SLINDON COLLEGE

SpLD Specialist Teacher

Closing Date: 08th December 2026 at Midday
Applications will be considered upon receipt. We reserve the right to interview and appoint at any stage of the process.

Start Date: 1st January 2027 or pending notice



Headteacher: Mark Critchard
Slindon House, Top Road, Slindon, Arundel, West Sussex BN18 0RH
Tel: 01243 814320 www.slindoncollege.co.uk

Job Title:	**SpLD Specialist Teacher**
Hours:	**Full Time (Pupil Term 34 weeks/year)**
Pay:	**Pending Qualifications EITHER:** **Slindon College <u>Qualified</u> Teacher Salary Scale** EITHER: £32,371 - £43,479 & APTIS Pension 5% Employer Cont. OR, £29,698 - £39,889 & APTIS Pension 15% Employer Cont. **OR Non QTS (Level 5 only)** **Slindon College <u>Unqualified</u> Teacher Salary Scale:** £23,611 - £31,679 & APTIS Pension 5% Employer Cont.
Benefits:	**Group Income Protection (QTS), Group Life Assurance (QTS), Free Meals and Refreshments on Duty including breakfast and lunch during term time, Counselling Service, Cycle to Work Scheme, On-Site Parking, Personal Accident Insurance, Discretionary Annual Bonus Award, Fee Remission**
Accountable To:	**SENCo**
Probation Period:	**One Term**
Contract:	**Permanent**

This is an exciting opportunity for a skilled, enthusiastic and ambitious teacher to join our dynamic and committed Learning Support department. The successful candidate will work within this supportive environment to contribute to the success of our pupils and the development of the curriculum area up to Key Stage 5. This post offers an opportunity to work with a range of young people who have additional needs and require higher levels of differentiation in a small class setting.

Due to the College's rural location, applicants should ensure they have reliable means of travelling to and from work.

Slindon College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In addition to normal pre-employment checks, all appointments are subject to an enhanced Disclosure and Barring Service check and safeguarding interview. In addition, a Prohibition Order check, a Prohibition from Management check and overseas checks will be carried out for relevant positions.

All posts are exempt from the Rehabilitation of Offenders Act 1974 and the College is therefore permitted to ask job applicants to declare all convictions and cautions (including those which are 'spent 'unless they are 'protected' under the DBS filtering rules) in order to assess their suitability to work with children.

How to Apply

Please complete the Application Form including a supporting statement. CVs alone cannot be accepted. Your application can be submitted by email to hr@slindoncollege.co.uk.

We are happy to accommodate tours prior to application. Please contact the HR Officer to book.

GENERAL INFORMATION FOR APPLICANTS

The College

With unrivalled views of the south coast Slindon House, the 12th century summer palace of the Archbishop of Canterbury, is situated in a 14-acre setting and provides the backdrop to a stimulating, broad and balanced specialist educational experience for a maximum of 120 boys, maximum class size of ten, with additional learning needs aged 8-18 of all academic abilities, taking into account their strengths and talents.

Some 98% of our pupils progress to Further Education or Training. We are proud of our College's strong links with the local community and employers which assist us in fully serving the needs of our pupils.

Slindon College employs a team of therapists who work closely with teachers and education staff to ensure pupils' needs are met. We offer a wide and varied curriculum so that pupils, as well as achieving in core subjects, can experience a range of subjects and so choose those that best suit their interests and ability.



Location

The College is situated in the South Downs National Park, nestled in the heart of the Slindon Village near the historic market town of Arundel. The nearest train stations are Barnham and Arundel.

Our Pupils

Our pupils thrive with some additional learning support as most have previously struggled to make progress in mainstream school settings. As a consequence, over a number of years, we have developed expertise in recognising obstacles to learning and putting in place learning pathways which help them to successfully re-engage with education.

Curriculum and Organisation

At KS2/3 all pupils study the National Curriculum. Pupils are grouped for learning in most subjects.

At KS4 pupils study a core consisting of English, Maths, Science, ICT, PE and PSHEE. They are encouraged to take four of their option choices. Our facilities enable us to offer a range of vocational qualifications.

All subjects are expected to differentiate learning to meet the needs of the whole attainment range and to provide stretch and challenge opportunities that enable pupils to deepen, extend and apply their learning.
Additionally, the Learning Support Department provides excellent out-of-class and in-class support for pupils with a range of additional educational needs. Teachers are provided with detailed information on pupils' strengths, needs, prior attainment and target grades. We are rigorous in applying our assessment for learning policy to ensure






that all pupils make appropriate progress in line with – and above - national expectations. Pupils' welfare and educational progress are supervised by Heads of House who remain with the pupils as they progress through the College.

The Staff
The College working environment is stimulating and very busy but we do try to ensure there is opportunity for staff to meet together regularly; we hold briefings every morning and a weekly teaching staff meeting. Lunch is provided for all staff members during term time when on duty.
Continuing Professional Development lies at the heart of our people first values in relation to staff, and we are proud that many colleagues actively seek further development and advance their careers within the College.

More Information
To find out more about Slindon College, please visit our website: www.slindoncollege.co.uk or find us on social media:

Facebook: SlindonCollege

Instagram: SlindonCollege

LinkedIn: Slindon-College

JOB DESCRIPTION

Job Purpose

The main purpose of the role is to provide high quality, specialist support for pupils with special educational needs. This will include working closely with the SENCo and Learning Support Team where you will plan and deliver bespoke one to one and small group literacy and numeracy interventions. All teachers both in their role as subject(s)/specialist teacher and as a member of a House team, you will collaborate with curriculum and year teams to support the school's mission statement and help every pupil to achieve their potential.

