



**REED'S**  
S c h o o l

# Candidate Information Deputy Head of Academic Support

*Reed's School*  
Sandy Lane | Cobham | Surrey | KT11 2ES  
[www.reeds.surrey.sch.uk](http://www.reeds.surrey.sch.uk)  
Registered Charity Number: 312008

Reed's School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

# An Introduction to Reed's School

Reed's School is a leading HMC independent day and boarding school, providing an education for around 850 pupils. We accept boys between the ages of 11 and 18 years, with girls joining in the Sixth Form. Reed's is predominantly a day school with approximately 10% of pupils boarding, spread throughout the year groups.

Although primarily day, the School benefits from all the facilities of a boarding school which provide the welcoming community feel that embodies our ethos and character.

Reed's is well-known for its innovative approach to learning, outstanding Arts and Music provision, and national and world-class Sports teams.

Our staff are recognised for their inspirational and dynamic approach to learning. The vast majority of pupils go on to attend their first-choice universities, with Russell Group universities being the most popular destinations. The ISI awarded the School "excellent" in all categories during its most recent inspection.

Situated in over forty acres of countryside in Cobham, Surrey, Reed's benefits from excellent transport links by rail, road and air. The School is a ten-minute walk to Oxshott Station, with a forty-minute journey into Central London while the A3 is a four-minute drive away with excellent links to Gatwick and Heathrow airport and the M25.



# The History of Reed's School

Reed's School was established in 1813 by the prominent philanthropist and social reformer Reverend Dr Andrew Reed as a school for orphaned children. His belief that philanthropy and education have the power to transform the lives of children remains central to the ethos of Reed's. Through our Foundation the School continues to offer bursaries to approximately 10% of the pupils who have lost the support of one or both parents, be in need of pastoral care and financial assistance.

Although much has changed since the School was founded, our values-driven approach to education has remained the same. Through our core values of Integrity, Compassion, Curiosity, Resilience, Responsibility and Independence we are able to create a dynamic, exciting, and friendly environment where our pupils and staff thrive.

# Teaching Staff Benefits

Reed's School enjoys notable demand for places and is backed by strong financial planning that enables all departments to be very well resourced.

## REED'S SCHOOL SALARY-SCALE

- Reed's School operates its own generous salary scale which sits above the national scale. There is also the opportunity for additional responsibility allowances for roles such as leading one of our Sports, or Heading a Department or House.

## PROFESSIONAL DEVELOPMENT

- The School commits to a generous INSET budget every year and encourages all members of staff to subscribe to external CPD courses.
- In addition to this, the School offers INSET days delivering a range of further training from highly-practical First Aid qualifications to seminars on aspects of teaching and learning. High-quality training is provided throughout the year through twilight INSET from external trainers.
- The School offers comprehensive Professional Development. All teachers are supported fully in their professional development: those in the early stages of their careers are supported through PGCE and ECT qualifications; those with experience have the opportunity to develop their pedagogical and leadership skills through courses such as ISQAM (HMC), BSA, NPQML and NPQSL. The School also supports members of staff who wish to study for other qualifications such as Master's degrees and sports coaching qualifications.
- There is an annual cycle of appraisal as well as myriad opportunities to reflect on professional practice and development opportunities.
- The School offers excellent administrative support to teaching staff.

## PENSION SCHEME

- The School pays the employer's contribution to its selected Pension Scheme.

## PRIVATE HEALTH INSURANCE (OPT-IN)

- Teaching staff are eligible to sign up to the school's Private Health Insurance, provided by AXA PPP Healthcare.

## EMPLOYEE ASSISTANCE PROGRAMME

- Health Assured provides expert free and confidential support with personal and professional difficulties, 24/7.

## IT FACILITIES

- The School operates an iPad scheme; all teachers are provided with iPads to facilitate innovative use of technology.

## FEE REMISSION SCHEME

- Teaching staff are eligible for School Fee Remission in respect of their child(ren) attending Reed's School and at Ripley Court School for children under 11. This sum is proportionally reduced for part-time members of staff. The children of employees are subject to the same admissions assessments as other children and employment in no way guarantees that an offer of a place will be made.

## ONSITE ACCOMMODATION

- All staff are welcome to apply for accommodation in line with the school's Onsite Accommodation Policy.

## MEALS & REFRESHMENTS

- Lunches and other refreshments are provided free of charge during the school day (breakfast and dinner available should staff work earlier or later than normal).

## PARKING

- Free, onsite parking is available for all staff.

## REED'S SCHOOL SPORTS CENTRE

- Free membership of the School's Sports Centre, with access to squash courts, gym, swimming pool and other sports facilities at agreed times.

## COMMON ROOM

- All members of staff belong to the Common Room. There are opportunities to participate in a number of Common Room activities such as social events, sports teams etc.

## CYCLE TO WORK SCHEME

- Employees can apply to the Cycle to Work Scheme, linked with Evans Cycles

## HOLIDAY CAMPS DISCOUNTS

- Discounts are available to all permanent staff on some holiday camps and activities hosted at Reed's School.

Reed's School is strongly committed to inclusion and is an equal opportunities employer. We aim to create a welcoming, respectful and safe environment for all members of our community from every ethnicity, gender, sexual orientation, age, ability/disability, religion and background. We want our pupils to understand the importance of a diverse community by recruiting from the widest possible pool of talent, removing barriers that can prevent people from showing their full potential, and fostering a fully-inclusive environment.

