

RANELAGH SCHOOL



TARGETED SUPPORT TEACHER



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April 2026

Dear Colleague

Thank you for your interest in the post of Targeted Support Teacher at Ranelagh School. In this letter, we aim to provide you with some further insight into our school and our priorities.

Ranelagh is an 11-18 coeducational, Anglican Academy based in the centre of Bracknell, a short walk from the railway station and with good road links. The school is always oversubscribed and currently has over 1100 students on roll, including 196 in the sixth form.

Our school has an excellent reputation at local and national level. The last inspection by Ofsted in 2024 judged us to be outstanding in all areas. This was our fifth outstanding report and, whilst we are very proud of this achievement, we are in no way complacent.

In addition to excellence in terms of academic outcomes, our purpose is to provide a supportive, stimulating and secure environment in which young people and staff can thrive. As such we seek to employ inspirational and energetic staff, committed to the school's ethos. In return, we aim to provide opportunities for continuing professional growth and development for all staff, beginning with a well-established induction programme.

Given that we spend such a significant proportion of our time in the workplace, it is important to take pride and pleasure in what we do here. Teaching and non-teaching staff collaborate well. They are mindful of one another's well-being and there is a strong sense of collective purpose.

If you are interested in learning more about the role, then please do contact me. I look forward to reading your applications.

Yours sincerely

Mr Timothy Griffiths
Headteacher

JOB DESCRIPTION

Job title	Targeted Support Teacher
Hours	Full time
Salary	Teacher Pay Scales – Main and Upper
Contract	Permanent
Pension	Eligible for the Teachers’ Pension Scheme
Accountable to	SENDCo / Head of Inclusion
KEY FUNCTIONS OF THE ROLE	
Roles and Responsibilities of all Ranelagh staff	<p>As members of a cohesive team, all staff have a common section to their job description which identifies their general responsibilities.</p> <ol style="list-style-type: none"> 1 To implement the aims of the school. 2 To contribute to school reviews, evaluation and forward planning and actively to support the implementation of the school development plan. 3 To ensure the implementation of all school policies. 4 To ensure that all safeguarding procedures are understood and implemented. 5 To maintain practices which lead to the highest standards of teaching and learning, pastoral care and guidance. 6 Actively to maintain order and discipline in the school as well as to reward good conduct. 7 To attend meetings as and when required according to responsibility and to communicate effectively with colleagues. 8 To attend in service training sessions as appropriate and work with advisory staff. 9 To liaise with parents and governors as appropriate. 10 To encourage a stimulating, secure, safe and attractive environment. 11 Actively to support the school in a public forum.
General Responsibilities	<ul style="list-style-type: none"> • To teach and support students who require additional help to access mainstream education, with a particular focus on improving literacy, numeracy, confidence, independence and readiness for learning. • The Targeted Support Teacher will work with students whose barriers to learning may include gaps in prior attainment, low confidence, special educational needs, poor emotional regulation, weak learning habits, attendance issues or disrupted educational experience. • The postholder will provide high-quality teaching, targeted intervention and pastoral support, enabling students to make progress academically and develop the skills, resilience and self-belief needed to succeed in school. • The Targeted Support Teacher will work closely with the SENDCo, pastoral leaders, classroom teachers, support staff and families to ensure that students receive well-planned, inclusive and effective support.

<p>Specific Responsibilities</p>	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Plan and deliver high-quality lessons and intervention sessions for small groups and individual students. • Teach literacy and numeracy through the mainstream curriculum to students who require additional support to access the secondary curriculum. • Assess students' starting points and identify barriers to learning. • Use adaptive teaching strategies to meet a range of needs and learning profiles. • Create a calm, supportive and purposeful learning environment in which students feel safe and able to succeed. • Support students to develop confidence, independence, resilience and positive learning behaviours. • Use a range of approaches and resources to engage reluctant or vulnerable learners. • Provide high-quality feedback that helps students understand their next steps and make progress. <p>Targeted Intervention</p> <ul style="list-style-type: none"> • Deliver targeted support to students with identified gaps in literacy and numeracy. • Plan and implement intervention programmes tailored to the needs of individual students and small groups. • Support students whose weak literacy and numeracy skills act as a barrier across the wider curriculum. • Monitor the impact of interventions and adapt provision where needed. • Contribute to planning for reintegration into mainstream lessons where appropriate. • Support students who may need a more personalised, nurturing approach to learning. <p>Assessment and Progress</p> <ul style="list-style-type: none"> • Assess, record and monitor student progress in literacy, numeracy and related areas of development. • Use assessment information to identify next steps and inform planning. • Keep accurate records of interventions, outcomes and student progress. • Contribute to review meetings, student support plans and reports as required. • Work with colleagues to identify students in need of additional support and appropriate provision. <p>Pastoral and Inclusion Support</p> <ul style="list-style-type: none"> • Build positive, trusting relationships with students, acting as a consistent and supportive adult. • Support students' social, emotional and behavioural development alongside their academic progress. • Encourage good attendance, punctuality, organisation and engagement with school. • Promote positive behaviour for learning through clear routines, high expectations and relational practice.
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- Work closely with pastoral leaders, safeguarding staff and the SEND team to ensure joined-up support.
- Contribute to provision for students with SEND, SEMH needs, anxiety, low confidence or other barriers to learning.

Collaboration with Staff and Families

- Liaise with subject teachers to support students' access to mainstream learning.
- Work collaboratively with teaching assistants and other support staff.
- Communicate effectively with parents and carers about student progress and support strategies.
- Attend and contribute to review meetings, EHCP meetings, pastoral meetings and other relevant discussions.
- Work with external agencies and professionals where appropriate.

