



# Saint Martin's

An Exceptional Independent School for Girls



**Candidate Brief: Head of Learning Support.  
Full-Time. Required for September 2018**

## The School

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Saint Martin's is situated in a stunning twenty acre site in the centre of Solihull and located in the grounds of the historic Malvern Hall. The Hall, once owned by the Greswold family, has a unique link with the landscape painter John Constable who visited early in the 19<sup>th</sup> century. The School, founded in 1941, provides education for girls from Nursery to Sixth Form, 2¾ years to 18. All four sections of the School are able to take advantage of the extensive facilities on site from the swimming pool and all-weather pitch to the new Performing Arts Centre, SMArt, with its theatre and dance studio.

Saint Martin's is a non-denominational Christian school where respect for others is paramount regardless of their faith or background. The enthusiasm of girls to look beyond themselves, to understand the global dimension of the world in which they live and to seek ways of helping others are important elements of our School community.

The School Motto is "The Grace of God is in Courtesy" and the Code of Conduct, written by the girls, is central to the expectations of daily life.

The School aims to provide an all-round education of the highest quality in a safe, happy, supportive and stimulating environment. All staff give generously of their time and energy to enhance the educational experience and to give support to the girls both in and out of the classroom.

It is recognised by parents that due to the size of our School community all their daughters are valued and known as individuals. Communication with parents is a high priority and contact is very much encouraged, in addition to the regular programme of parent evenings and formal reporting. Parents are invited to attend research focus groups and appreciate that Saint Martin's offers a traditional education with a wide range of opportunities. There is a very active Parents' Association.

The academic results of the girls speak for themselves. In 2017 the Upper Sixth students received a record number of top grades and all gained places in their first or second choice University. At GCSE, girls gain on average 10 GCSEs. The School was placed in 27<sup>th</sup> position in the DfE League tables following the 2016 GCSE results. The School was last inspected in November 2017 by ISI and a copy of the Report is also on the website.

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## The Curriculum

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### Nursery to Year 2

Within the setting of Malvern Hall there is a safe and secure environment where the children are able to benefit from the extensive grounds. It's a happy, friendly and stimulating place to be and with the guidance of experienced teachers our children follow a broad curriculum. Working individually and in small groups they achieve their full potential.

Emphasis is put on oral fluency in the early years, in order to develop a wide vocabulary, encourage clarity of expression and foster an ability to reason. This is achieved initially through a variety of pre-reading and practical number activities which prepare the children for the more formalised schemes of Mathematics, Writing, Reading and Language Development. Science and Technology are also taught as individual subjects and are introduced at a very early stage, as is ICT. The use of computers is introduced in the Nursery and, as they progress, the children use them in all subject areas. An enrichment programme including Music, Dance, PE, Art, Craft and Drama is included in the curriculum for the whole school and, from Nursery; children also receive weekly swimming lessons. Throughout, careful attention is paid to the requirements of the National Curriculum and each child's learning is individually structured and monitored by the form teachers who liaise closely with parents.

Small classes ensure that each girl develops her aptitudes and abilities to the full, and is helped to achieve a high level of attainment, so that she may move on with confidence. Extra-curricular activities play a large part in the formation of a girl's whole personality. Consequently all girls take part in the annual play, and educational and cultural visits are arranged each year for each class. As the girls progress, there are opportunities to join Music groups and Sports teams.

## The Curriculum (continued)

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### Junior School – Year 3 to 6

The main aims are to combine well-structured learning with enjoyment and enthusiasm and to promote self-esteem and confidence.

Careful note is taken of the National Curriculum. The core subjects of English, Mathematics, Science and ICT have high profile in the weekly timetable; they are complemented by History, Geography, Religious Studies, Art and Technology. These subjects are taught by a combination of form and subject teachers. In addition all girls have lessons in Music and Drama, PE, Games, Swimming and Dance, all taken by specialist staff. Classes are small and pupils are in ability groups for the teaching of Mathematics. The Modern Foreign Languages of French, Spanish and German are taught by specialist language teachers from the Senior School.

Classrooms provide a lively and stimulating environment in which to work. Pupils use specialist facilities for Physical Education, Drama, Dance and Music and each girl uses the networked computer systems with confidence across all subject areas.

