

Godstowe

Job Description

Joint Head of Learning Support

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Introduction

Heads of Department and subject teachers are expected to be committed and enthusiastic teachers, able to interest pupils of all abilities. They should be able to communicate well with pupils and staff and have good organisational abilities. They should be receptive to new ideas and have a sense of humour. They need to be committed to all aspects of Boarding School life. Specific Head of Department responsibilities are described below.

The Head of Learning Support, in addition to some teaching duties, is responsible for strategic development, teaching, learning and assessment, management, communication and the efficient deployment of resources and staff in their area of responsibility.

This is a shared role with the responsibility for Year 4-Year 8. Duties for the lower part of the school are carried out by the second Joint Head of Learning Support.

Management

All staff should liaise closely with other teachers in the school. They should also liaise closely with the Deputy Heads, who are all directly responsible to the Headmistress.

Duties and Responsibilities

1. As Head of Department

Strategic Development

- To lead and inspire the strategic development of Learning Support/SEND provision at Godstowe.
- Advocate for the needs of neurodiverse pupils within the school
- Liaise with all academic Departments to ensure pupils are appropriately supported by the Learning Support Department
- To lead, manage, develop and maintain the highest quality SEND provision, which enables quality teaching, excellent learning outcomes and success for all pupils.
- To have day to day responsibility for the coordination of SEND/Learning Support provision throughout the school in line with the school's SEND/Learning Support Policies and ensure specific requirements of pupils with SEND/Learning Support are understood at an early stage and support measures are implemented effectively to support individual pupils.
- To model effective support to all staff with regard to understanding the needs of pupils with SEND/Learning Support and be available to advise on classroom practices.
- Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision and ensure duties can be effectively performed.

- To devise and implement SEND policies that are comprehensive and compliant with current legislative requirements and relevant guidance.
- Have a sound knowledge of how relevant legislation impacts on the provision of SEND in the school.
- Keep abreast of the latest developments in the teaching of neurodiverse pupils and to share this information with colleagues.
- Provide training for teachers on how to support pupils with specific learning difficulties and diverse profiles.
- To keep all aspects of paperwork relevant to SEN and including policies, records and the School Development Plan, up to date and actioned, as appropriate.
- Line manage and support the Learning Support Team and identify staff training needs and ensure that they are met through organised CPD opportunities and training programmes.
- To have a thorough understanding, and knowledge of, the new ISI F23 Framework and how the role that Learning Support plays in all aspects of Teaching and Learning.

Teaching, Learning and Assessment

- To assess pupils at the admissions stage.
- To advise the Senior Leadership Team as to the necessary provision to meet the needs of the child, including the management of any applications associated with an EHCP and/or Additional Funding.
- To apply for Education Health and Care Plan Needs Assessments when appropriate.
- To work closely with the Learning Support Department, EAL and Teaching Staff to assess, identify and plan the most effective and highest quality teaching approaches for pupils with SEND and/or Learning Support needs and ensure that they are implemented for individual pupils as early as possible and reviewed regularly.
- To promote a graduated approach of assess, plan, do, review.
- To offer well-researched interventions to support children to help them to find strategies to overcome areas they find difficult including using techniques such as a cumulative multi-sensory approach, monitor the progress of pupils against agreed targets and keep accurate records.
- To monitor the teaching and learning activities to ensure that they meet the specific needs of the pupils with SEND.
- To screen and assess pupils and identify areas of need, especially for those with undiagnosed SpLD.
- To increase teachers' awareness of children's individual strengths and learning differences and to encourage teachers to scaffold and differentiate within their lessons to accommodate these differences.
- To liaise with the Senior Leadership Team to ensure an appropriate, broad, high quality and cost-effective curriculum is delivered to pupils with SEND/Learning Support.
- To deliver specialist support to pupils on a one-to-one and small group basis as required by the needs and abilities of the learners.
- To observe pupils in their classroom to offer suggestions on scaffolding and differentiation and support the Teacher.
- To keep efficient records as relevant to the role.
- To organise special arrangements for internal and external assessments.
- To ensure that funding for EHC plans is used appropriately and to ensure that EHCP targets are regularly monitored and assessed and adjustments made to any plans that are not aiding pupils sufficiently.
- To be responsible for coordinating and overseeing EHCP Annual Reviews.
- In conjunction with teaching staff create, collate and review Individual Support Plans using assess, plan, do, review process, with pupil input.
- To oversee the termly specialist lesson charges across the school.

Management

- To line manage the Learning Support Team.
- To empower teaching and support staff in planning and delivering high quality differentiated learning that is challenging and inclusive to all learners.
- To identify CPD requirements and source, provide and organise relevant opportunities.
- Contribute to the induction process for new staff in any New Staff Induction sessions, in relation to Learning Support.

- To provide regular information to the Senior Leadership Team and Governors on the effectiveness of SEND provision and outcomes.

