



St Catherine's BRAMLEY

Patron: Her Royal Highness, The Duchess of Cornwall

Headmistress: Mrs AM Phillips MA Cantab

Charitable Objects of St. Catherine's School

The Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding or day school or schools for girls in which the teaching shall be in accordance with the principles of the Church of England.

Child Protection Statement - St. Catherine's is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening, including checks with past employers and an enhanced DBS with barred list check.

The post-holder will be responsible for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact and must adhere to and ensure compliance with the School's Child Protection Policy at all times. If in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School he/she must report any concerns to one of the School's Designated Safeguarding Leads.

Job Description for Head of Academic Mentoring Full-time

About St Catherine's School

St. Catherine's was founded in 1885 and in 2020 celebrated 135 years of successful education for girls. The School is an Independent Church of England Day and Boarding School, in membership of the Girls' Schools' Association, with 900 pupils aged between 4 and 18. The Prep School has 265 pupils aged 4 to 11 and the Senior School 635 pupils aged 11 to 18, of whom some 170 are in the Sixth Form and 120 are boarders aged 11 to 18. The School is situated in a 25-acre site in the village of Bramley, three miles south of Guildford off the main Horsham Road (A281) and on the edge of the Surrey Hills.

St Catherine's is a selective academic girls' school which prides itself on its excellent A Level results and the university places which all its leavers secure, including good numbers at Oxbridge. However, this is not at the expense of our commitment to the broader ideal of an all-round education for all our pupils, which will prepare them for full and happy lives as well as successful careers.

The School was inspected for Compliance and Quality of Education in October 2016 by the Independent Schools Inspectorate and the report may be viewed [here](#). A compliance inspection in October 2019 found all the Independent Schools Standards Regulations and National Minimum Standards for Boarding fully met. Our Good Schools Guide Reviews can be found [here](#).

We seek to appoint from September 2021 an appropriately qualified, enthusiastic and energetic Head of Academic Mentoring to screen, identify and monitor the academic progress of girls who present with any additional learning needs, from gifted and talented to mild dyslexia, ADHD, ASD etc. The post becomes vacant on the retirement of Caroline Warren after 12 years' distinguished service in the role and she has kindly offered a substantial handover to her successor, to ensure continuity for all the students being monitored by the department.

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About the Post

This is a high-profile post in a school which values its Academic Mentoring department and prides itself on unlocking the potential of all its students. The successful applicant will enjoy a serious position of responsibility and considerable influence on the framing of academic policy.

Practical Information about the Post

The Head of Academic Mentoring will:

- be responsible for the Academic Mentoring Department policy, including aims, schemes of work and Subject Development Plans and Study Skills Teaching Plans and Individual Educational Plans.
- keep the Senior School Learning Support Register up to date and available to all staff for reference.
- screen all new girls promptly on their entering the Senior School at 11+, 13+ and 16+ - the main entry points – and occasionally at other stages.
- see girls when they are referred to him/her by teaching staff and advise on appropriate action to assess or support them.
- Undertake such assessments when necessary, share reports with parents in meetings and explain the content and implications, feedback to pupils age-appropriately, and then brief teachers on advised strategies to support the student's learning and academic progress
- undertake Individual Education Plan Reviews when necessary and devise specific programmes of study or allocate this work to another member of the Academic Mentoring Department team.
- arrange referrals to an Educational Psychologist when appropriate, i.e. post-16 reports, prepare supporting paperwork and be present for feedback sessions with parents after assessment sessions.
- Organise neurodiversity questionnaires for staff on students with suspected issues such as ADD/ADHD/ASD and help parents liaise with and book external assessments with appropriately qualified experts.
- Meet weekly with the Director of Studies to review current referrals and progress being made by students.
- Maintain thorough records on pupils and record centrally all key information.
- liaise closely with parents throughout any period of assessment or support teaching and log contacts on the central tracking document.
- Liaise closely with the Access Arrangements Officer in ensuring that all candidates who qualify for special consideration in public examinations are appropriately documented and supported.
- Update the Academic Mentoring Policy and other policies e.g. Use of Word Processor, according to the review cycle set by the Director of Staff and in the event of significant changes to ISI etc.

Staff Management

The Head of Academic Mentoring will:

- assist the Headmistress or Director of Studies in selection and appointment of members of the department.
- be ready to be appraised and to undertake an annual review of any departmental members in line with School Staff Review Policy.
- be responsible for attending/ organising INSET as appropriate identifying and developing the skills and strengths of all members of the department.
- be responsible for the allocation of Study Skills support to pupils.
- Advise Academic Mentoring colleagues on strategies for teaching pupils or handling parental queries and be a 'sounding board' for new ideas or strategies to be implemented in lessons.
- Ensure that Academic Mentoring colleagues prepare written reports for girls having a course of Study Skills tuition at appropriate reporting times.

