



Stephen Perse

Cambridge



Adaptation Technician (fixed term) JD & PS

stephenperse.com/currentvacancies

History of Stephen Perse

The Perse Girls School, founded in 1881, evolved into the Stephen Perse Foundation in 2007, and first admitted boys to its Senior School in 2017. Stephen Perse has grown over recent years, adding a co-educational sixth form to its highly successful Senior School in 2008, and four nurseries and early years settings (three in Cambridge and one at Dame Bradbury's in Saffron Walden) between 2010 and 2021. Stephen Perse has been fully co-educational in all settings since 2017 and now comprises four nurseries, two junior schools, a senior school and sixth form.

Predominantly a day school, there are currently 60 (mainly sixth form) boarders. As well as its reputation for academic excellence, Stephen Perse is renowned for an innovative approach to education, and a focus on preparing students for the future.





Our Mission Statement

At Stephen Perse, our mission is to educate and inspire the contributors to tomorrow's world: intelligent young people with the creativity, compassion, confidence and conviction to question, evaluate and improve society.

Our Vision Statement

To deliver this mission, our vision is to create and sustain an outstanding educational environment that:

- Fosters modern scholarship through exceptional teaching and a dynamic, flexible and rigorous academic curriculum.
- Provides outstanding breadth of opportunity and quality of experience through a rich and varied co-curriculum.
- Nurtures and celebrates individuality, wellbeing, personal development, and contribution to the growth of others, through superb pastoral care, social and emotional education, and learning support.
- Champions and models equality, diversity and inclusivity, and social and environmental responsibility with a global outlook.

Our Values Statement

With excellence and creativity in teaching and learning at the core of each of our schools and nurseries, we value the positive difference our students can make in the world through:

- Scholarship and the advancement of knowledge and understanding.
- Kindness, courtesy, inclusivity and collaboration.
- Diligence, independence and self-reliance.
- Humility, reflectiveness and the pursuit of self-improvement.
- Character, individuality, wellbeing and confidence.
- Conserving the environment and living sustainably.

Welcome from the Principal

Richard Girvan

Stephen Perse is a leader in modern independent education, superbly well placed, both to meet the challenges, and to seize the opportunities, presented by its future.



Any school, indeed, any group of schools, is only as strong as its people. Stephen Perse boasts exceptional people across all of its schools and nurseries, and invests in their recruitment, development and empowerment to ensure our pupils benefit from excellent role models, outstanding support and exceptional teaching. As Principal, I consider this investment in our people to be of utmost importance.

At Stephen Perse, all are united in embracing the modern world and in seeking to help our pupils to find and take their place in it, as confident, socially responsible adults. We seek to attract people who are inspired by this challenge, people who share our values, people who are passionate about our collective vision of developing the change-makers of the future.

Richard Girvan

Principal

Adaptation Technician (VI Support Specialist) JD & PS

Responsible to: SENCo & QTVI (Qualified Teacher of Visually Impaired)

Location: Hybrid with work to be split between home-working and on site at the Stephen Perse Cambridge Senior School & Sixth Form.

Role Description

The focus of this post is the adaptation of learning materials, into electronically accessible documents, hard copy braille, and tactile diagrams. Training will be provided, but core skills in IT competency are a necessity for this position. It is also anticipated that this opportunity would involve occasional classroom support, to cover the absence of other team members.

You will work with teachers, a Qualified Teacher of the Visually Impaired (QTVI), other professionals including Specialist Teaching & Learning Assistants, and parents, to support the learning, educational progress, and inclusion, both social and academic, of a pupil with a severe visual impairment. Enabling the student to access the curriculum, participate in learning, experience a sense of achievement, and develop independence in learning and other aspects of school life. This is part of a team of Specialist Teaching & Learning

Assistants who provide the pupil with full classroom and break support and to provide for the preparation of resources. A key condition of the post is that the post holder will undertake training in Braille to become fluent in fully contracted Braille as soon as possible, and at least within one year of taking up the post.

This role is being offered on a fixed term basis, until Summer 2026.

Main Responsibilities

Supporting the Teacher in the Planning, Delivery and Evaluation of Lessons

- Work in partnership with the Specialist Teaching & Learning Assistants and QTVI, to adapt lesson materials, to enable learning.

Support the delivery of learning by:

- Adapt text book sections and revision guides so that they are accessible to the student.
- Becoming proficient in contracted UEB

Braille, as well as the correct tactile



methodologies and evidence-based ways of working with an SVI (Severely Visually Impaired) child.