Communication

- To be the key point of contact with external agencies, including the Local Authority and its support services, Occupational Therapists, Physiotherapists and Educational Psychologists and ensure that these links are actively promoted.
- To liaise with early years providers, other schools, health and social care professionals and other bodies with regards to SEND provision.
- To ensure that external support offered to the school is coordinated and managed effectively, keeping HR up to date with external support services.
- To liaise, collaborate and engage with parents of pupils with SEND/Learning Support.
- To liaise with other schools regarding accessibility and access arrangements.
- To review the outcome of the intervention with Teaching Staff, the Learning Support Department, parents and the child.
- To arrange meetings and maintain regular contact with parents of Learning Support children.
- Offer parents encouragement and practical advice about strategies to help support their children.
- To work with the Head and SLT to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
- Ensure that pupils' with SEND have a smooth transition from one school to another.
- To communicate with the Finance Team regarding funding arrangements, specialist lesson billing and other matters as they arise.

Efficient deployment of resources and staff

- Create and manage the timetables for Learning Support/EAL staff and pupils.
- Maintain and develop resources, coordinate their deployment and monitor their effectiveness against pupil benefits.
- To administer the delegated budget and other resources in order to meet pupils' needs effectively.
- Co-ordinate and deploy external resources as required by the needs of the pupils.

2. General Teaching Duties

To the pupils:

- To prepare and give lessons in accordance with the programme of study laid down by the department. This will require knowledge of the National Curriculum and the Common Entrance curriculum.
- To mark and assess pupils' work promptly and appropriately using the guidelines of the School and Department marking policies.

- To ensure that pupils produce, present and preserve their work in the most appropriate manner.
- To encourage and stimulate pupils to achieve the highest standards according to their ability by using differing methods and resources.
- To inform the Headmistress and other appropriate persons where a pupil is experiencing learning or other difficulties.
- To identify and support pupils who are specially gifted or who are in need of learning support and to liaise with the special needs co-ordinator.
- To enable pupils to gain a broad educational base by working across the curriculum where possible.
- To monitor and record the progress of each pupil.
- To offer guidance and advice to pupils and parents and to take appropriate action after consultation with senior members of staff.

To the Department and the School:

- To be familiar with the School practices as set out in the Staff Handbook.
- To take part in Staff, Departmental, Parents' and other meetings as required.
- To work with the Deputy Heads in producing departmental policies, programmes of study, maintaining records, books, equipment etc. and to accept advice over these same matters.
- To attend in-service training for the subject and to continue at all times to develop professional skills.
- To set and mark exams and to complete reports as and when required.
- To maintain high personal standards of work, behaviour, appearance and punctuality.
- To maintain good order and discipline within the class and school and to safeguard the health and safety of pupils and staff.
- To liaise with the Deputy Head, Pupils and boarding staff as and when necessary.
- To offer lunchtime and/or after school activities (two hours per week) as a contribution to the school's Enrichment Curriculum.
- To participate in any arrangements for the Performance Review of staff.
- To be responsible, if required, for a form (duties and responsibilities shown separately).
- To carry out supervisions and to cover for absent colleagues as requested.
- To request approval from the Headmistress for any absence from school and to inform the appropriate people in good time.
- To carry out any other duties reasonably requested by the Headmistress.

Review Arrangements

The details contained in this Job Description reflect the content of the job at the date it was prepared. It is inevitable that over time the nature of the job may change. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the school will expect to revise this Job Description from time to time in consultation with the postholder.

Safeguarding

Godstowe School is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and an Enhanced Disclosure from the Disclosure and Barring Service. We are an equal opportunities employer who welcomes applications from all sections of the community.

Safeguarding and promoting the welfare of children is everyone's responsibility and staff are expected to attend regular training sessions and to follow the school's safeguarding procedures.

Our Safer Recruitment process and procedures are in line with Safer Recruitment requirements and Keeping Children Safe in Education.

Person Specification

- Be an advocate for the needs of neurodiverse pupils.
- Be a qualified teacher (holding QTS or its equivalent) or have equivalent experience.
- Hold the NASENCO qualification or have equivalent experience.
- Experience in applying for JCO access arrangements is desirable.
- Have extensive experience of teaching neurodiverse pupils.
- Hold an undergraduate degree in the discipline in which they teach.
- Have a record of outstanding classroom teaching and the ability to teach pupils in either small group or one to one settings.
- Secure knowledge of the Equality Act 2010 and the SEN Code of Practice 2014.
- Be able to lead whole-school or small group INSET sessions on issues relating to the support of neurodiverse pupils.
- Be able to demonstrate excellent leadership and teamwork skills with the ability to motivate others.
- Be an excellent oral and written communicator.
- Possess strong interpersonal and teamwork skills and the ability to liaise with a wide range of people including teachers, members of the Senior Leadership Team, parents, children and external agencies.
- Be able to maintain a positive and professional approach when dealing with parents and colleagues.
- Promote high standards of education, care and behaviour.
- Be confident in the use of ICT for a range of administrative and teaching purposes.
- Demonstrate sound judgement and discretion.
- Be well-organised and have the ability to plan effectively, clearly and well ahead, whilst being able to juggle successfully multiple tasks of varying size and importance.
- Be flexible and adaptable when going about their work.
- Have energy, commitment and stamina.
- Be supportive of the ethos of a busy boarding and day school