Staff Liaison

- The Head of Academic Mentoring will be expected to liaise closely/regularly with:

- the Head of English in particular over monitoring the progress of pupils raised as a concern or those having study skills lessons.
- the Preparatory School Head of Academic Mentoring through regular meetings.
- the Director of Studies and Headmistress over the diagnosis and progress of students with specific learning difficulties. A weekly meeting with the Director of Studies is essential.
- the Examinations Officer concerning pupils requiring extra time or other special arrangements in public examinations
- the School and Boarding Housemistresses, House Tutors and Sixth Form Tutors, Head of Careers, Scholars' Mentors and Oxbridge Co-ordinator as appropriate

Meetings

The Head of Academic Mentoring will be an important member of the following groups:

- the twice termly Heads of Department meetings, reporting back to the department as necessary
- the start of term and twice termly whole staff meetings and weekly staff briefing meetings
- attend the ICT Development Committee if invited to present specific Learning Support or Study Skills input.
- He/she will also hold regular Academic Mentoring Department meetings and keep minutes
- Weekly meetings of SHMs.

Financial Management

The Head of Academic Mentoring will:

- be responsible for informing the accounts department of charges to be levied for Study Skills teaching.
- be responsible for the departmental budget, ordering and maintaining departmental resources.

Miscellaneous

In addition, the Head of Academic Mentoring will:

- attend Parents' Evenings in the Senior School and deal with queries from parents of students with special educational needs or any parents of 11+ applicants who raise queries about their daughter's suitability for the School.
- be prepared from time to time to offer INSET training to the whole teaching staff on Specific Learning Difficulties and strategies to support learners in the classroom.
- devise and deliver study skills presentations for different year groups if requested by the Director of Studies and/or Head of Life Matters (PSHE) as part of the ongoing Thinking Skills and Study Skills programme for the whole School.
- encourage the appropriate use of ICT by pupils with Specific Learning Difficulties in liaison with the Director of Digital Learning and the Head of Digital Learning
- be responsible for health and safety and risk assessment in line with Whole School Policies.

Personal and Professional Qualities Required

The Head of Academic Mentoring has a wide range of responsibilities and it is expected that he/she will:

- hold a Level 7 qualification in teaching and assessing learners with a Specific Learning Difficulties.
- demonstrate strong knowledge and understanding of the concepts and skills of the subject.
- keep up-to-date with changes in the national curriculum and public examinations
- keep up to date with changes and professional knowledge in relation to professional development/consultation in study skills, teaching methods for learning support, and Exam Board regulations for Special Need candidates.

The Department

The Academic Mentoring Department has a record of supporting girls within a challenging academic environment to achieve success at the highest levels of which they are capable, including gaining strong grades at GCSE, AS and A2, and places at top universities. The emphasis is on realising the potential of all the

girls with special needs within the wider curriculum and presenting the support offered as relevant and worthwhile. Early identification via baselines screening at entry or close liaison with parents or feeder schools, including our own Preparatory School, lies at the heart of this success as does building strong relationships with the parents of girls whose specific needs are identified.

Girls at St. Catherine's who have Access Arrangements or EAL achieve Value Added in public examinations which is on a par with all other students.

The Department will be staffed by the Head of Academic Mentoring and a part-time teaching colleague who is responsible for Access Arrangements for public and internal examinations. Other visiting teachers may be employed according to demand for support teaching for which a charge is made to parents. The Preparatory School also has its own Head of Academic Mentoring and there is an expectation that the two departments will work very closely together to help ensure continuity of support for pupils moving through to the Senior School.

The Head of Academic Mentoring will be an influential member of the Heads of Department Team and will also be expected to liaise closely with members of the Senior Management Team as appropriate, but particularly the Director of Studies, the Senior School Housemistress (Pastoral lead) and the Head of Boarding. It will be important to be a regular presence in the Staff Room, working collaboratively with the Examinations Officer and all the teaching and pastoral staff to support all students recognised as having a specific learning difficulty.

Study Skills lessons are organised within the existing timetable, with older pupils being taught during private study time, lunchtimes or after school, while younger pupils may be taught as part of a rotational timetable during the School day. The Head of Academic Mentoring also teaches in the weekly Grey Matters rotation of lessons for Year 7 girls providing an introduction to Study and Thinking Skills strategies as beneficial for all students.

The post offers either a chance to move into management for the first time as a Head of Department or an opportunity to gain further experience for an existing Head of Academic Mentoring. The person we seek will be a strong administrator, an excellent communicator with parents, students and colleagues and a firm believer in the enhancement of the education of all our students through a powerful introduction to Study and Thinking Skills strategies.

Teaching rooms at St Catherine's have a data projector or interactive screen as well as a visualiser/webcam with microphone and an Apple TV for "mirroring" iPads wirelessly. iPads are also used widely in supporting the department – see section below re. being an iPad School.

We are committed to using digital learning alongside traditional educational values to offer the best of both worlds. The technology is there to support the learning and all girls have an iPad for use in lessons. We make use of the iPads to redefine what we can do in a classroom to encourage collaboration, and to stretch, challenge and support students. Google Classroom digital learning platform is used by all for the setting of tasks and distribution of resources, and there is an expectation that it is used routinely by all staff.