Extra-curricular activities include Choirs, including Chamber Choir and Orchestra. The Drama Club is extremely popular. There are a variety of other clubs, which encompass academic and sporting interest. Gym Club, Trampoline Club and a variety of swimming clubs are all popular. Team activities such as Tennis and Netball are popular and, for those of an artistic nature, Art and Craft Club is well attended. Further enrichment is provided by an exciting and diverse range of cross curricular trips and residential visits.

## The Curriculum (continued)

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### Senior School

Girls are encouraged to achieve their full potential in a wide range of academic, practical, creative and physical activities. The staff through differentiation aim to stretch the most able, while at the same time supporting those who lack confidence in some areas of the curriculum. Girls are set by ability for Mathematics from Year 7. From Year 9 the Sciences and English are also taught in sets.

### Key Stage 3

All girls follow the same broadly based curriculum in Year 7 of English, Mathematics, Science, MFL, Latin Studies, History, Geography, Religious Education, Art and Design, ICT, Design and Technology, Home Economics, Music, Drama, PE and Dance. In Years 8 and 9, girls have the opportunity to study a second language, Latin or Classics. The three sciences are taught separately.

### Key Stage 4

At the end of Year 9, girls currently begin a programme of studies leading generally to examination in ten GCSE subjects. Girls are encouraged to continue with as varied a curriculum as possible in order to allow both a wide choice of A Level subjects and career opportunities. All girls continue with English, English Literature and a Modern Foreign Language, and also Mathematics, Biology, Chemistry and Physics. In addition three other subjects are chosen from the following: History, Geography, Religious Education, Classical Civilisation, Latin, French, German, Spanish, Art and Design, Music, Drama, Food and Nutrition, ICT.

### Sixth Form

The majority of girls study three subjects at A Level in the Sixth Form. A wide choice of subjects is offered: Business Studies, Economics, Further Mathematics, Photography and Psychology in addition to those studied in Key Stage 4. Additional subjects such as AQA's EPQ are very popular. There is extensive support given for UCAS applications and career choices, and girls have every opportunity to help develop their leadership skills by helping with the younger girls.

Each year the Upper Sixth are always successful at gaining places at top universities such as Bristol, Durham and Nottingham in a wide range of subjects from Medicine to Psychology to Urban Studies.

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## Beyond the Classroom - Extra-curricular and Enrichment Activities



*“An excellent programme of extra-curricular and enrichment activities supplements the taught curriculum most effectively and has a significant impact on the pupils’ personal development.”* ISI Inspection Report, January 2013

A full programme of extra-curricular activities and trips enriches timetabled lessons. We believe in offering our pupils the opportunities to develop as individuals, the time to find talents and the support to excel. As such our extra-curricular and enrichment programme is rich and extensive.

During lunchtime and after school, girls have the opportunity to join choirs and musical ensembles, take part in drama and dance groups and be part of one of the many sports teams. In addition there are clubs to suit all interests including bridge, gardening, craft, Christmas cake decorating, Spanish and debating. There are annual concerts and drama performances for all year groups. Last year’s highlights include the Alice House Nativity, the Year 5 performance of “Grimm’s fairy Tales”, the Junior School musical recital and the Senior School production of “The Lion, the Witch and the Wardrobe”.

In addition to our many extra-curricular clubs we believe that learning takes place outside of the classroom as well as in school. Girls in Alice House learn about the outdoor environment through the “Forest School” programme. In the last year, as part of their learning the girls in Alice House and Junior School have visited the Butterfly Museum in Stratford, the design and manufacturing departments at Jaguar Land Rover and enjoyed a trip to the theatre to see “Gangsta Granny”. In the Senior School the Geography department organizes field trips for all year groups, Drama students have the opportunity to see local and national productions and Art and Design Technology students visit major exhibitions in London. These trips are just a snapshot of the variety of trips on offer to girls.

Overnight and residential trips are organised for girls of all ages. These include “sleepovers” in school, outdoor pursuit weekends at PGL, a visit to London for girls in Year 6, the ski trip, the Classics trip to Bath and the annual Sixth Form cultural trip which was to India in October 2016.

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## **The Learning Support Department**

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The Learning Support Department is an important one that works at all levels of the school, from ages 5-18. The Learning Support Department works closely with teachers and teaching assistants to support the delivery of teaching within the classroom by working with pupils either individually or in small groups. Pupils with SEND typically may face challenges through dyslexia, dyspraxia, dyscalculia, speech and language development, EAL, although this is not an exhaustive list.