- Ensuring that the pupil is able to access the curriculum and that any barriers to their successful learning are addressed.
- Preparing individually adapted tactile materials in order for the pupil to

access the curriculum and meet the learning outcomes of all lessons. Adapt all learning materials into UEB Braille and/or tactile/audio formats.

- Become proficient in the use of specialist braille translation software to prepare both electronic and hard copy braille documents.

Liaising with Parents

- To support effective liaison between school and parents.

Continuing Professional Development

- Participate in ongoing training and other learning activities to develop the competencies to effectively support a blind pupil and to ensure knowledge and skills are kept up to date.
- Maintain appropriate records, both academic and medical, and inform management and administrative staff of any changes to circumstances.
- Listen to concerns, recognise and take account of signs of change in attitudes and behaviour.

Potential Additional Responsibilities:

Supporting the Teacher in the Planning, Delivery and Evaluation of Lessons

- Provide direct support that the severely visually impaired pupil will need to be fully included and make progress in all areas of school life.

Support the teacher to make the learning accessible by:

- Producing text in real time in Braille for classroom activities.
- Transcribing the pupil's Braille work into print throughout the day for marking and to enable immediate teacher input and feedback, and help the pupil to use specialist technology equipment.
- Organising for appropriate equipment for particular curriculum areas to be available, such as Dictaphone/audio, talking thermometer, talking scales.
- Sourcing, explaining, and using 'concrete' objects and materials in class to enhance the pupil's conceptual understanding.
- Providing information on how well the young person is engaging in the lesson, any difficulties they appear to be experiencing, work they find relatively easy and work they find more difficult.

Implementing Individual Learning Programmes

- Support the development and implementation of individual learning programmes focused on delivering

priority learning targets for the VI (visually impaired) pupil.

- Working with the SENCo, subject staff, QTVI, and parents and other specialists where appropriate, to plan and agree the programme which contains clear, challenging but achievable objectives for the pupil.
- Reinforce mobility and independence skills under the guidance of a pupil's mobility specialist.
- Delivering the agreed programmes under the guidance of the teacher, SENCo and the QTVI.
- Providing feedback to relevant colleagues about the pupil's progress towards targets and the effectiveness of the programme in securing this and the pupil's engagement.

Using Technology to Support Pupils Learning

Support the use of technology and optical aids to promote the pupil's learning by:

- Supporting the pupil and staff in the use of technology, and checking that any equipment used by the pupil is functioning properly.
- Developing skills in the use of specialist equipment used by a VI pupil, including software applications.
- Taking steps to ensure any problems with equipment are dealt with as

quickly as possible.

Supporting VI Pupils' Developing Independence

- Implement strategies to support the pupil's independence.
- Providing support to enable the pupil to have the opportunities to participate in all school activities, to make choices and take decisions for himself.

Supporting VI Pupils' Emotional and Social Development

- Working closely with the relevant professionals (speech and language therapist, clinical psychology), QTVI and parents to ensure that the pupils' emotional well-being is supported in school.
- Supporting the pupil to manage his fatigue, and enable him to take regular breaks during the day from the classroom environment.
- Provide verbal commentary as necessary throughout the day to ensure that the pupil is able to understand and access the changing social and physical, social and emotional development.
- Provide verbal cues to help the pupil to manage transitions throughout the day.

Learning Environment

- Working with colleagues to ensure the

classroom provides a consistent learning environment for a VI pupil, paying particular attention to monitoring lighting, layout and auditory factors.

General responsibilities

- Act as an excellent ambassador for Stephen Perse at all times.
- Undertake other duties as agreed with the leadership team.
- Build and maintain good working relationships with all Stephen Perse colleagues.
- Assist as necessary in other Stephen Perse areas at peak times.
- Work at all times towards the aims and goals of Stephen Perse and any individual objectives and targets you may have agreed.
- Proactively identify areas for improvements within Stephen Perse.
- Actively promote the Stephen Perse Equal Opportunities Policy, encouraging staff awareness and participation in all areas.
- Act in accordance with the Data Protection principles at all times.
- Adhere at all times to Stephen Perse operational and employment policies and procedures.
- Take care of your own health and safety and that of people who may be

affected by what you do (or do not do).

- Cooperate with others on health and safety, and not interfere with, or misuse, anything provided for your health, safety or welfare.
- Follow the training you have received when using any work items Stephen Perse has provided.
- Adhere to the Stephen Perse Privacy Notice and ensure private and confidential data is kept secure and disposed of in the appropriate manner.