To enable us to make any reasonable adjustments, please let us know when you submit your application whether you have any special requirements.

# The Department and Role

The Academic Support Department will consist of the Head of Academic Support, the Deputy Head of Academic Support and one full-time specialist teacher. Two subject Teachers will also teach part time in the Academic Support Department. The Head of Academic Support is the School's SENCO.

The Department supports learners with specific learning difficulties and pupils with disabilities. It provides information and advice to all teachers regarding pupils' individual learning needs, as well as providing small group or one-to-one teaching for pupils who need additional support. The Department also carries out or arranges diagnostic assessments for pupils, where required.

The Academic Support Department is also responsible for teaching pupils who have English as an additional language.

The Deputy Head of Academic Support will report into the Head of Academic Support and will assist them in leading and managing the SEND provision for pupils so that they achieve the best possible outcomes.



# Main Duties and Responsibilities



- Assist the Head of Academic Support with the identification, assessment and provision for all children with Special Educational Needs or Disabilities.
- To deputise for the Head of Academic Support if required.
- Supporting the Head of Academic Support with providing a strategic vision for the Department.
- Raising standards of SEN pupil inclusion, attainment and achievement by monitoring and supporting pupil progress.
- Advising staff with developing a broad, balanced and inclusive curriculum to help SEN pupils succeed.
- Assess pupils through screening and individual testing, arranging for external specialist testing where necessary.
- Identify, research and adopt effective teaching approaches for pupils with SEN/SpLDS.
- Provide specialist interventions for pupils as required, through teaching of individuals and small groups (teaching may be both inside and outside curriculum lesson times).
- Liaise with all academic staff to identify targeted interventions for pupils who require additional support beyond whole-class teaching.
- Ensure all teachers are confident when teaching pupils with particular needs.
- Evaluate the impact of all interventions on pupil progress and report this information to Academic Staff.
- Analyse assessment data to inform interventions.
- Organise access arrangement provision, working closely with the Examinations Team.
- Arrange Annual Reviews for pupils with an EHCP.
- Assist in managing the SEN register and ensure records are maintained.
- Keep abreast of Government and JCQ guideline regulations and statutory regulations, update policies and processes as appropriate.
- Attend Open Mornings and Parents' Evenings.
- Promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact.
- Undertake such other comparable duties as the Headmaster requires from time to time.

# Person Specification

## QUALIFICATIONS

### Essential

- Educated to Degree level in a relevant subject
- Level 7 specialist teaching qualification
- Professional qualification in teaching pupils with SpLDs
- Experience of teaching pupils with SpLDs
- Qualified Teacher Status
- Qualified as an assessor for examination access arrangements (JCQ compliant)
- NPQ SENCO (or a willingness to enrol at the earliest opportunity).

### Desirable

- National Award for SENCO
- Membership of relevant professional bodies eg PATOSS, Dyslexia Guild, BDA
- Assessment Practising Certificate (APC)

## EXPERIENCE

### Essential

- Experience of teaching and assessing pupils with SpLDs
- Experience of leading and developing colleagues
- Experience of teaching at all levels and differing ability needs
- Experience of gathering, evaluating and using assessment data to inform learning.

### Desirable

- Experience of whole-class teaching in a specialist subject.

## SKILLS

### Essential

- Excellent planning and organising skills
- Ability to deal with sensitive issues in a professional and supportive manner
- Ability to use ICT effectively within teaching
- Ability to demonstrate success across the ability range
- Ability to demonstrate creative and innovative approaches to enthusing and challenging pupils
- Excellent communication skills, both oral and written.

## KNOWLEDGE

### Essential

- Excellent, up-to-date knowledge of all national and local policies related to Special Educational Needs.

## PERSONAL COMPETENCIES AND QUALITIES

### Essential

- Motivation and enthusiasm to work with children and young people
- Ability to act as a role model for pupils and staff through demonstrating high standards of personal and professional conduct
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Positive attitude to use of authority and maintaining discipline
- Ability to maintain consistency and fairness



# Application Process

If you would like to find out further information regarding the role, please contact the HR department by email at [hr@reeds.surrey.sch.uk](mailto:hr@reeds.surrey.sch.uk) or by telephone on 01932 869044.

Applicants should apply online via the link in the Vacancies page on our website: [www.reeds.surrey.sch.uk/4401/vacancies](http://www.reeds.surrey.sch.uk/4401/vacancies)



## Safeguarding & Child Protection

Reed's School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

This post is exempt from the Rehabilitation of Offenders Act 1974 and the School is therefore permitted to ask job applicants to declare all convictions & 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.

## ISI INSPECTION REPORT JANUARY 2025

*In our latest ISI Inspection (Jan 2025) Reed's were judged to have met all required standards. We were also delighted that the inspectors acknowledged a 'significant strength' (a rare plaudit reserved for an aspect of a school that is unique on a national basis) for our use of feedback to raise academic standards.*

*"Effective leadership ensures that the school provides a nurturing, inclusive environment where pupils thrive academically, socially and personally."*

*"Pupils are supported by a rich curriculum, dedicated pastoral care and extensive extra-curricular opportunities."*

*"Pupils are motivated learners who are eager to succeed"*

*"Pupils enjoy positive relationships with their teachers and articulate thoughtfully their opinions and views."*

*"Teachers plan challenging and meaningful lessons which engage pupils and spark their curiosity."*