In addition to the Head of Department role, there are two part-time members of staff within the department.

Lessons are timetabled according to a student's individual timetable and can take place outside of the normal teaching time for Years 10 – Sixth Form.

## Job Description

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### Head of Learning Support and SENCo. Full-Time.

#### THE ROLE

We are seeking a well-qualified and experienced person to take responsibility for the leadership and further development of this key area within the school. The successful candidate will:

- Be an excellent communicator with strong administrative and ICT skills;
- Have experience of administering and interpreting a range of standardised literacy assessments;
- Have experience of interpreting diagnostic reports;
- Ideally hold a post graduate SEND qualification;
- Possess the drive and energy to operate as both Head of the Learning Support Centre and the SENCo, with whole school responsibility for SEND.

The position is full time.

The key responsibilities of the Head of the Learning Support Centre and SENCo follow, although there is inevitably operational overlap across the separately identified areas of responsibility. As this position is a part time position, the successful candidate will liaise with the Head and Senior Leadership Team to prioritise tasks in line with the school's strategic development plan.

#### Head of the Learning Support

As a Head of Department (HOD), the post-holder will be responsible to the Head, through the Deputy Head (Academic) and the Head of Nursery – Year 6 for the vision, policy and culture of the Learning Support department and for establishing these within the larger framework of the School.

At Saint Martin's School Heads of Department (HODs) have responsibility for the personal and professional welfare of their staff, the efficient organisation of the department and for the quality of educational experience offered to the pupils.

## DEPARTMENT RESPONSIBILITIES

Responsible for:

(i) Schemes of work, departmental handbook, departmental self-review, development plan and target setting.

(ii) Departmental timetable.

(iii) Management of departmental budget and ordering of resources.

(iv) Health and Safety in the department.

(v) Teaching Staff in the department.

- appointment of new members of staff, induction, training and appraisal.
- delegation of departmental responsibilities.
- maintenance of academic standards through regular monitoring of teaching and pupil assessment.
- weekly and other departmental meetings.

(vi) Pupils.

- teaching individuals and small groups of pupils in the department.
- maintenance of high (academic) standards.
- ensure appropriate setting.
- ensure access to differentiated materials.
- discipline in the department and departmental sanctions.
- assessment record keeping.
- monitoring progress of and target setting for individual pupils.

(vii) Liaison with other members of staff as necessary.

- Other Heads of Department.
- Deputy Head (Academic) and Head of Nursery – Year 6 (curriculum, resources, development, teaching and learning issues, pupils' academic progress and INSET).
- Examinations Officer (access arrangements for examinations).
- Relevant pastoral staff (pupil welfare).

(viii) Contribute as requested to working parties established from time to time to examine and recommend on specific issues.

## **Special Educational Needs Co-ordinator (SENCo)**

As the school SENCo with responsibility for special educational needs, the post-holder will have the following whole school responsibilities:

### **Teaching and learning**

- (i) To advise on the most effective teaching strategies for pupils with SEND.
- (ii) To advise on the development of study skills that will assist pupils' to work independently.
- (iii) To monitor and advise on the implementation and quality of teaching and learning strategies for pupils with SEND.
- (iv) To monitor and advise on the type and range of teaching and learning resources being utilised to meet the needs of pupils with SEND.
- (v) To co-ordinate and have an overview of pupils' SEND provision through close liaison with all relevant parties (pupils, staff, parents, external agencies etc).

### **Identification, assessment and monitoring pupil progress**

- (i) To assist the Head for Admissions with the interview and assessment of prospective pupils who may have SEND.
- (ii) To maintain and develop processes for literacy screening of all pupils new to the school to identify those with SEND.
- (iii) To respond to concerns expressed by tutors, parents or pupils themselves and provide a process of assessment and identification for individual pupils who seem to be experiencing difficulties.
- (iv) To maintain and develop processes to collect and interpret assessment data to monitor the attainment and progress of pupils with SEND.
- (v) To set targets for raising attainment among pupils with SEND (including IEPs, where appropriate)

### **Communication**

- (i) To liaise with teachers / TAs to identify pupils with SEND.
- (ii) To liaise with parents of pupils with SEND.
- (iii) To liaise with feeder schools to ensure continuity of support and learning when transferring pupils with SEND.
- (iv) To liaise with private and public sector Educational Psychologists and other external professionals.

(v) To liaise with Senior and Middle Management teams.

