



LOUGHBOROUGH
Amherst School

The foundation of a rewarding career

THE LOUGHBOROUGH SCHOOLS FOUNDATION





THE
LOUGHBOROUGH
Schools Foundation

We believe, with some justification, that there really is nowhere quite like the Loughborough Schools Foundation.



LOUGHBOROUGH
Amherst School

Boys & Girls 4 - 18 years



LOUGHBOROUGH
Nursery

6 weeks - 4 years



LOUGHBOROUGH
Grammar School

Boys 10 - 18 years



LOUGHBOROUGH
High School

Girls 11 - 18 years



We are a progressive, charitable Foundation comprising a Nursery, two complementary Prep Schools and three high achieving Senior Schools; The Grammar School for boys, The High School for girls and Amherst School, a non-selective, co-educational School, all sharing exceptional resources and one beautiful, extended campus in the heart of Loughborough.

Our Schools family embraces some 2,000 pupils and 750 staff engaged in giving and receiving an education to cherish.

An education where academic achievement is balanced by moral guidance, happiness, courtesy, opportunity and a tangible kindred spirit within which everyone is known, understood and valued.

Should you choose to apply for this important position, we look forward to welcoming you and helping you to discover more about the Foundation, its history and its future.



LOUGHBOROUGH
Schools Music



FAIRFIELD
Prep School

Boys & Girls 3 - 11 years







LOUGHBOROUGH Amherst School

Founded in 1850, our school is steeped in history, while our ambitious educational philosophy prepares pupils for the future.

With the welcoming of boys into our Senior School from September 2019, we are Loughborough's only co-educational independent school for children aged 4 – 18 years. We are dedicated to providing an environment where every pupil has the opportunity for long-term academic, spiritual and moral development.

Our small class sizes, amazing ratio of teachers to pupils, individual care and flexible curriculum allows us to cater for a range of abilities in a way that more selective schools or a larger school can't always match. This is a distinctively warm and welcoming community within which everyone is known and loved. As one of our pupils so aptly put it, 'nobody is a nobody'.

We are a Catholic school in the truest sense, universal and welcoming of all, regardless of faith background. We are proud of our Catholic heritage, pedagogy and tradition. We seek to nurture in every pupil a concern for the world around them, compassion for others and a deep sense of wonder. Our belief is that education is about the whole person and that spiritual and moral reflection are central to a person's growth, flourishing and happiness.

Our pupils are and always have been our best advertisement. Confident but not arrogant; ambitious but not materialistic and well-equipped to face the worst and embrace the best that life offers.

It is a happy state which can only be attained if our teaching staff and wider support team are as ambitious, passionate and supportive as our pupils. If you can contribute to helping us provide a rounded education of the very highest quality, to a quite wonderful group of pupils and parents, we very much look forward to receiving your application.

Loughborough and the East Midlands

Loughborough is a thriving university town of about 65,000 people (supplemented by 17,000 students in term-time) with a feel of a much larger conurbation. It has a strong sense of community and is very well provided for with amenities including two cinemas, museums, parks and a very wide range of shops and restaurants and a popular market on Thursdays and Saturdays. The three cities of the East Midlands (Leicester, Nottingham and Derby) are all half an hour away by car – less by train, and all include outstanding cultural and sporting venues. The town itself is surrounded by picturesque villages in the rolling Leicestershire countryside.

The East Midlands are extremely well connected to the rest of the country through an excellent network of transport links. Loughborough is 75 minutes by train from St Pancras in London, and the M1 lies only 3 miles from the town centre. East Midlands international airport is just to the North of the town. In addition, this is one of the rare regions in England where property prices remain at a relatively affordable level for teachers with young families.





LOUGHBOROUGH Amherst School

LUNTA Academic Tutors 1 Year Fixed Term Job Description

Post:

Academic Tutor of the LUNTA players

Responsible to:

Deputy Head Academic /and Head of Department

Core Purpose

To deliver high-quality teaching and learning of specific subject(s) to the LUNTA pupils, helping them to achieve excellent results in their GCSE and A-Level examinations, and to instil a passion for the subject that extends beyond the classroom.

