



# Peripatetic Learning Support Teacher

Part-Time - Two days a week in the first instance

## Job Description





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We seek to appoint from September 2026 an enthusiastic and energetic Peripatetic Learning Support Teacher. This is a self-employed part time position, working two days per week in the first instance. There is a possibility that this may increase over time.

## About St Catherine's School

St Catherine's was founded in 1885 and in 2025 celebrated 140 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 and the International Coalition of Girls' Schools, with 770 pupils aged between 3 and 18. The Prep School has 220 pupils aged 3 to 11 and the Senior School 550 pupils aged 11 to 18, of whom some 165 are in the Sixth Form and 150 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 Area of Outstanding Natural Beauty.

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 underwent a full ISI Inspection under their new framework in October 2023 and the Inspectorate's report along with an Executive Summary from St Catherine's may be viewed [here](#). Our Good Schools Guide Reviews can be found [here](#) along with Parent Testimonials which can be found [here](#).

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## Personal and Professional Qualities Required

The **Peripatetic Learning Support Teacher** will provide targeted, high-quality support to pupils with identified learning needs across multiple departments and year groups. Operating flexibly across the Senior School, the role ensures that pupils with SEND, additional learning needs, or temporary barriers to learning receive timely, specialist intervention. A strong Peripatetic Learning Support Teacher will ensure that pupils with additional needs are not only included but enabled to thrive, improving attainment, confidence, and long-term outcomes.

### Key Responsibilities

- **Specialist SEND Support** — Plan and deliver multisensory tailored 1:1 intervention for pupils with specific learning difficulties (SpLD), including: dyslexia, dyspraxia, ADHD, ASD, and processing challenges. Adapting learning materials and teaching approaches to support individual pupil needs.
- **Staff Collaboration** — Work with subject teachers to ensure 1:1 intervention targets the barriers to learning experienced by the pupil in the classroom.
- **Pupil Advocacy** — Promote pupil voice, self-advocacy, and confidence in learning.
- **Record Keeping** — Maintain and review accurate IEPs/Pupil passports, progress data, and safeguarding notes in line with school policy. Consulting/informing the Head of Department as required.
- **Parent Communication** — Provide clear, supportive updates to parents and carers regarding progress and next steps including a written report at the end of each term and attending parents' evenings.
- **Professional Development** — Engage in ongoing CPD to remain current with SEND legislation, research, and best practice.
- **Safeguarding** — focus on the physical, emotional, and mental wellbeing of the pupils at all times.



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## Personal and Professional Qualities Required continued

### Essential

- Specialist SEND qualifications (e.g., Level 5/7 SpLD, APC, NASENCO).
- Strong understanding of the SEND Code of Practice (2015) and inclusive pedagogy.
- Experience supporting pupils with a range of learning needs, including SpLD and SEMH at KS3, KS4, KS5, including literacy or study-skills interventions.
- Good working knowledge of the GCSE and A Level exams system including access arrangements.
- Commitment to developing knowledge of subject-related curriculum to support pupils with their learning e.g. Religious Studies, Sciences, Humanities.
- Ability to work autonomously across departments and manage a varied caseload.
- Excellent communication, organisation, and interpersonal skills.
- Familiarity with assistive technology and adaptive learning tools.





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## The Department

The Academic Mentoring Department has a record of supporting girls within an aspirational academic environment to achieve success at the highest levels of which they are capable, including gaining strong grades at GCSE/IGCSE and A Level, 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 baseline 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. The School is proud of the fact that girls at St Catherine's who have Access Arrangements achieve Value Added in public examinations, which is on a par with all other students.

The Department is led by the Head of Academic Mentoring (our title for the SENCO), supported by the Assistant Head of Academic Mentoring. 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 those pupils moving through to the Senior School. There is also a significant intake from other Primary/Prep Schools at 11+, a smaller new group at 13+, and again for the Sixth Form. The Head of Academic Mentoring is an influential member of the Heads of Department Team and liaises closely with members of the Senior Leadership Team as appropriate, but particularly the Deputy Head (Academic) and the Deputy Head (Pupils).

Learning lessons are organised within the existing timetable, with older pupils being taught during private study time, lunchtimes, before, or after school, while younger pupils may be taught as part of a rotational timetable during the school day. The Learning Support teacher is responsible for timetabling weekly lessons and communicating lesson times with the pupil.

The post offers a chance to join a lively and successful department which makes a significant impact on the lives of young people in helping them reach their potential and is an enjoyable place in which to work. The person we seek will be a well-qualified, committed, and energetic colleague with a passion for supporting young people with learning needs.

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## Digital Life at St Catherine's

St Catherine's is a 1:1 device school. All girls are provided with a managed, filtered device, and Microsoft Teams and OneNote are central to teaching and learning across the school.

We take a considered approach to the use of technology; it is there to support good teaching, not to drive it. Staff are expected to make resources available digitally, while recognising that handwriting and paper-based work remain an integral part of learning and examination preparation. The Microsoft ecosystem supports collaboration and resource-sharing both in the classroom and across departments. Teams is used widely for communication, planning, and administration, so staff will find it integral to working life at the school, not just to lessons.

Teaching staff are provided with a high-specification device with inking capability, suitable for use across teaching and administration and portable between classrooms.

Strong general ICT skills are expected. Staff are well supported through training and ongoing assistance.

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## Staff Induction, Staff Review and Continuing Professional Development

A full induction training will be given to the Peripatetic Learning Support teacher at the start of their first term.

Any peripatetic teacher colleague who would like to opt at any stage for a review of their work is warmly welcome to approach their Line Manager. Such reviews can be useful tools for development as well as affirmations of good practice.

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, and to undertake Prevent training.

## Remuneration

The Peripatetic Learning Support teacher is responsible for invoicing the parents on a termly basis. The Peripatetic Learning Support teacher understands they will be required, from time to time, to attend meetings with parents or other department meetings and that no further charges shall be levied for such.

## Other Benefits

Lunch is provided and there is free on-site parking.

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## Applications

The application should be completed on My New Term using the link to job opportunities below by 10am on **Wednesday 24<sup>th</sup> June** and should take the form of:

- the completed My New Term Application Form found on the School website at [www.stcatherines.info/welcome/job-opportunities](http://www.stcatherines.info/welcome/job-opportunities)
- a curriculum vitae if you wish to submit one to complement the My New Term application form.

**Applications will be assessed in order of receipt and interviews may occur at any stage after applications are received before the closing date. Please apply as soon as possible.**

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](mailto:jobapplications@stcatherines.info).

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

Emma Watson, Head  
June 2026



# St Catherine's School BRAMLEY

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Patron: Her Majesty The Queen  
Registered Charity Number: 1070858