This job description is not necessarily comprehensive and the position holder will be required to carry out such other duties as may reasonably be required within the general scope and level of the post.

Safeguarding and welfare of children

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact, will be to adhere to and ensure compliance with the Stephen Perse Safeguarding and Child Protection Policy statement at all times. If, in the course of carrying out the duties of the post, the role-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School, s/he must report any concerns

to the School's Designated Person or the Stephen Perse Designated Safeguarding Lead. All employees of Stephen Perse adhere to the Safer Working Practices guidance and all teaching staff are required to adhere to the Teaching Standards which can be **found on the government website.**

Person Specification

	Essential	Desirable	Assessment Method
Qualifications	NVQ Level 3 or higher (or equivalent qualification)	Further professional qualifications	Application Form Production of the Applicant's certificates at interview
Knowledge & Experience	<p>Ability to use ICT and to learn new ICT skills quickly</p> <p>Experience of working with or supporting learners</p> <p>Ability to build a rapport with learners, including those with special educational needs</p> <p>Ability to understand child development and the implications of visual impairment</p> <p>High quality written and verbal communication skills</p>	Experience using Google Drive and Google Classroom	Application Form
Skills & Aptitudes	<p>Due to our statutory obligations in respect of safeguarding, the ability to read, understand and communicate in English to a sufficient standard to understand these obligations is required</p> <p>Strong accuracy and attention to detail</p> <p>Ability to organise time effectively, creating work schedules, prioritising workload, and meeting deadlines</p> <p>Ability to take responsibility for own actions and make decisions without referring to others on occasions</p> <p>Ability to work effectively within a team</p>		Interview
Personal Attributes	<p>Ability to remain calm and self-controlled under pressure</p> <p>Ability to be proactive, enthusiastic and committed by taking ownership to ensure tasks are delivered</p>	Ability to understand and demonstrate commitment to Stephen Perse Equal Opportunities Policy and to ensure all activities are consistent with the policy. This includes all staff activities and their interface with the general public	Interview

Terms and conditions

All appointments for Stephen Perse are subject to satisfactory reference and disclosure and barring service (DBS) checks, suitability to work with children checks, online checks, proof of identity and eligibility to work in the UK, completion of a medical questionnaire and proof of qualifications.

Hours of work

This role is term time only plus 5 INSET days, which equals 35.2 weeks.

This position will offer 50.5 hours per week and we can split this into two roles, and we are happy to discuss this at interview. The roles can be part-time or full-time.

For example, one role could be 20.5 hours per week and the other role would be 30 hours per week.

Salary

£25,664 (FTE), this will be pro-rated based on hours worked and the remaining weeks in the academic year.

Benefits

- Salary sacrifice tech and cycle to work schemes
- Rail season ticket loan / discount on Greater Anglia train travel
- Free lunch and refreshments provided
- Contributory pension scheme - matching up to 7%*
- Life assurance scheme*
- Annual flu immunisation
- Many of the sites offer covered bike parking
- Free access to the Cambridge University Botanic Garden
- Private health and dental plan subscriptions (pro rata for part time and term time)
- A staff discount on school fees of 25% (pro rata for part time and term time) should staff have a child at any school (from Kindergarten Year upwards) within Stephen Perse

*Eligibility criteria applies.

Privacy Notice

Please see our privacy policy which is available on the recruitment portal.

<http://www.stephenperse.com/recruitment>



Please apply directly by downloading an application form from our recruitment page at www.stephenperse.com/recruitment, or email recruitment@stephenperse.com to request an application form. Please send completed application forms to recruitment@stephenperse.com. We are unable to accept CVs.

The Recruitment Process

- Closing date for applications:
9am on Wednesday 29 January 2025.
- Interviews will take place:
Week commencing Monday 3 February 2025.

References may be taken up before interview.

Invitation to interview and recruitment arrangements

Stephen Perse is committed to safeguarding and promoting the welfare of its pupils. Stephen Perse has a statutory duty to apply for DBS clearance and shall ask the successful candidate to complete an online form which must be cleared before the applicant can commence work. Such checks may take up to eight weeks to complete.

Stephen Perse has a legal responsibility to ensure that all its employees have the legal right to live and work in the UK. Therefore, you will need to provide original documents verifying that you are eligible to work in the UK to the interview. Details of these will be provided in the invitation to interview.

All candidates invited to interview must bring the original documents confirming any educational and professional qualifications that are necessary or relevant for the post.





Stephen Perse

Foundation

Stephen Perse (Main Office), Union Road, Cambridge, CB2 1HF

stephenperse.com



Charity No: 1120608