Support is freely available to all staff from the Director of Digital Technologies and the Head of Digital Learning.

The successful candidate will join a lively, collaborative and supportive staff common room where high standards are expected of staff as well as pupils.

iPad School

In 2014 St Catherine's became an iPad School, and all students from Year 5 upwards have their own iPads. Staff are not *required* to have an iPad or to use one in presenting teaching materials in the classroom, though all rooms are provided with Apple TVs as well as PCs and projectors/IWBs. However, staff *are* required to ensure that all resources needed for teaching are made available in an electronic format (Google Classroom is our current chosen platform) for downloading by girls and reading on the iPad. Strong general ICT skills

are therefore a requirement, though high levels of technical ability in ICT are not. ICT training and support are readily available to all colleagues.

Extra-Curricular Activities

All members of staff are asked to make a contribution to some areas of the extra-curriculum and from time to time to assist with an occasional evening event to help support events like the school plays or major concerts. These can often be combined with watching the girls in action in another sphere from the classroom and seeing another side to them which can be very helpful. All part-time and full-time staff also contribute, pro rata, to supervising Day Girls prep. time in the Library after school from 4.30 to 5.30 p.m. or 5.30 p.m. to 6.30 p.m. respectively roughly twice per term.

Statutory NQT Induction, Staff Induction, Staff Review and Continuing Professional Development

The School offers statutory NQT induction, as provided by the Independent Schools' Council, and a strong and well-established system of mentoring and support for NQTs. We have a well-established Initial Teacher Training Programme and consider applications from good graduates seeking school based teacher training. All new staff are given electronic access to a Staff Handbook and School Policies well ahead of their joining the School and are given full induction training at the start of their first term. Subsequent twilight sessions also offer training in other specific areas, e.g. report writing.

Heads of Department may from time to time wish to appoint ITT or NQT colleagues to their departments and will be expected to play a role in their mentoring, alongside the Director of Staff and the ITT Tutors. St Catherine's is proud of its record as a teacher training school. While this training route is not necessarily immediately relevant for the Academic Mentoring Department, there is still scope for the appointment of a teacher with QTS who may seek to undertake his/her specific special learning needs/support training/accreditation and who could be teaching a small study skills programme and mentored by the Head of Department.

The School is committed to the continuing professional development of its staff and there is an annual review procedure, conducted by a line manager. INSET opportunities are provided for the whole staff three times a year, and for individual staff, often arising out of discussions during the annual review.

St Catherine's School is committed to the proper Safeguarding of its students. All staff are required to undertake Child Protection Training as part of their induction and every three years thereafter.

Pastoral Roles

Posts within the pastoral house system of the School may also be available for the interested applicant for full-time posts. These are remunerated separately but are broadly the equivalent of form tutor responsibilities and applicants should state an interest in this additional responsibility in their application if it appeals. If such a post is not available initially, other opportunities will arise from time to time and will be advertised in the Staff Room. The current post-holder has been a Middle School House Tutor and found such involvement invaluable.

Remuneration

Salary will be based on the St Catherine's Salary Scale and will be commensurate with the qualifications and experience of the candidate.

The School contributes towards the Teachers' Pensions Scheme.

The post offers medical insurance cover which is a taxable expense.

Accommodation

Accommodation on site may be available in return for boarding duties. Opportunities can be explored at interview.

Other Benefits

Lunch is provided daily and all staff enjoy access to the School's leisure facilities for a small one-off joining fee: pool, tennis courts, squash court, fitness suite - when these are not in use by the girls or other visiting courses. Other meals will be provided if staff are required to work during the evenings. Other meals such as breakfast and supper may be taken regularly for a very modest charge, payable in advance.

A fees concession of 50% is offered for the education of daughters of full-time members of staff at St Catherine's if a place is available and the girl passes the entrance examination. For part-time staff any fee concession is calculated on a pro rata basis.

Full time teaching staff in the Senior School currently have an allocated free half day each week, usually an afternoon, or some other equivalent block of non-contact time, *if this can be timetabled*. However, this is a non-contractual privilege and it is expected that the member of staff would remain in school during this time if there were a special school event requiring his/her attendance, or if he/she needed to catch up on work after some days' sickness leave, for example, or an INSET day out of School.

Applications

The application form should be returned to the HR Administrator, Miss Melissa Hinde, by 12 noon, Monday 1st February 2021 and should take the form of:

- a letter of application relating to the specific job description for the post,
- the completed Application Form provided with these details/found on the School website at www.stcatherines.info/welcome/job-opportunities
- a curriculum vitae if you wish to submit one to complement the above documents

Candidates will have their applications acknowledged and if you do not hear from us after a few days, please contact the HR Administrator by email on jobapplications@stcatherines.info.

Thank you for your interest in St Catherine's School.

Alice Phillips
Headmistress
January 2021