



JOB DESCRIPTION

Downside School

Post Title:	Head of Learning Support
Department:	Learning Support
Location:	Stratton-on-the-Fosse, Radstock
Reports to:	Director of Studies
Supervisory Responsibility:	Staff in the Learning Support Department
Hours:	Full Time
Date of Issue:	January 2018

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

Role Summary

This post would suit either an existing Head of Learning Support or SENCO, or a suitably experienced teacher. Teaching will include a combination of 1:1 sessions and small groups, plus in-class support. The Head of Learning Support also needs to maintain effective communication with subject teachers. In addition, the Head of Learning Support is responsible for all matters pertaining to EAA (Examination Access Arrangements).

Duties and Responsibilities

The following list is not exhaustive but the post holders' principal responsibilities are:

I Leadership and Management

The Head of Learning Support is expected:

- To fulfil the role of SENCO for the school.
- To be responsible for the assessment and screening of pupils.
- To coordinate EAA (Examination Access Arrangements).
- To coordinate timetabling and charging.

- To be responsible for pupils on the LS Register in line with the SEND code of practice.
- To produce the Learning Support Department Development Plan, and evaluate and review progress against targets.
- To track and monitor the progress of all pupils on the Learning Support Register.
- To audit the quality of teaching and learning within the department as per the Quality Assurance Policy.
- To contribute to the improvement of teaching and learning through mentoring, coaching and collaborative coaching.
- To review cost centres.
- To review Continuing Professional Development needs of those in the department
- To ensure that resources available to members of staff within the department are sufficient to enable effective teaching to take place.
- Manage the performance of members of staff within the department, and provide professional guidance and support where necessary.
- Carefully monitor the teaching of NQTs and student teachers, who are members of the department, to ensure that they are supported in helping to secure the strategic aims of the school.
- To be an ambassador for learning within the School.
- The Head of Learning Support is on the welfare committee and works closely with the Director of Pastoral Care.
- Actively promote learning, for example by using suitable wall displays within their subject areas.
- Ensure that all aspects of the School's health and safety policy are implemented within the department, where relevant.

2 Administration

- Maintain the Learning Support Register and ensure all pupil information eg; pupil profiles are up to date and disseminated to subject teachers.
- Coordinate all EAA (Examination Access Arrangements), including assessment, collation of evidence, completion of applications and any other administrative matters necessary for ensuring that the School adheres to the JCQ regulations.
- Liaise with the Examinations Officer to manage the provision of EAA for internal and external examinations.
- Provide EAA training for staff, as necessary.
- Assess the requirements of prospective pupils, when requested by the Admissions Department.
- Administer the department budget(s).
- Ensure that assessed work is set and marked on a regular basis in accordance with the departmental marking policy, and that it is appropriately annotated to enable pupils to assess their own learning.
- Ensure that members of the department complete all interim, half term and end-of-term reports in a professional manner.
- Ensure that major department resources are recorded and accounted for.
- Hold regular department meetings as per the meeting calendar.
- Ensure that members of the department are aware of developments and changes in the public examination system, including access arrangements.

- Ensure that work is available for the sets of absent colleagues within the department and that, where possible, some interim cover and teaching is provided if absence is for more than a single day.

3 Teaching

- Be an excellent teacher.
- Be committed to raising academic standards and improving the quality of teaching and learning within their subject.
- Plan lessons thoroughly in accordance with School policy and in line with the faculty's schemes of work.
- Ensure that individual lessons are sufficiently challenging and enable all students to learn at all points in the lesson.
- Inspire pupils to continue their learning beyond lessons.
- Engender an atmosphere within lessons, which is conducive to active learning and encourages pupils to learn collaboratively.
- Actively promote the subject, for example by using suitable wall displays.
- Ensure that effective use is made of the resources available within the department and that they are well maintained.
- Actively seek CPD opportunities.

4 Assessment, Recording and Reporting

- Set ambitious, yet realistic, targets for pupils and encourage them to fulfil their academic potential.
- Ensure that appropriate work is set on a regular basis and is forthcoming from all pupils.
- Monitor and track the progress of pupils by setting appropriate assessments in line with departmental policy.
- Ensure that assessed work is marked on a regular basis in accordance with School policy and that it is appropriately annotated to enable pupils to assess their own learning.
- Implement the department's support strategies for underperforming pupils.
- Assist with the running of additional support sessions and revision lessons.
- Maintain accurate records of all assessed work.
- Complete all interim, half term and end-of-term reports in a professional manner.

