



Teacher of English & Neurodivergence Specialist (Learning Support Teacher)

Cheltenham College



If you would like any further information on the role, please feel free to contact the HR Department at recruitment@cheltenhamcollege.org or on 01242 265670.

The closing date for applications is Thursday 17 September 2026.

Interview date: Anticipated interview date is 23/24 September 2026, though early applications are encouraged as we reserve the right to appoint at any time during the recruitment process.

College is committed to safeguarding and promoting the welfare of children and young people in its recruitment and selection of job applicants and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an enhanced DBS check.

Senior School (13-18)

Neurodivergence Learning Specialist & Teacher of English – Full Time

The Appointment

From January 2027, Cheltenham College seeks to appoint a qualified teacher of English with classroom experience at secondary level who wishes to support and assess pupils with specific learning difficulties. You will develop and deliver individual and small-group support, with a particular focus on strengthening pupils' executive function skills – organization, planning, working memory and self-regulation. You will drive forward outcomes for the pupil in our community for whom literacy and maths is a significant challenge.

Empathy with pupils, IT literacy and flexibility are essential, as is a Level 7 assessment qualification. Candidates soon to complete the qualification are welcome to apply.

The Learning Support Department

The department comprises the SENCO (Head of Department), two Learning Support teachers, a part-time teacher and a Learning Mentor. All pupils take literacy skills tests when they arrive at the College. The department works with neurodivergent pupils, including those with specific learning difficulties (SpLD), to develop literacy, study skills and executive function skills, helping pupils build the organization, planning and self-regulation skills that underpin independent learning. There is a strength-based focus on approaches that build confidence and increase independence. The work of the department is central to the school's aim to provide excellent Access, Inclusion and Mentoring.

Job Description

Teaching and Learning

Every year looks a little different, depending on the nature of the cohorts coming through, so flexibility is needed in the approach to teaching and learning.

- Promote pupils' academic progress and well-being
- Establish and maintain good working relationships with pupils and colleagues
- Teach pupils and keep a record of weekly lessons
- Prepare a termly Individual Learning Programme of support, based on assessment data, reports and information from teachers, parents and pupils and best practice
- Provide drop-in support to pupils as needed
- Support pupils in using assistive and mainstream technology to aid learning
- Provide classroom assistance as needed
- Advocate for the development of pupils' executive function skills – including organisation, planning, time management and self-regulation
- Contribute to the school's range of co-curricular activities, becoming a full and active member of the school community
- Work with the SENCo to develop action research projects which develop a deeper understanding of what supports our learners

Assessment

- Assess literacy skills of individuals attending extra lessons using standardised tests, to monitor progress and inform teaching and learning activities
- Help with conducting and administration of screening tests and further assessments; guidance will be provided for those working towards a Level 7 assessment qualification

Record keeping

- Write reports and attend parents' meetings
- Contribute to preparing documentation to support applications for exam access arrangements
- Contribute to creating learner profiles on the school's information management system
- Contact parents of pupils taught as needed

Liaison

- Discuss class support strategies with teachers of individuals who have extra lessons
- Liaise with pupils, parents, tutors, houseparents, teachers and coaches about support
- Maintain links with other professionals to keep updating knowledge and sharing good practice

Departmental

- Attend department meetings and INSET
- Participate in appropriate continuing professional development activities
- Contribute to the Department Development Plan
- Stay up to date with safeguarding and health and safety training
- Support the smooth running of the department
- Support with data management and organisation of exam access arrangement applications

Person Specification

- Qualified Teacher Status, with substantive classroom experience teaching English and/or maths at secondary level
- Strong teaching and communication skills
- A genuine enthusiasm for specialising in supporting neurodivergent pupils, including those with SpLD
- Enjoys working with young people
- Confidence / developing confidence in building pupils' executive function skills
- Ability to relate to, motivate and build trusted relationships with young people
- Holds or is working towards a Level 7 assessment qualification
- Willing to undertake further training within this dynamic field if needed
- Knowledge of and familiarity with technology to support learning
- Flexible approach to helping with a range of departmental tasks and in a range of teaching and learning settings
- Strong attention to detail in administrative and organisational tasks
- Proactive, creative and willing to undertake further training within this dynamic field
- Be a part of the wider College community

Expectations

Members of Common Room are expected to teach their subject[s], to act as tutors, to be attached to day or boarding Houses, to make a contribution to the co-curricular programme and to support the ethos of the College.

Although hours of work are not specified precisely, the working day begins with a registration period at 8.30 am and will often include evening commitments during term times. Members of Common Room are expected normally to be on site throughout the working day and to be available even when they have no formal commitments. Saturdays begin at 8.30 am and all full-time members of Common Room are expected to be in College whether or not they are teaching. There are College and/or House-based activities at

weekends in which they are also expected to play a part. Outside of the formal term times they are expected to be in College for College or departmental INSET and to be available to fulfil any reasonable duties.

Chapel is central to College life reflecting its Christian foundation. On some weekdays, members of Common Room are expected to attend the brief morning service.

Terms and Conditions

- Full Time
- College offers a defined contribution Workplace Pension Plan plus a Flexible Benefits Pot. The scheme offered is through APTIS: Aviva Pensions Trust for Independent Schools and includes a generous College contribution.
- The College has its own salary scale.
- Permanent members of staff are entitled to a substantial reduction in fees for their children.
- Members of staff may use the College sports' facilities (at staff allocated times).
- Subsidised health scheme membership (Benenden).
- Discounts and offers for College staff from local businesses and retailers.