### **Exam access arrangements**

(i) To ensure that all necessary information is provided to pupils, their parents and the Examinations Officer concerning applications to JCQ for pupils who meet the criteria for exam access arrangements.

(ii) To ensure that all applications for exam access arrangements comply with JCQ regulations.

(iii) To complete any necessary standardised assessments in order to provide evidence for applications to JCQ.

(iv) To ensure all approved exam access arrangements are put into place for both internal and external examinations.

### **Leadership and management**

(i) To work with due regard to the SEND code of practice: 2014 and The Equality Act 2010 (and advise the Senior Leadership Team accordingly).

(ii) To review (and re-write if needed) the School's Learning Support / SEND policy (and advise the Senior Leadership Team accordingly).

(iii) To disseminate good practice in SEND across the school and encourage all members of staff to recognise and fulfil their responsibilities to pupils with SEND.

(iv) To update and advise the Senior Leadership Team on the effectiveness of provision for pupils with SEND.

(v) To contribute to the staff development programme through the provision of INSET opportunities concerning SEND issues.

(vi) To manage the necessary procedures and paperwork for pupils with EHC Plans.

To undertake all tasks as requested by the Head within your level of skills and ability.

#### **NOTE:**

The Job Description may change along with the needs of the organisation and in consultation with the job holder.

NS

January 2018

## Person Specification – Head of Learning Support and SENCo

	<b>Essential</b>	<b>Desirable</b>
	<b>These are qualities without which the applicant could not be appointed</b>	<b>These are extra qualities which can be used to choose between applicants who meet all of the essential criteria.</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• A good honours degree</li> <li>• A recognised teaching qualification (eg PGCE)</li> <li>• A post graduate SEND qualification</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Teaching a range of ages from Year 3 to Sixth Form as a Learning Support/SEND teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of holding a SENCO position within secondary education</li> <li>• Experience of teaching pupils with EAL</li> </ul>
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Understanding of the expectations and ethos of an academic school.</li> <li>• Good organisational skills.</li> <li>• Good interpersonal skills and the ability to lead, communicate, motivate and develop trust.</li> <li>• Excellent ICT skills for use in administration and teaching.</li> <li>• Knowledge of the SEND Code of Practice and the Equality Act 2010</li> <li>• An understanding of a range of teaching, learning assessment and behaviour management strategies to make a positive impact on the progress of pupils who have a range of barriers to learning</li> <li>• Work collaboratively in a multi-agency, multi-professional team.</li> <li>• Excellent communicator.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Excellent literacy and numeracy leader.</li> <li>• Outstanding practice differentiating plans, liaising with supporting agencies and implementing additional support programs to meet specific needs.</li> <li>• Working with pupils with learning difficulties, Social Emotional and mental health needs, autism and other related communication disorders.</li> </ul>	
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• A positive attitude and the ability to work in harmony with a range of colleagues at all levels.</li> <li>• A firm commitment to ongoing professional development</li> <li>• A commitment to promoting the welfare and wellbeing of young people</li> <li>• Ability to work flexibly to suit the immediate needs of the students and school.</li> <li>• Commitment to Health and Safety within the working environment</li> <li>• Commitment to providing the best for staff and student</li> </ul>	
<b>Other Factors</b>	<ul style="list-style-type: none"> <li>• Enhanced DBS</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to study for a national award in SEN Co-ordination</li> </ul>
<b>Safeguarding Children, young People and vulnerable adults</b>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of pupils</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with young people</li> </ul>	

## Remuneration & How to Apply

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### **The Application Form**

All candidates are requested to fill in the application form as otherwise their application cannot be considered. Please submit your application by 12 noon – Wednesday 24 January 2018.

### **References and the Interview Procedure**

References will be sought for shortlisted candidates before the interview and it may be the case that previous employers are approached for information to verify particular experience or qualifications. Any anomalies in the information provided or issues arising from references will be taken up at interview.

Shortlisted candidates will have an informal tour of the school, meet with staff and teach a lesson as part of the interview procedure; there will also be a formal interview.

It is expected that interviews will be held week commencing 5 February 2018.

### **Safer Staff Recruitment**

Saint Martin's is a school committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to provide a disclosure from the DBS at an enhanced level. The interview for the post will include questions about the safeguarding of children and young people and the applicant's suitability to work with children.

### **Interview expenses**

Claims for reimbursement of candidates' reasonable travelling expenses within the UK will be paid.



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