JOB DESCRIPTION

JOB TITLE:	HEAD OF LEARNING SUPPORT/SENCo		
DEPARTMENT:	LEARNING SUPPORT	SCHOOL:	SENIOR SCHOOL
REPORTS TO:	HEAD, DEPUTY HEAD (ACADEMIC)		

PRINCIPAL PURPOSE:

Responsible for the day to day management of learning support provision and overall SEND management within the college. Determine the aims and objectives for the department, check that they are compatible with those of the School, and keep them under review.

- There will be variations between individual departments and therefore not all HoDs will face all of these tasks in equal measure.
- Similarly, while some tasks will be routine (such as monitoring the progress, work and assessment of pupils), others will only occur rarely and, hopefully, never (such as putting in hand capability or disciplinary measures).
- Although HoDs must have good knowledge of their subject and of education practice in their subject, they also need leadership, management and organisational skills.
- HoDs play a wide role in the school, contributing not only by running their departments but also by serving on school committees and working parties, and therefore need to be able to maintain a school-wide perspective.
- HoDs need to be able to prioritise and manage their own time effectively, balancing the demands made on them by teaching, subject management and involvement in school development.
- To enable HoDs to carry out their duties and responsibilities well, the School undertakes to provide adequate physical, financial and time resources, and to support and facilitate the personal and professional development and training of the HoD both within their own subject area and in the skills and practice of management.

KEY TASKS:

Head of Learning Support:
- Advise on appropriate syllabuses; choose or where necessary create syllabuses for pupils who attend learning support for literacy input, study skills and/or numeracy support, in consultation with subject staff where applicable;
- Have a working knowledge of structured and cumulative multi-sensory literacy programmes;
- Prepare/review departmental policies (consistent with those of the School) for dealing with pupils with SEND and who attend learning support;
- Develop and purchase, where required, appropriate teaching materials;
- Report annually to the Deputy Head (Academic) to review learning support provision, assess impact of previous year's work in supporting the school's aims, and analyse results of those on the SEN(D) lists;
- Work in accordance with the HoDs' expectations protocols.

Monitoring Standards
- Liaise with the Deputy Head (Academic) to monitor progress of pupils and to identify those in need of support
- Ensure that the teaching and learning of the pupils on the SEN list are as effective as possible and continuously improve by:

- o Monitoring the teaching, including planning, marking and record-keeping;
- o Monitoring the progress, work and assessment of pupils on the SEN list;
- o Using comparative data (CAT, ALIS, MidYIS etc), together with information about pupils' prior attainment to establish benchmarks and set targets for improvement, including by use of SISRA.

Liaison

- Liaise with parents of prospective pupils and those of pupils on the Learning Support list;
- Liaise with a range of colleagues including HoD's, subject teachers, Deputy Head (Academic).

Management of Staff
- Manage staff in the Learning Support Department and advise SENCO at Wycliffe Prep School on appropriate strategies, policies and best practice;
- Contribute to the appointment of departmental staff;
- Play a major role in induction by helping new staff to settle into the department;
- Play a lead part in staff review and development of those in the department;
- Organise regular lesson observation of those in the department;
- Deal intelligently with departmental colleagues, being sensitive to individual needs, giving support where appropriate, and taking a firm line where necessary;
- Begin capability or disciplinary measures where necessary, including early warning, support and guidance;
- Liaise with the Senior Deputy Head over the department's Inset needs; organise departmental staff training and professional development; arrange for all members of the department to keep their knowledge of the subject and methods of teaching it up-to-date by these and other means, such as attending courses, and keep records of all training undertaken by the department;
- Know, recognise and use the experience and expertise of others in the department in a fair and sensible way;
- Delegate responsibilities and jobs to members of the department to suit their strengths and the needs of the School;
- Be aware of the overall workload and commitment of all staff in the department;
- Organise regular meetings of the department and keep minutes;
- Produce, circulate and keep up-to-date a departmental handbook.