Curriculum and Provision Development

- Contribute to the development of nurture and intervention provision within the school.
- Help evaluate the effectiveness of literacy and numeracy support strategies.
- Support the development of resources, systems and approaches that improve outcomes for vulnerable learners.
- Contribute to whole-school inclusion priorities and the promotion of equitable access to learning.

Safeguarding and Professional Responsibilities

- Safeguard and promote the welfare of children and young people.
- Follow all school safeguarding, SEND, behaviour and inclusion policies.
- Undertake duties in accordance with the Teachers' Standards and school policies.
- Engage in professional development relevant to the role.
- Undertake any other reasonable duties commensurate with the role, as directed by the Headteacher.

PERSON SPECIFICATION

Attributes	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> ● Qualified Teacher Status (QTS). ● Good honours degree or equivalent. ● Secure knowledge of effective teaching and learning strategies. ● Evidence of professional development relevant to literacy, numeracy, SEND, nurture or inclusion. 	<ul style="list-style-type: none"> ● Additional qualification in SEND, literacy difficulties, dyslexia, numeracy intervention or inclusion. ● Training in nurture, trauma-informed practice, attachment-aware practice or restorative approaches. ● SENDCo qualification or relevant specialist training. ● Experience or training in phonics, reading intervention or numeracy catch-up programmes.
Knowledge and understanding	<ul style="list-style-type: none"> ● Good understanding of effective literacy and numeracy teaching for students working below age-related expectations. ● Understanding of barriers to learning that may affect vulnerable students. ● Understanding of adaptive teaching and inclusive classroom practice. ● Knowledge of child development and the ways social and emotional needs can affect learning. ● Good understanding of safeguarding responsibilities. ● Understanding of the importance of high expectations, positive relationships and consistent routines. 	<ul style="list-style-type: none"> ● Knowledge of SEND Code of Practice. ● Understanding of intervention strategies for dyslexia, dyscalculia or speech and language needs. ● Knowledge of nurture principles, trauma-informed practice or attachment theory. ● Understanding of transition issues affecting students moving from primary to secondary education.
Experience	<ul style="list-style-type: none"> ● Experience of teaching children or young people in a school setting. ● Experience of supporting students with low prior attainment or barriers to learning. ● Experience of planning and delivering targeted intervention in literacy and/or numeracy. ● Experience of using assessment to identify needs and plan next steps. ● Experience of building positive relationships with students who may be vulnerable, disengaged or anxious. 	<ul style="list-style-type: none"> ● Experience in a UK secondary school. ● Experience of teaching small nurture groups or intervention classes. ● Experience of working with students with SEND, SEMH or speech, language and communication needs. ● Experience of supporting students with poor literacy and numeracy on entry to secondary school. ● Experience of working with parents, carers and external professionals.

Skills and attributes	<ul style="list-style-type: none"> • Ability to teach effectively and engage students with a wide range of needs. • Ability to assess students accurately and use outcomes to inform teaching. • Ability to explain literacy and numeracy concepts clearly and accessibly. • Ability to adapt teaching for individuals and small groups. • Strong communication and interpersonal skills. • Ability to build trust, motivate students and raise confidence. • Ability to work collaboratively with colleagues, families and external professionals. • Good organisational skills and the ability to maintain accurate records. • Ability to remain calm, patient and solution-focused. 	<ul style="list-style-type: none"> • Ability to design personalised intervention programmes. • Ability to coach or advise colleagues on supporting vulnerable learners. • Confidence in analysing intervention impact data.
Personal Qualities	<ul style="list-style-type: none"> • Commitment to inclusion and to helping every student succeed. • Warmth, patience, empathy and emotional intelligence. • Resilience and a calm, reflective approach. • High expectations of students' learning, behaviour and personal development. • Professional integrity and sound judgement. • Commitment to safeguarding and promoting the welfare of children and young people. • Commitment to the ethos and values of the school. 	

Ranelagh School Vision

'Though we are many, we are one body.'
[Eucharistic Prayer, Common Worship]

Following the ministry of Jesus, we empower all to use their gifts in faithful service. We inspire and encourage each individual to develop and nurture unique skills, interests and talents, in order that they can flourish. Our school is a unifying heartbeat, enabling everyone to feel welcomed and valued as members of our community.

Context

We draw students from over forty primary schools spread over a diverse geographical area. Some of our young people and their families have experienced worship from a range of Anglican traditions, whilst others practise different denominations and faiths, or hold a wide variety of beliefs, values and ways of looking at the world. Our aim is for Ranelagh to offer a unifying heartbeat. Our vision is rooted in the example of Jesus' ministry – we are all one body, part of one church; we are all known and welcome and our unique skills and attributes are valued.

We endeavour for each individual to be included within our supportive community in which those of all circumstances and contexts are able to learn and work together to experience love, hospitality, service, solidarity, forgiveness and the possibility of new beginnings.

We are unrelenting in our support of each individual, in order that we all might have hope and aspiration for the future. Everyone is enabled to develop their unique skills and talents and to aspire for excellence, being empowered to take responsibility for making wise choices. In order for all students to thrive and excel, we aim to foster confidence and delight in learning through a rich diet of scholastic, practical, cultural and spiritual opportunities.

In addition to encouraging intellectual rigour, we nurture a vibrant and creative environment in which members of the school community are able to work together to seek the wisdom, knowledge, truth, understanding and skills which will support all to fulfil Jesus' promise of life in all its fullness.

How to Apply

Please complete the online application form available via the school website:

www.ranelagh.bonitas.org.uk

Please note that CVs cannot be accepted. No agencies.

