



## JOB DESCRIPTION

Date February 2018

**Job title:**

**Head of Learning Support**

**Reporting to:**

**The Head Teacher**

**Department/School:**

**North Bridge House Prep School**

**Scope:**

**Vision and strong management skills in order to provide overall leadership to the Learning Support Department**

**Checks:**

**This post is subject to satisfactory DBS, overseas check(s) and references**

*The job holder's responsibility for promoting and safeguarding the welfare of children and young person's for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the relevant Cognita Safeguarding; Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School's Child Protection Officer/Designated Safeguarding Lead or to the Head or indeed to the Regional CEO so that a referral can be made accordingly to the relevant third party services.*

### Working with Us

Achieving more than you believed possible – that's what constitutes a quality education. At Cognita it is what we strive for in our schools. We want it for our children, and we want it for the people who work for us.

Since Cognita's launch in 2004, we've built an international network of 67 schools that serve some 30,000 pupils across seven countries in the UK, Europe, Latin America and South-East Asia.

Cognita's international network of schools and regional offices, combined with our ongoing investment in the professional development of our people, means we can offer first-class career opportunities with a global dimension. If you want to take your career further, we want to support you in achieving that goal within Cognita.

North Bridge House is an independent, co-educational establishment. There are approximately 1250 pupils on roll across 5 sites from Playgroup to Year 13. NBH offers a supportive and nurturing environment where pupils feel secure and are set challenges which enable them to meet or exceed expectations. We educate the whole child and nurture independence and academic success through a diverse curriculum that challenges pupils and develops enquiring minds.

Our aims at North Bridge House are:

- To celebrate each child as an individual
- To have a happy school with a friendly, family atmosphere
- To provide a secure and nurturing environment where children can learn tolerance, consideration and respect for others
- To help every child fulfil...and even exceed...their potential through dedicated and inspirational teaching
- To educate the whole child by offering a wide variety of academic, sporting and extra-curricular activities

## Job Summary

Main duties and responsibilities: (The duties and responsibilities below are illustrative)  
The position holder will be expected to become involved in a range of work on occasions that may not be shown below:

### **Assessment, screening & access arrangements**

- Screen and monitor new entrants to the School for Learning Support issues
- Arrange (and undertake as applicable) assessments in response to referrals from teachers (Records of Concern), parents or pupils and give informed advice as to whether further psychological or other assessment is needed.
- Working with colleagues to identify individual pupils' special needs.
- Summarise key findings and advice from Educational Psychologists' reports and publish information to all relevant teaching staff along with recommendations for support.
- Keep electronic records up-to-date on SIMS
- Keep lists of SEND pupils up-to-date and ensure that the appropriate documentation is completed to satisfy regulations regarding access arrangements
- Monitoring the progress made in setting objectives and targets for pupils who require study support.
- Evaluate supporting evidence and make decisions about the appropriate access arrangements for pupils

### **Communication**

- Liaise with pupils (and parents and teachers) to ensure that they are clear on their provision of access arrangements and keeping records of these conversations.
- Regular updating and maintaining of pupils on Provision Map
- Take the leading role in communication with staff, SLT, parents, and Educational Psychologists regarding learning difficulties; attend Parents' Meetings
- Liaise with feeder schools and potential parents regarding prospective pupils
- Lend a sympathetic ear and keep an open mind, but have confidence in own judgements based on evidence and on proper application of regulations

### **Faculty Management and leadership**

- Manage the Learning Support Department – oversee professional development and Annual Review
- Line managing the Assistant Head of Learning Support as well as overseeing the line management of the Learning Assistants through 'Let's Talk' program.
- Provide schemes of work and resources for the Department
- Arrange timetabling of lessons in conjunction with individual teachers
- Hold regular departmental meetings and produce minutes
- Examine the efficacy of the support being provided and look for ways of making future improvements

#### **Provision of teaching cont/d...**

- Work with individual teachers regarding learning support issues within the teaching of individual subjects. Contribute to whole-school INSET as required
- Arrange 'drop-in' sessions for those requiring occasional support in a less formal structure
- Get to know the pupils well and, where appropriate, act as a mentor in a wider sense in order to bolster pastoral support in terms of well-being and resilience
- Giving pupils appropriate and useful feedback on their work in order for them to make as much progress as possible.
- Using special equipment and facilities, such as audiovisual materials and computers to stimulate interest in learning as well as specialist materials, such as phonic awareness programs for dyslexic students.
- Using the accommodation to create an effective and stimulating environment for the learning support pupils.
- Using SIMs database to keep records and track pupil progress.

#### **Education and Skills:**

- QTS
- OCR Level 7 preferable
- Training and Experience: Proven record of working as a practitioner/teacher/assessor of students with SpLDs;
- Knowledge of current research and legislation
- Previous experience as a SENCO and has worked extensively with individual pupils and small groups of pupils both within the classroom and outside the classroom.

#### **Principal Working Relationships**

Internal: Class and subject teachers, Learning Assistants & pupils

External: Parents, Health Professionals

#### **Person Specification**

- Enthusiasm for working with children of all abilities and talents.
- Excellent organizational skills and the ability to manage one's own time.
- The ability to motivate, inspire and encourage pupils who need learning support to achieve to the best of their ability.
- To demonstrate patience and tolerance towards pupils who may be slow to learn and understand new ideas.
- The ability and flexibility to work as a team member, showing support and due care towards colleagues and the ability to communicate with all relevant stakeholders
- Excellent written communication skills & organisational skills
- Excellent oral communication skills, especially in relation to staff, students and parents
- Positive, enthusiastic, flexible with a pro-active 'can do' attitude
- Ability to adapt to changing situation & flexibility to work additional hours
- Excellent IT skills

### **Personal Qualities**

- Ability to motivate and inspire pupils
- A sense of humour and a genuine understanding and liking for our pupils
- Excellent interpersonal skills
- Enthusiasm
- Approachable, open and honest
- Dedicated, conscientious and hard working
- Stamina and emotional resilience
- Commitment to safeguarding and the welfare of pupils
- Commitment to the ethos of Cognita Schools
- The ability and flexibility to work as a team member, showing support and due care towards colleagues and the ability to communicate with all relevant stakeholders
- Excellent written communication skills & organisational skills
- Excellent oral communication skills, especially in relation to staff, students and parents
- Positive, enthusiastic, flexible with a pro-active 'can do' attitude
- Ability to adapt to changing situation & flexibility to work additional hours

### **Competencies for the Role:**

#### **Role Specific – The applicant demonstrates that s/he:**

- Is suitably qualified for the responsibilities of the post
- Displays a commitment to the protection and safeguarding of children and young people
- Has the ability to fulfil the responsibilities of the post with energy, enthusiasm and excellence
- Has strong interpersonal and communication skills
- Has a clear sense of direction for the department and is able to think strategically
- Is able to win and maintain the trust and confidence of parents, pupils, staff and others
- Is able to challenge the pupils to develop their full potential
- Ensures that the highest academic standards and expectations are met
- Has an ongoing commitment to their own professional development
- Is able to delegate effectively and fairly
- Remains up-to-date with educational and academic development within the subject
- Is prepared to take challenging decisions when required
- Is alert to opportunities to develop new teaching and learning strategies and encourages debate about good practice

#### **Values Based Behaviours – the behaviours associated with our company values**

- Excellence
- Respect
- Integrity
- Collaboration
- Accountability

### Remuneration

- Competitive salary
- Contributory pension scheme
- Professional development

*Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks will be undertaken before any appointment is confirmed.*

Signed: ..... Date: .....

Name (Print): .....