New ideas
- Think of new ideas yourself, encourage others in the department to have some, discuss them and put the good ones into practice;
- Write an annual SEF and development plan;
- Keep abreast of new developments in SEN teaching.

Health and Safety
- Ensure that there is a safe working and a learning environment in which risks are properly assessed and minimised;
- Ensure that all members of the department are familiar with the law and teachers' duty of care especially during departmental visits, trips etc.

Meetings/Training
- Attend HoDs and Academic Committee meetings, working parties and discussion groups and in other ways contributing to discussion and policy-making in the School;
- Chair departmental and other meetings and leading groups effectively;

AUTHORITY LEVELS:

Budget
- Prepare (with the help of the Deputy Head (Academic)) and control the department budget, including its ICT budget.

Organisation of Department
Pupils
- Allocate pupils to teachers were necessary;
- Organise, where necessary, departmental detentions in line with school and departmental policies.

Communication
- Communicate effectively, orally and in writing, with the Head, Trustees, teaching and non-teaching staff, parents, pupils, other schools, examination boards, professional bodies and the wider community, including businesses, industry and the professions, in particular by:

- Promoting the subject and work of the department both in and outside the School, e.g. at Open Mornings, during the visit of Year 8 pupils from the Prep School and in liaison with other feeder schools;
    - Communicating with parents, pupils and staff about the department;

Parents
- Deal with problems or queries raised by parents about their children and/or our staff;
- Ensure good communication between the department's staff and parents and between the department's staff and pastoral staff.

The Head
- Discuss annually with the Head departmental issues, especially external examination results of pupils receiving learning support.

Consultation
- Judge when to make decisions, when to consult with the department, and when to consult the Head or another member of the SMT.

Books and equipment
- Order the required books and equipment;
- Store them and maintain them in good condition;
- Allocate them appropriately and check their use;
- Organise their return at such times as the end of the school year and charge for any non-return;
- Keep a catalogue of departmental resources.

Rooms
- Allocate the department's rooms – teaching rooms, departmental offices, libraries, prep rooms etc;
- Use the department's accommodation to create an effective and stimulating environment for the teaching and learning of the subject.

Central School facilities
- Make use of central School facilities: the School Library, ICT department, theatre;
- Liaise with the School Librarian to ensure that there are the appropriate books etc. available for the subject in the School Library.

Staffing
- Advise the Head on the staffing needs of the department;
- Liaise with the Deputy Head (Academic) and the Timetabler about the staffing for each year;
- Allocate teaching in a way that makes the best use of their strengths and contributes both to the needs of the School and to the development of their careers.

As SENCO:
Identification and assessment:
- Oversee and carry out school screening procedures;
- Identify pupils at risk for SEND via screening, on referral from staff, parents or pupils (with staff/parental support);
- Assess those identified, by individual assessment or pupil observation;
- Undertake assessments for access arrangements for GCSE, AS and A2 level in line with JCQ regulations, keeping abreast of annual regulatory amendments;
- Undertake assessments for learning support funding from CEAS.

Follow-up
- Devise and supervise follow-up programmes (Individual Pupil Profiles) and advise subject staff of pupils' needs;
- Prepare assessment summaries for parents;
- Prepare confidential educational reports of assessments for funding applications;
- Produce the relevant paperwork and undertake applications for exam access arrangements in accordance with examining board procedures.

Review
- Monitor and review IPPs for pupils on the SEND list;
- Conduct Annual Reviews of pupils with EHCPs in line with current legislative framework and best practice.

SEND Transfer Arrangements
- Collate information regarding SEND pupils transferring to Senior School from Prep or from other feeder schools;
- Conduct meetings with prospective parents and those of pupils joining the senior school where required;
- Review assessment reports of prospective pupils and advise the Deputy Head (Academic) and Head of Sixth Form / Lower School / Development Year (as appropriate) of suitability of applicants to the school where they have Learning Support needs or disabilities, and of reasonable adjustments that might be necessary for such applicants on their enrolment.

