



DOVER COLLEGE



Individual Needs Teacher

September 2021

Candidate Information Pack



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Welcome

Thank you for your interest in this role. I hope that over the next few pages of this information pack you get a flavour of the College and the shared values our community is built on.

Dover College is 150 years old in 2021 and has educated over five and a half thousand young men and women in that time. We occupy a beautiful campus in the heart of Dover, with buildings dating back to the 12th Century. But there is nothing ancient in our approach to education. Our vision is centred around the following principles:

Small is beautiful! The values of the family run through Dover College. Our class sizes allow us to nurture confidence, encourage inquisitiveness and celebrate individual achievement.

We are academically ambitious. We take the time to really get to know each child so that the right balance of challenge and support is in place based on their needs.

We think differently. Our distinctive curriculum, connecting Early Years right through to Sixth Form, focusses not only on achieving excellent results but also developing inquisitive and creative minds ready for the challenges ahead.

We offer an all-round education. We encourage internationalism, democracy, care for the environment, adventure, leadership and service.

We are international and local. We welcome pupils from across Europe, Africa, Asia and the Americas, encouraging everyone to be inclusive, unprejudiced, cosmopolitan and outward looking.

Whether you are applying for a teaching role, or one within our support services, your contribution to our team will be immensely valuable.



Simon Fisher
Headmaster



Safeguarding

At Dover College, there is nothing more important to us than the physical and emotional health and well-being of our pupils and staff.

We have created a safer culture in which pupils, staff, parents and governors feel able to articulate concerns comfortably; safe in the knowledge that appropriate and effective action will be taken.

Our Safeguarding Policy and Child Protection Policy applies to all adults, including volunteers, working in or on behalf of our School, in term and out of term time. We expect everyone working in, or for, Dover College to share responsibility for keeping children and adults at risk safe from harm and abuse, and to report any concerns to our Designated Safeguarding Lead or one of her deputies.

We have robust procedures in place for visitors to the site and carry out full recruitment checks on any adult who spends time regularly with our pupils. We have created our recruitment and selection policy to ensure Safer Recruitment practices are carried out throughout the College and these are applicable to all staff.

Pupil welfare issues are addressed through the dedication of staff to the ethos of the College. The pupils are taught and regularly updated on how to stay safe, including on-line and with their peers, and the staff have termly safeguarding updates.

Our Safeguarding and Child Protection Policy can be accessed [here](#).





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INDIVIDUAL NEEDS TEACHER

Dover College is a highly successful co-educational, boarding and day school with circa 300 pupils currently on roll.

We are seeking to appoint an Individual Needs Teacher from September 2021.

The role will involve delivering individual and small group support sessions.

This is a full time permanent role. Applications are welcomed from experienced and more recently qualified teachers.

We are committed to the safeguarding of children.

All employees must have the ability to understand and adhere to Child Protection and Safeguarding legislation.

References will be taken prior to interview and a DBS check will be conducted on the successful applicant.

To apply: please complete a teaching staff application form, which can be found on our website: <https://www.dovercollege.org.uk/about-us/vacancies/>

Closing date for applications: Friday May 14th 2021*

*We reserve the right to invite candidates for interview prior to the closing date and to close vacancies early if we have sufficient suitable applications.
Therefore, we encourage interested applicants to submit an application as soon as possible.



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PREPARED: SF/TM

REF: INDIVIDUAL NEEDS TEACHER

APPROVED: SF

REVISION: A **DATE:** 30th April 2021

JOB PROFILE

REPORTING TO: Head of Individual Needs

PURPOSE OF JOB: To provide individual and 1:1 Individual Needs lessons

KEY RESPONSIBILITIES

GENERAL AREAS OF RESPONSIBILITY

- To promote and safeguard the welfare of pupils at all times
- To comply with the School's Safeguarding and Child Protection policy and ensure that any concerns relating to the safety or welfare of children are reported to the Designated Safeguarding Lead
- To act professionally at all times, setting a good example to children through high standards of presentation and personal conduct whilst contributing positively to effective working relationships within the school
- To develop the social and communication skills of children and provide a safe and secure environment in which the child can learn
- To keep up to date with pastoral care policies of the School and remain sufficiently aware of any personal problems of individual pupils
- To act consistently, in a calm and supportive manner with colleagues
- To promote the highest possible standards of teaching and learning which meet internal and external quality standards so that as many children as possible can become successful independent learners
- To attend staff meetings, open days, briefings, assemblies, INSET days, parent consultations and other school events, as require
- To undertake other specific duties which may, from time to time, be reasonably requested by the Headmaster
- To carry out supervisory duties



KEY RESPONSIBILITIES (CONTINUED)

- To cover for absent colleagues, when required
- To meet all deadlines for the efficient running of the school (e.g. reports, planning etc.)
- To maintain an orderly and purposeful atmosphere in the classroom and around the school and to check the attendance of pupils
- To ensure good management, sense of order and tidiness of the classroom so that the children may develop a sense of responsibility and pride in their classroom
- To ensure that all pupils adhere to the School rules
- To create an atmosphere of trust and co-operation between home and school by working and communicating with parents/carers
- To notify the school about personal absence and gain permission from the Headmaster for any intended absence
- To participate in any arrangements that may be made for teacher appraisal
- To be responsible for his/her personal punctuality and wearing of appropriate dress

SPECIFIC AREAS OF RESPONSIBILITY AS CLASS TEACHER

- To provide 1:1 and small group specialist literacy teaching, at the direction of the Head of the Individual Needs Department, and in consultation with, parents/carers, staff and pupils
- To provide support across both senior and prep schools
- To liaise with, and provide advice for, subject and prep school staff regarding pupil's needs and suggest classroom support strategies, provide suggestions for teacher differentiation and resources.
- To devise small group and individualised literacy programmes and study skills programmes with appropriate Personalised Action Plan outcomes and targets.
- To embed in your planning the skills needed in order to fully enable children to develop their creative, critical and collaborative thinking skills and higher-order reasoning skills
- Keep abreast of current knowledge and practice by attending external cluster groups, forums and network meetings,
- Undertaking INSET courses and reading widely
- Be aware of the range of needs of individual pupils, identify barriers to learning and seek appropriate advice when necessary
- To ensure that pupils derive as much satisfaction as possible from the lessons and make the maximum progress possible
- To maintain and update pupil SEN records
- To liaise with parents on a regular basis re pupil progress and home support strategies



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KEY RESPONSIBILITIES (CONTINUED)

- To provide reports in accordance with the reporting schedule
- To provide feedback at a Parents' Evenings
- To use all learning resources effectively (including ICT)
- To take the register at the start of each sessions
- To work with other professionals, such as medical staff, speech and language therapists and educational psychologists

PERSON SPECIFICATION

ESSENTIAL

- Experience of teaching learners with specific learning difficulties, particularly dyslexia
- A good understanding, and regularly updated knowledge of current inclusive provision and practices
- A willingness to commit to future training and qualifications
- A commitment to promoting and safeguarding the welfare of children
- A teaching qualification (e.g. PGCE, BEd)
- Passion for delivering a high quality education for all children

DESIRABLE

- A relevant advanced qualification in teaching children with Specific Learning Difficulties or Dyslexia
- A Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)
- Experience of working in an independent school environment

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