



RAMBERT SCHOOL

Currently seeking:

ACADEMIC SUPPORT & LEARNING RESOURCES COORDINATOR

Join the academic team at Rambert School.

We currently seek an engaging, positive and empathetic individual to support students through their academic journey.

WELCOME

FROM AMANDA BRITTON

CHIEF EXECUTIVE, PRINCIPAL & ARTISTIC DIRECTOR



Rambert School is a world-leading centre of ballet and contemporary dance training; a dance education sector innovator shaping new generations of dance professionals to the highest standard. Our international

influence and reputation honours the name of Marie Rambert, the iconic Polish dance pioneer of the Ballets Russes who founded the School in the UK in 1920. Under Rambert's guiding light, the Rambert School and the Company which flowered from it, became synonymous with technical excellence and creativity.

We pride ourselves on nurturing each individual throughout their training and education, promoting autonomy and preparing our graduates for life as dance professionals. Marie Rambert famously stated that her School should not be a 'sausage factory'. We have chosen to remain small, and each individual is carefully supported, during training and often beyond, through a programme which is flexible

enough to cater for individual physical differences and which fosters personal reflection and research. Each cohort hosts a diverse range of students from widely varied backgrounds, encouraging a cross-fertilisation of ideas, and creating graduates who are both open to new concepts and respectful of cultural diversity.

The 'Rambert spirit' is still at the heart of what we do, over 100 years since Marie Rambert founded the School. Though hard to articulate, those who have trained at the School or danced with the Company have been touched by it, irrespective of which Director or Principal was at the helm. The 'spirit' could be simply a passion for dance, and individuality in self-expression. It could be a fearlessness of the unknown, the drive to be a pioneer or to explore new creative territory. It could be a belief in the integrity of the art form, and a desire to communicate this. Or perhaps it could even come from Marie Rambert herself, her renowned fierce determination and indomitable energy.

Welcome to Rambert School.



ABOUT RAMBERT SCHOOL

Rambert School's mission is to provide world-leading training and education in ballet and contemporary dance, embracing individuality and innovation, while being deeply rooted in tradition and technical rigour. Our student body is purposefully small but diverse, with just 45 undergraduates from all over the world accepted each year to benefit from intimate and intensive training. Creativity and performance are fundamental pillars of our training, and our students are given the opportunity to create and showcase their own work, repertoire, and commissions by leading choreographers at a variety of world-class venues each year.

The School dates back to 1920, when iconic Polish dance pioneer of the Ballet Russes, Marie Rambert, founded a dance school in Kensington based on the principles of creativity, innovation and individuality. The Ballet Rambert developed out of the School, producing and nurturing some of history's most celebrated dancers and choreographers. From Frederick Ashton to Antony Tudor and Christopher Bruce, the Rambert name has always been synonymous with technical excellence and thrilling creativity.

Having just passed our centenary, Marie Rambert's founding principles are still at the core of what we do and are reflected in our holistic approach to nurturing talent and developing well-rounded, creative and thinking dancers, choreographers, teachers and academics. As we head into our second century, our unique and cutting-edge undergraduate and post-graduate programmes position the School at the forefront of international dance education and research.

The [Foundation/BA \(Hons\) degree course](#) has a 50/50 split between ballet and contemporary dance, unlike any other dance school in the UK.

The [MA course in Dance Research for Professional Practitioners](#) was launched in 2020. Throughout the course, students pursue independent research, based on current embodied practices and previous experience as professional practitioners, to address the practical, artistic, cultural, social, and political implications of dance in the sector.

We recently created [Rambert Grades](#), in collaboration with Rambert (dance company). A progressive and inclusive online syllabi of contemporary dance training and examinations for children and young people, Rambert Grades is committed to empowering and harnessing creative movement and expression in all. Following a recent international launch, Rambert Grades has the potential to change the landscape of contemporary dance and extend the Rambert Family on a global basis.

We are passionate about our Widening Participation and Outreach activities and continue to deepen our links with members of the community and pupils from local and regional schools and colleges through visits, workshops, and open rehearsals.