General
- Advise on the most effective teaching strategies for pupils with SEND and the development of study skills to assist them;
- Maintain the SEND list;
- Maintain information on the school MIS (iSAMS) relating to the support needs of those on the SEND list;
- Contribute to the initial training of student teachers and the induction of newly qualified teachers seeking Qualified Teacher Status;
- Work with due regard to the SEND Code of Practice 2014 and the Equality Act 2010 and to advise the Leadership Team accordingly of changes in legislation and advisory best practice in the area of SEND provision;
- Advise and brief the link Trustee of any relevant issues periodically via reports and annually in person

- Deal with problems or queries raised by parents about their children with regards to SEND provision and ensure parents/guardians are informed regarding SEND provision, exam arrangements etc.;
- Attend Open Days to advise prospective parents and visitors on SEND provision at Wycliffe;
- Meet with prospective parents and visitors during the school week to advise on SEND provision at Wycliffe;
- Contribute to INSET Training for all staff and PGCE students;
- Prepare for, monitor and maintain our CReSTeD registration, and prepare and advise school for ISI, OFSTED, NAGC and NACE inspections.
- Attend other committees and meetings (in addition to Head of Learning Support attendance) where SENCo input is required, e.g. College Management Team and Crisis Management Team.

Liaison:
- Liaise with SMT on the effectiveness of SEND provision at Wycliffe;
- Liaise with outside agencies as required including Psychiatrists, LEA's (on EHCPs), Educational Psychologists, Speech and Language Therapists, CEAS and feeder schools;
- Liaise with the Head of EAL and Head of Development Year regarding pupils with both EAL and SEND needs;
- Liaise with Exams Officer regarding exams and access arrangements;
- Liaise with Medical staff for pupils with SEND and medical conditions;
- Liaise with the Admissions Office with regards to applicant pupils
- Liaise with Head of SEND at Wycliffe Prep School;

OTHER TASKS:

- **Be familiar with the College's Safeguarding policy and comply with its requirements to safeguard and protect the welfare of children.**
- **Understand and comply with the College's Health and Safety Policy statement.**
- **Work with administrative staff to provide information requested by them for the efficient management of Wycliffe's financial and other administrative purposes to support the effective pursuit of Wycliffe's educational and pastoral goals.**
- **Undertake any other key tasks which the Head may reasonably assign.**

Wycliffe

PERSON SPECIFICATION

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DEPARTMENT:	LEARNING SUPPORT

The Person Specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively. It is expected that the successful applicant will have and can demonstrate:

	REQUIREMENT: **E** - Essential **D** – Desirable	MEASURED BY: **A** – Application Form/References **B** – Lesson Observation **C** - Interview **D** - Presentation
KNOWLEDGE AND EXPERIENCE:		
• Experience of teaching pupils with SEND/learning difficulties within a senior school setting	E	A,B,C
• A good understanding of and empathy with the difficulties encountered by pupils with learning difficulties	E	A,B,C
• Good knowledge of and experience in administrative procedures associated with the SEND Code of Practice	E	A, C
• Good knowledge of and experience in the application of access arrangements	E	A,C
• Good knowledge of and experience in selecting appropriate testing materials, administering, scoring and analysing tests and in producing written reports following assessment for SpLD	E	A
SKILLS (THE ABILITY TO):		
• Excellent organisational skills	E	A,C
• Good interpersonal skills	E	A,C
• Good ICT skills	E	A,C
• The ability to influence teaching and learning across the curriculum	E	A,C
QUALIFICATIONS		
• A good honours degree	E	A
• A recognised teaching qualification (e.g. PGCE).	E	A
• Post graduate qualification Level 7 in assessment for exam access arrangements	E	A
• Specialist teacher status / Assessment Practising Certificate or a willingness to undertake training for this	E	A
• Experience of implementing the SEND Code of Practice	E	A

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