needs, to succeed and to transform their futures.

Within their first year, new members of the staff are supported through a programme of weekly induction-training sessions, delivered on Monday afternoons from 4.30pm to 5.30pm.

During this first year, new staff also complete the School's fully-funded and nationally-accredited Level 3 Award 'Effective SEND Support'; a twelve-week, tutored and supported study course with opportunities for further progression.

The above training complements the School-wide, continuous programme of INSET training and preparation days and other ongoing training and development opportunities. The School is strongly committed to supporting teachers' career development.

**Professional membership fees are paid by the school.**



# About the Department

The role will be based in the Learning Development Centre (LDC) which houses a supportive team of Literacy/Numeracy tutors, Speech and Language Therapists, Occupational Therapists and Therapy Assistants. The department has a growing national reputation and strong links with universities, regularly providing educational placements for Speech and Language Therapy students from the University of Reading. We have recently introduced a sensory integration facility and actively encourage multidisciplinary working and communication between teachers and LDC Staff.

## Relationships

- The post-holder is responsible to the Headmaster in all matters, is supported by the Lead Speech and Language Therapist for the Sixth Form and reports to the Head of the Learning Development Centre.
- The successful applicant must also interact effectively on a professional level with colleagues, and seek to establish and maintain productive relationships with all.



# About This Post

## Personal Specification

### ESSENTIAL

### DESIRABLE

#### QUALIFICATIONS

BDA accredited qualification at Level 5 or above (or equivalent qualification).

Membership of a relevant professional organisations; BDA, PATOSS. Teaching Practising Certificate.

#### SKILLS AND EXPERIENCE

An ability informally to assess pupils' needs for Literacy Tuition.

An ability to develop and implement specialist Literacy Tuition for pupils and to evaluate the outcomes of the intervention.

An ability to make effective use of strategies to motivate and engage pupils in literacy support and to promote good student relationships.

An ability to communicate effectively with pupils, parents and staff.

Relevant work experience.

Experience of planning and implementing literacy-skills intervention and support for children or young people.

Experience of supporting children or young people in respect of their Specific Learning Difficulties.

## ESSENTIAL

## DESIRABLE

### SKILLS AND EXPERIENCE (continued)

A good understanding of the principles of supportive behaviour management.

Evidence of commitment to own professional development.

Strong commitment to the values and ethos of the school as described on the school website.

Confidence using IT to communicate.

An ability to keep accurate and contemporaneous records.

Excellent standard of written English and attention to detail.

Recent professional development relevant to Literacy Tuition in educational settings.

A willingness to engage in activities in the wider school community.

Proficient skills with Microsoft. Experience of using a school focused management information system.

### PERSONAL ATTRIBUTES

Strong sense of humour, optimistic enthusiasm and inclination to embrace challenge.

Excellent interpersonal and communication skills demonstrating an understanding of and commitment to professionalism.

An ability to demonstrate sensitivity and an awareness and understanding of others' needs and perspectives.

Evidence of resilience and professionalism in the face of challenge. Readiness to identify and respond with appropriate initiative to new challenges.

Understanding of own strengths and areas for development.

## ESSENTIAL

## DESIRABLE

### PERSONAL ATTRIBUTES (continued)

An ability to demonstrate flexibility and to respond positively to change.

Commitment to promoting confidence, aspiration and a sense of self-efficacy amongst our pupils.

An ability to demonstrate self-motivation and meet objectives on own initiative.

An ability to work independently and as part of a team.

Excellent time management skills and prioritisation skills and ability to work under pressure and to deadlines.

Strong and secure personal commitment to the school's ethos and aims, promoting the best possible outcomes for pupils.

Perseverance.

### Hours:

- The working day is 8.20 am until 4.30 pm during term-time, although will also include the induction training in the first year. (Note: academic terms are typically shorter than those in the state-maintained sector, and school holidays are therefore significantly longer).
- Attendance at school events outside these hours from time to time, as well as INSET days towards the beginning or end of school holidays.



## **Remuneration and support:**

- Annual salary, paid in monthly instalments: extremely competitive and in accordance with qualifications, experience and recognised skills;
- Pension there is a contributory pension scheme in operation specifically for non-teaching personnel. As governed by pension legislation you are automatically opted into the scheme and once enrolled, need to complete an 'Opt Out' form not to be included. Contributions are paid by the School at the Governors discretion and directed by Government legislation. Contributions towards your own personal pension plan may be made, but again this will be at the discretion of the Governors with the forementioned restrictions. Details about the scheme can be found at <http://www.nestpensions.org.uk>;
- Professional membership fees paid;
- Sick-pay;
- Employee Assistance Programme;
- Free on-site parking within the School's beautiful grounds;
- Excellent lunchtime meals at no cost in the School's refectory;
- Free access to the School's recently-refurbished strength & conditioning fitness gym;
- Comprehensive induction programme offered, and ongoing professional development supported through INSET days and training opportunities.

## **Safeguarding:**

This role is deemed to be one of working in regulated activity, meaning that the post-holder may expect to come into unsupervised contact with children and young people frequently in the discharge of their duties on-campus. As such, the expectations of conduct, required of all adults working at More House School, apply to this position, as does a full Safer-Recruitment vetting process of any appointee. A key responsibility of all adults working within the School is that of ensuring the effective safeguarding of all children and young people, through adherence to the School's policies; full-training is given.



# TO APPLY

To apply, please visit the vacancies page of our School website:



## Teaching and Therapeutic Staff Application Form

Please supply a full history in chronological order  
(with start and end dates) of all employment, self-...

[More House School /](#)



SCAN

The School reserves the right to interview appropriate candidates in advance of the above-named dates, and to appoint. Interested candidates are therefore strongly urged to submit their application as soon as possible.

Interested candidates are welcome to make an appointment to visit the school for an informal visit.

This post is subject to an Enhanced DBS clearance and the receipt of satisfactory references before a formal job offer is confirmed.

**More House School** is firmly committed to safeguarding and promoting the welfare of children and young people.