All the responsibilities below are subject to the general duties and responsibilities contained in the Contract of Service and Articles of Employment.

The job description and allocation of responsibilities may be amended by agreement from time to time.

The post holder will:

- Report to the Head of Department and Deputy Head Academic.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for LUNTA pupils and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of pupils as an Academic Tutor.
- To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential.
- To contribute to raising standards of pupils' attainment and achievement within the whole subject area and to monitor and support pupil progress.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- Be committed to professional self-development in order to carry out the job successfully.

Teaching and Learning

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Conduct remote lessons when players are on tournaments
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Operational/Strategic Planning

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and faculty.
- To contribute to the Curriculum Area and faculty's improvement plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the department and whole school's planning activities.
- To assist the Head of Department, the Deputy Heads, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

- To maintain appropriate records and to provide relevant accurate and up to-date information for iSAMS, registers, etc.
- To track pupil progress using school systems and use information to inform teaching and learning.
- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Appraisal process.
- To work as a member of a designated team and to contribute positively to effective working relations within the school.

Quality Assurance

- To help to implement school quality assurance procedures.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school quality assurance procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time-to-time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- Monitor the performance of pupils across the subject(s) through the use of Department and whole school data.
- Ensure that subject assessments are in place by the published deadlines and that moderation procedures are completed before being passed to a member of the Leadership Team.
- Track student progress over time within the Department.

Pastoral

- To liaise with the LUNTA Form Tutor to ensure the implementation of the school's Pastoral System.
- To register pupils on iSAMS, accompany them to assemblies; encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of pupils and keep up-to-date pupil records as may be required.
- To contribute to the preparation of Action Plans and other reports.
- To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of pupils and with persons or bodies outside the school concerned with the welfare of individual pupil, after consultation with the appropriate staff.
- To apply the Behaviour management systems so that effective learning can take place.

Person Specification

A list of qualities required may appear daunting. However, we would like to reassure you that we are realistic, and more interested in you as a whole person rather than in a tick-list of your attributes. It is not expected that you will have had the opportunity to develop each of the skills to the same level. Please use the statement in support of your application as an opportunity to tell us about your strengths, or the elements of your work of which you are most proud, and the ways in which you could make a contribution to this school. Thank you.

Qualifications	<ul style="list-style-type: none"> ● Suitably qualified, with the minimum of an undergraduate degree in their teaching subject or a related discipline ● Good secondary school qualifications ● Qualified teacher status is desirable but not essential
Personal qualities	<ul style="list-style-type: none"> ● Passion for the subject and an ability to communicate this to others ● Ability to inspire and motivate others ● Patient, adaptable, calm and good under pressure ● Energetic, efficient and understanding of the demands of the busy life of elite athletes ● Capacity for hard work and high expectations of self and others ● Supportive approach to others, and an ability to relate well to colleagues and pupils ● Sympathetic to the ethos of a Catholic School (the Personal belief or religious affiliation of any teacher, unless applying for a role connected to Religious Education or spiritual leadership is not the business of the School)
Knowledge and skills	<ul style="list-style-type: none"> ● Excellent teaching skills ● Excellent communication skills ● Excellent time management ● Good communication skills, including the effective use of ICT ● Thorough knowledge of the subject ● Strong organisational skills ● Ability to use monitoring and evaluation to raise achievement, including of the most able ● Ability to prioritise own workload ● A knowledge of current educational developments ● Ability to create a positive, inclusive learning environment
Experience and training	<ul style="list-style-type: none"> ● Experience of teaching KS4 and 5 in the respective subject(s) ● Achievement of excellent results for pupils ● Evidence of a commitment to professional development



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🏠 The Bursary, 3 Burton Walks, Loughborough LE11 2DU 📞 +44 (0)1509 283700 ✉ recruitment@lsf.org 🌐 www.lsf.org

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