



## Part-time Literacy Tutor (BDA accredited Level 5 or equivalent) at More House School – commencing January 2025

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Part-time, (days), permanent, non-residential position starting January 2025.

We are looking for a BDA accredited Level 5 (or equivalent) Literacy Tutor to join our dynamic team in January 2025. 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.*

[www.morehouseschool.co.uk](http://www.morehouseschool.co.uk)

Our School Values are:

Kindness – Spirit - Responsibility

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in small groups of between three and five boys and is integrated into the whole school timetable, so that no student is withdrawn from lessons.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.

The School:

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.

Nationally celebrated, More House School is a registered charity providing an exceptional, mainstream education for intelligent boys with Specific Learning Difficulties and weakness in their developmental language skills. Delivering a transformative education repeatedly recognised as **'Outstanding' by Ofsted over more than** a decade, we offer a specialised learning environment for day and boarding boys from Year 4 to Year 13. Our pupils are taught to recognise their strengths and develop their self-belief so that they achieve independence and extraordinary results at GCSE, BTEC and A Level, above the national averages. A majority progress to university. Class-sizes are small, with a maximum of 15 pupils.

Delivering a mainstream independent-school experience, both academically and socially, the very broad curriculum affords all pupils the opportunity to discover their strengths, challenging them to fulfil their academic and extra-curricular potential. All boys who attend More House are individually timetabled, with many receiving support through the on-site Learning Development Centre and its **qualified therapeutic staff**. Judged **'Outstanding' by Ofsted in its last five School inspections, our most recent inspection (March 2023) graded More House School 'Outstanding' overall, and 'Outstanding' in each of the six sub-sections of the report. More recently, the School's provision for residential boarders was judged to be Outstanding in its 2020, 2022 and 2023 Ofsted inspections.** More House is CReSTeD approved, listed in their Specialist Schools category, and is a member of the Independent Schools Association and the Boarding Schools' Association.



The School is set on a wooded hillside in nearly thirty acres on the Hampshire / Surrey border and within the Surrey Hills Area of Outstanding Natural Beauty. Attractive modern facilities lie above the playing fields. London Waterloo is one hour away by train from close-by Farnham railway station, and there is easy access to the M25, M3 and A3 major routes. Guildford is twenty minutes' drive away.

In recent years, the School has built its School of Engineering and CAD facilities, opened a new Humanities block and School Chapel, completed our brand-new library and Media Studies centre, and grown our learning support facilities. 2018 saw the expansion of the campus and the conversion of a large domestic building into our new Sixth Form centre, which was opened in January 2019, improving further the facilities for both teaching, and independent study. In December 2022, we installed a new Strength and Conditioning fitness gym for students and employees. Later this academic year, we will commence an ambitious building project improving further our Science laboratory facilities, **extending the School's medical surgery and improving facilities for therapeutic counselling**. We are also seeking planning permission for another project which will realise increased resources for Sports.

Teaching and support-services staff join the School from a variety of backgrounds and are united by a **shared commitment to the School's vision and its values of Kindness, Spirit and Responsibility**.

The School is characterised by a continuous pursuit of excellence and improvement in all aspects of its provision, in order to realise the best possible experiences and outcomes for all pupils

#### About the department:

The role will be based in the Learning Development Centre (LDC) which houses a very large supportive team of Literacy tutors, Speech and Language Therapists, Occupational Therapists, and a Numeracy tutor. 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 actively encourage multidisciplinary working and communication between teachers and LDC Staff. More House is an inclusive environment and LDC Staff frequently have opportunities to attend school trips, enabling them to gain a holistic picture of the students and to get to know them better.

The school is committed to professional development and training is provided within school during our comprehensive in-service training programme and regularly throughout the term. Attendance at relevant external training courses is encouraged.

#### Relationships:

- The post-holder is responsible to the Headmaster in all matters, is supported by the Lead Literacy Tutor 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.



Person 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 <b>assess pupils' needs</b> for Literacy Tuition.	
An ability to develop and implement specialist Literacy Tuition for pupils and to evaluate the outcomes of the intervention.	Experience of planning and implementing literacy-skills intervention and support for children or young people.
An ability to make effective use of strategies to motivate and engage pupils in literacy support and to promote good student relationships.	Experience of supporting children or young people in respect of their Specific Learning Difficulties.
An ability to communicate effectively with pupils, parents and staff.	
Relevant work experience.	
A good understanding of the principles of supportive behaviour management.	
Evidence of commitment to own professional development.	Recent professional development relevant to Literacy Tuition in educational settings.
Strong commitment to the values and ethos of the school as described on the school website.	A willingness to engage in activities in the wider school community.
Confidence using IT to communicate.	Proficient skills with Microsoft. Experience of using a school focused management information system.
An ability to keep accurate and contemporaneous records.	
Excellent standard of written English and attention to detail.	
Personal Attributes	
Strong sense of humour, optimistic enthusiasm and inclination to embrace challenge.	Evidence of resilience and professionalism in the face of challenge. Readiness to identify and respond with appropriate initiative to new challenges.
Excellent interpersonal and communication skills demonstrating an understanding of and commitment to professionalism.	Understanding of own strengths and areas for development.
An ability to demonstrate sensitivity and an awareness and understanding of others' needs and perspectives.	
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 demonstrate flexibility and to respond positively to change.	



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

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;
- 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:

Please visit our website [www.morehouseschool.co.uk](http://www.morehouseschool.co.uk), and complete the online application form.

[More House School - Teaching and Therapeutic Staff Application Form](#)

Closing date for applications: 5pm on 29<sup>th</sup> November 2024

Interviews likely to be held: Week commencing 9<sup>th</sup> December 2024

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.

More House School, Farnham, Surrey



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.