The School is an outward looking institution that believes dance is for everyone and champions diversity in dancers, repertoire, and audiences.



JOB DESCRIPTION

JOB TITLE

Academic Support & Learning Resources Coordinator

HOURS

Part-time – 0.6 FTE – 3 days (24 hours) per week

Hours may be worked flexibly, in agreement with the Line Manager.

CONTRACT TYPE

Permanent, term-time only, plus one week at start / end of the Academic Year (38 weeks in total).

SALARY

In the region of £28,000 per annum FTE / £12,277 0.6 term-time only, plus holiday pay £1,809 per annum.

LOCATION

Rambert School, St Margarets Drive,
Twickenham, TW1 1QN

N.B. There is no lift access to the upper floor of Clifton Lodge, making it only partially accessible to wheelchair users.

OTHER BENEFITS

- Additional holiday pay based on 0.6 of 5.6 weeks, [included in annual salary];
- Time Off in Lieu (TOIL), where applicable;
- Pension scheme;
- Employee Assistance Programme;
- Cycle2Work Scheme;
- Staff training and CPD opportunities;
- A friendly, inclusive, and accessible working environment.

APPLICATION PROCESS

TO APPLY

Submit CV, Cover Letter and [Equal Opportunities Monitoring Form](#) to hr@rambertschool.org.uk by 9am on Monday 20 May 2024.

INTERVIEWS

First interviews to be held on Zoom w/c 3 June and second interviews in-person at the School w/c 10 June.

START DATE

As soon as possible, subject to candidate availability.

If we can help to make any stage of the application and recruitment process more accessible to you or you have any specific questions, please contact Grace Campbell via email hr@rambertschool.org.uk or phone 020 8892 9960.

OUR MISSION

Our mission is to provide world-leading training and education in ballet and contemporary dance. Fuelled by innovation and creativity, Rambert School plays a key part in the professional dance sector. Our finely tuned curriculum, inspirational teaching and the talent and individuality of our students makes us a world-leading centre for dance training. We are the only school in the UK to focus equally on classical ballet and contemporary dance, ensuring we give our students sound technical training and that we produce industry-ready dancers and choreographers.

THE ROLE

Academic work is integral to the training at Rambert School and the ethos points to the development of critical thinking, analytical skills, and reflective practice. Both our undergraduate and postgraduate courses require the development and enhancement of academic skills and research processes in which students often need support and guidance. They write essays and reflective reports, deliver presentations, conduct scholarly research, and write a dissertation alongside intensive physical training or professional practice.

Our students come from a variety of academic backgrounds and educational systems and a high proportion of students have Specific Learning Differences (SpLD), are neurodivergent and speak English as a second language. Our diverse cohort requires a robust and flexible learning support system to ensure that any barriers to learning and achievement are reduced.

The Academic Support & Learning Resources Coordinator will provide specialist study skills tuition and support for students diagnosed with Specific Learning Differences (SpLD and neurodiversity), which may include Dyslexia, Dyspraxia, Attention Deficit Hyperactivity Disorder and Dyscalculia, in addition to other possible disabilities, such as Autistic Spectrum Conditions (ASC).

The Academic Support & Learning Resources Coordinator will support students throughout their academic journey, by identifying relevant scholarly sources, locating physical and virtual resources, understanding academic conventions, and improving their confidence with scholarly skills, vocabulary, referencing and more general study skills.

They are also responsible for maintaining and developing the Rambert School Library and the physical and virtual learning resources for the students and staff of the School. The post-holder also supports student learning through the provision of research and study skills.

The post-holder will report to the Head of Studies and will work closely with the Head of Admissions, Registry and Student Support and in regular conjunction with the teaching faculty and other learning support providers, such as the ESOL tutor and any other outsourced support staff.