Duties and Responsibilities

Behaviour and Safety

- To create an environment in which pupils are engaged in learning.
- To work proactively within the framework of the school's rewards system to ensure there is an emphasis on rewards as a means of motivating pupils.
- To liaise with parents/carers.
- To keep up to date with current initiatives.
- To support teachers in their management of pupils in lessons and around the school.
- To promote adherence to the school's Positive Behaviour Management system, reinforcing this with all taught classes and tutor groups.

Teaching and Learning

- To be an outstanding classroom practitioner.
- To ensure that all pupils make consistent progress from their individual starting points, irrespective of ability, vulnerability, or social and ethnic group.
- To employ learning and teaching approaches according to the need and abilities of individuals (one-to-one) and to comply with the teaching and learning approaches adopted in the subject/guidance area as directed by the appropriate subject leader (small group).
- To maintain high levels of behaviour and discipline. To be responsible for the management of your classroom and to provide a stimulating learning environment to increase the learning potential of pupils and pupils.
- To use the principles of Assessment for Learning to inform lesson planning.
- To be an effective and inclusive House Tutor or support colleagues in House Tutor responsibilities as directed by the SENCo.
- To provide the SENCo with evidence of planning and assessment of pupil's work as appropriate.
- To support the effective use of Learning Support Assistants assigned to work in your lessons/with your pupils.
- To contribute to the development of the subject area by sharing examples of good and effective practice, reporting back on beneficial professional development received.
- To work collaboratively with colleagues within and outside your subject/specialist area to improve teaching and learning throughout the school.

Assessment Recording and Reporting

- To adhere to the data/record keeping systems across the school and use appropriate data to inform target setting for individual pupils and pupils.
- To ensure work is marked, assessed and recorded appropriately.
- To attend Parents' Evenings, produce accurate reports on all pupils/pupils in the reviewing and reporting to parents, processes, meeting deadlines and setting appropriate targets.
- To support the Target Setting and Review processes, checking and reinforcing targets. To monitor pupil and pupil progress and identify, encourage and reward success.

- To contribute to the development of systems for identifying, assessing and reviewing pupils with special educational needs and work collaboratively with the SENCo in carrying out, recording and reporting on appropriate assessments.
- To participate in arrangements for the preparation, assessment (including administration and reporting) and supervision of tests and examinations.

Supporting the College

- To actively participate in House responsibilities including break and lunchtime supervision as part of a duty team.
- To service and maintain school notice boards, classroom and corridor displays.
- To provide an effective, courteous and professional interface between internal colleagues, pupil; the general public, parents and external bodies.

General Responsibilities

- Work at all times in a safe manner in accordance with the College risk assessments and to report all accidents to Matron in line with statutory requirements.
- Participate in training and other learning activities, performance and professional development as required.
- To participate in the supervision cycle according to the College policy.
- Contribute to the overall ethos/work/aims of Slindon College.
- Be aware of and comply with current legislation concerning, but not limited to, Equal Opportunities, Health & Safety at Work, Fire Safety. Be aware of and comply with the College's policies and procedures relating to Child Protection/Safeguarding, health & safety, security, reporting all concerns to the appropriate person.
- To attend and participate in meetings, events, Parents' Evenings, Parents' Tea and two annual Open Mornings as required.
- Undertake all duties reasonably requested in a manner consistent with the mission and aims of Slindon College.

Confidentiality

- The post holder must at all times maintain the complete confidentiality of the material and information that they handle.
- Maintain and record accurate information in line with Compliance, GDPR and Freedom of Information regulations.

This general job description is not comprehensive and the post holder will be required to undertake such other tasks appropriate to the level of appointment as the Headteacher or Bursar may reasonably require.

PERSON SPECIFICATION

	Essential	Desirable	Method of Assessment
Qualifications			
A good honours degree in a relevant discipline.	✓		Application
Qualified Teacher Status and eligibility to work in the UK.		✓	Application
Recognised qualification in teaching pupils with Dyslexia/SpLD minimum Level 5.	✓ Non QTS	✓ With QTS	Application
Skills and Experience			
Ability to assess, plan, and evaluate interventions effectively.	✓		Application/ Interview
Ability to demonstrate a thorough knowledge of SEN teaching and SpLD.	✓		Application/ Interview
Understanding of learning difficulties and strategies to help address them.	✓		Application/ Interview
Ability to be a reflective thinker who can utilise data effectively to plan challenging lessons based on pupil's strengths and needs.	✓		Application/ Interview
Must be an effective teacher, skilled in communicating with individuals in a patient manner and with a positive presence.	✓		Application/ Interview
Strong knowledge of the SEND Code of Practice and compliance requirements.		✓	Application/ Interview
Skill and experience in effectively using ICT in teaching.		✓	Application/ Interview
Excellent digital skills for tracking and reporting on SEND provision.		✓	Application/ Interview
Willingness to undertake continued professional development.	✓		Application/ Interview
Personal Attributes			
Ability to work within the school's timetable and adapt to changing needs.	✓		Application/ Interview
Ability to prioritise and meet deadlines.	✓		Interview
Ability to interact in an understanding and patient manner with children who have additional educational needs.	✓		Interview
Ability to deal in a polite, professional manner with all contacts.	✓		Interview
Ability to maintain a high degree of confidentiality and to use discretion in dealing with sensitive information.	✓		Application/ Interview
Ability to use all data to identify strategies for improvement with clearly defined success criteria.		✓	Application/ Interview
A commitment to safeguarding and promoting the welfare of children and young people.	✓		Application/ Interview