KEY ROLES & RESPONSIBILITIES

GENERAL AND SPECIFIC ACADEMIC SUPPORT

- Organise academic induction sessions including use of library, use of resources, referencing, academic skills and relevant academic support available to students.
- Facilitate one-to-one or group sessions that anticipate and respond to the diverse learning needs of students throughout their education and artistic journeys.
- Support students with confidence building with regards to academic ability.
- Support students in making the transition to University Level study and with their studies thereafter throughout the UG/PG lifecycle, for example proofreading student submissions.
- Deliver individual study skills tutorials and group study skills workshops for SpLD, ASC and neurodivergent students. In doing so, use a range of multi-sensory strategies to facilitate independent learning, and support students to identify individual learning styles and strengths, reflected in an Individual Learning Plan (ILP).
- Oversee applications for Disabled Students Allowance (DSA), including supporting students throughout the application process, and provide all related administration thereafter.
- Ensure accurate record keeping of support provided and submit data on the number of students supported, as required and in respect of DSA funding.
- Carry out SpLD screenings and make recommendations where a full diagnostic assessment is required.

- Recommend reasonable adjustments for students with specific learning differences and support colleagues to implement adjustments with knowledge of inclusive practice and our duty under the Equality Act (2010).
- Have a good working knowledge of the assistive technology available to support students with specific learning differences (such as Claro Read and Mind View) and to support students to use these packages effectively as part of their range of study skills.
- Liaise with academic and support staff with the students' permission.
- Maintain confidentiality according to the principles outlined in the Data Protection Act 2018 (GDPR). Be aware of the boundaries of this type of work and seek advice if there are any concerns.
- Provide advice and information to students and staff on the School's policies and procedures relating to Student Services and the range of support available.
- Deliver academic marking duties, as directed by the Head of Studies.

LIBRARY / VIRTUAL RESOURCE MANAGEMENT

- Be responsible for the provision of the School's Library and learning resource service.
- Maintain and develop a range of appropriate resources for students and staff.
- Liaise with Head of Studies, faculty, and course leaders in order to maintain and facilitate academic requirements for both undergraduate



and postgraduate courses and update the related undergraduate and postgraduate reading lists annually.

- Actively commit to and promote the School's commitment to [Equity, Diversity and Inclusion policy](#) with regards to the acquisition of diverse and relevant resources.
- Liaise with key staff in other departments to facilitate information exchange and effective use of resources.
- Ensure the Library's study materials are accessible whilst maintaining a secure, organised, tidy, and welcoming library environment.
- Offer advice and guidance to students on the use of library materials, including recommending suitable titles and information, either in person, by telephone or email.
- Encourage compliance with data protection and copyright legislation.
- Use Libib (the Library Management System) to issue, return, renew and reserve library materials.
- Use Libib to edit and update library catalogue records.
- Utilise and maintain the Microsoft Office 365 Teams (VLE) dedicated to library materials.
- Maintain eBook platforms.
- Oversee the annual review and stocktake of library and virtual resources, in liaison with the Head of Studies.
- Create displays of books and other items to tie in with relevant events, themes, and anniversaries.
- Process new stock in readiness for the shelf and undertake the repair and relabelling of current stock where necessary, including the measuring and creation of bespoke bookshelves.

- Manage the library's annual budget, in conjunction with the Head of Studies.
- Coordinate hourly-paid Student Library Assistants when necessary.
- Open and close the library at the agreed times.

PROFESSIONAL DEVELOPMENT

- Demonstrate commitment to the exploration of emerging ideas as they affect the education of undergraduate and postgraduate students undertaking professional training.
- Develop inter-library external links where appropriate.
- Proactively undertake any staff development relevant to the needs of the post and the more general programme of continuous professional development, supported by the School.

GENERAL

- Attend fortnightly staff meetings and regular one-to-one meetings with the Head of Studies.
- Contribute to staff meetings with updates on resources.
- Maintain an active dialogue with the Head of Admissions, Registry & Student Support in the interest of student wellbeing and achievement.
- Keep abreast of developments in the HE and dance sectors, liaising with external bodies and support organisations, such as Guild HE And One Dance UK, and attending live performances, where possible.
- Occasional office cover for colleagues from the Operations & Development Team during periods of low staffing, e.g. School holidays, lunch breaks etc.
- Any other reasonable responsibilities that may arise within the Library and the wider School.



PERSON SPECIFICATION

Competency	Essential	Desirable
Knowledge and Experience	<ul style="list-style-type: none"> • Minimum of 3 year's recent experience in a face-to-face role with learners, preferably in a library or academic support setting within an HEP. • Experience of academic marking and proofreading of student submissions. 	<ul style="list-style-type: none"> • Cash handling, managing a delegated library budget and meeting audit requirements. • Devising and delivering library induction and user-education programmes 1:1 and to groups of students and staff.
Communication Skills	<ul style="list-style-type: none"> • Knowing when to listen, when to give advice or guidance and when to refer to professional help. • Excellent verbal and written communication skills. • Ability to monitor student performance and provide feedback where appropriate. 	<ul style="list-style-type: none"> • Experience establishing and maintaining relationships with representatives from other organizations.
Qualifications	<ul style="list-style-type: none"> • Undergraduate Degree or equivalent. 	<ul style="list-style-type: none"> • Professional qualification in librarianship • Relevant postgraduate qualification. • SpLD / Neurodiversity tutoring qualification or a willingness to learn.
Planning and Organisation	<ul style="list-style-type: none"> • Planning, prioritising, and organising independent work to deadlines. • Ability to prioritise and work flexibly, particularly during times of academic pressure. • Ability to work accurately with attention to detail. 	
Technical	<ul style="list-style-type: none"> • Competent understanding and recent experience of working with Microsoft Office, Microsoft Teams, and other relevant IT packages. • Knowing how to utilise library cataloguing systems, such as Libib. • Understand and be aware of online platforms, such as Open Athens, JSTOR. 	<ul style="list-style-type: none"> • Working knowledge of the Libib library management system. • Cataloguing and classification, within an HE library context. • Working knowledge of QuickScan. • Working knowledge of OpenAthens.
Interpersonal, Teamwork & Motivation	<ul style="list-style-type: none"> • Ability to support diverse student needs. • Good interpersonal, team and networking skills. 	<ul style="list-style-type: none"> • Working with students with Specific Learning Differences (SpLD). • Working with speakers of English as a second language. • Initiating, building, developing, and maintaining working relationships, communication channels and internal networks for self and others to use, which build relationships and achieve common purpose on issues affecting librarianship.
Values, Attitudes & Interests	<ul style="list-style-type: none"> • Respecting issues of confidentiality. • Complying with policies and procedures on Health & Safety, Safeguarding and Equity, Diversity & Inclusion. • Ability to work using own initiative. • Good analytical and problem-solving skills. • The capacity, enthusiasm, and ability to promote a positive attitude towards the library service. • An understanding of and commitment to Equal Opportunities. • Commitment to continuing service quality improvement and professional development. • Appreciative of the School's educational and artistic objectives. 	<ul style="list-style-type: none"> • An informed interest in dance and / or the performing arts.
Other	<ul style="list-style-type: none"> • Capable of moving around the building, lifting books, boxes or equipment taking Health & Safety into account. 	

The above serves as a guide and is not exhaustive; all professional staff are expected to undertake other duties and projects as may be reasonably required by the Chief Executive, Principal & Artistic Director in accordance with the grade of the post. You will be working as part of a small, friendly, operations and development team and may be asked to provide extra support within the office during busy periods and school holidays, working together in a mutually supportive way towards shared priorities.

Our Commitment to Equity, Diversity & Inclusion

Equity, diversity, and inclusion is a continuous key priority for our institution. Our School community is culturally diverse, and we foster a fully inclusive culture within our staff team, student body and Board of Trustees. Read more about our commitment to EDI And what this means for our recruitment process [here](#).

Rights to work in the United Kingdom

Applicants for this position must be eligible to work legally in the United Kingdom. If you do not have the necessary permission to do so, unfortunately, we are unable to consider your application.

DBS checks

This role meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974. All applicants who are offered employment will be subject to a criminal record check from the Disclosure & Barring Service (DBS) before the appointment is confirmed. This will include details of cautions, reprimands, or final warnings as well as convictions.

**Rambert School of Ballet
and Contemporary Dance**

Clifton Lodge
St Margarets Drive
Twickenham
TW1 1QN

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