5 Liaison

The Head of Learning Support is expected to liaise with:

- The Director of Studies, to make them aware of any matters likely to affect their ability to perform their teaching and pastoral roles effectively.
- The Director of Studies with regard to all academic matters.
- The Director of Studies, Tutors and parents with regard to pupils, who are a cause for concern to a member of the faculty in terms of underperformance.
- The Director of Studies and Heads of Faculty with respect to coordinating intervention strategies for pupils on the LS Register.
- Subject teachers with respect to the needs of individual pupils and pupil referrals.
- The Admissions Department regarding prospective and new pupils.

- The Health Centre, House Masters/Mistresses and Teachers on matters relating to pupil welfare.
- The Director of Pastoral Care in relation to pupil welfare.

6 Professional Standards

- Support the Catholic and Benedictine ethos of the school.
- Keep abreast of national educational initiatives.
- Make a significant contribution to co-curricular activities and the boarding life of the School.
- Set a good example to students by appropriate dress, conduct and punctuality.
- Treat all members of the School community with respect and consideration.
- Treat all pupils fairly, consistently and without prejudice.
- Take responsibility for personal professional development within the School's CPD programme.
- Attend all faculty and staff meetings as required.
- Promote the School on public occasions, such as Open Days, Parents' Conferences and Prize Day.
- Ensure that all deadlines are met as published in the School calendar.
- Undertake duties that may be reasonably assigned by the Head Master (directly or indirectly).

Responsibilities may be direct, joint or through devolved structures, but always in accordance with whole school policies. These details may be amended at any time by agreement, but in any case will be reviewed through the performance management process.

The following duties are ones which all staff are required to perform:

- Observe health and safety procedures and work safely at all times.
- To be responsible for your own continuing self-development, undertaking training as appropriate to the working environment and location, and developments in your role.
- Promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact.
- Undertake any other duties as required by your manager in order to meet the changing needs and demands of the Organisation.
- Conduct yourself with professionalism, tact and diplomacy at all times as a representative of the Organisation.

Review

This job description is provided to assist the post holder to know their principal duties. It may be amended in consultation with the post holder without change to the level of responsibility or remuneration appropriate to the post.

Data Protection and Confidentiality

In the course of employment at Downside, staff may have access to confidential information relating to staff, pupils and their families and are required to exercise due consideration in the way they use such information. Staff should not act in any way which might be prejudicial to the Organisation's interest. Information which may be included in the category covers both the general business of the Organisation and information regarding specific individuals.

A strict code of confidentiality must be adhered to at all times. Downside is registered under the Data protection Act 1998 and staff must not at any time use the personal data held by the Organisation or disclose such data to a third party.

Policies and Procedures

Staff are expected to follow all Downside policies, procedures and guidance as well as professional standards and guidelines relevant to individual disciplines. Copies of Trust policies can be found in the Staff Handbook which is available from the Human Resources Department.

Equality and Diversity

Downside is committed to promoting equality and diversity in all its activities. We aim to provide inclusive processes, practices and a culture of equal opportunity for all members of the Downside community.

PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL <i>These are qualities without which the applicant could not be appointed.</i>	DESIRABLE <i>This information could be used to differentiate applicants.</i>	HOW IDENTIFIED <i>(Application / Interview)</i>
Qualifications	<ul style="list-style-type: none"> • PGCE/GTP/QTS • Educated to Degree Level • Specific qualifications relating to the post eg; Post Graduate Certificate/ Diploma in Additional Support Needs, Intervention Teaching, Literacy, Dyslexia etc. 		Application
Experience	<ul style="list-style-type: none"> • Able to demonstrate the ability to establish positive relationships with pupils. • Demonstrable experience of teaching in the area of learning support. 	<ul style="list-style-type: none"> • Teaching and learning support within a similar setting. • Pastoral experience within a similar setting. 	Application / Interview
Skills	<ul style="list-style-type: none"> • Ability to teach and support pupils at all levels up to and including university entrance. • Able to incorporate ICT into lessons. • Excellent oral and written communication skills. • Ability to motivate and enthuse pupils, and work collaboratively with colleagues. • Ability to prioritise and be well organised. • Excellent behaviour management. 	<ul style="list-style-type: none"> • Ability to support pupils up to GCSE in Science and other numerical subjects. • Ability to contribute significantly to the school's co-curricular programme. 	Application / Interview
Knowledge	<ul style="list-style-type: none"> • Demonstrable knowledge of SEND Code of Practice. • Able to demonstrate an understanding of best practice in developing literacy skills. • Good understanding and awareness of appropriate teaching and learning strategies, and the importance of self-evaluation. 		Application / Interview

	<ul style="list-style-type: none"> • High level of knowledge of safeguarding and pastoral issues. • Appreciation of the ethos of a Catholic and Benedictine boarding school. 		
Personal competencies and qualities	<ul style="list-style-type: none"> • A passion for education. • Commitment to CPD. • Calmness under pressure. • Resilience, commitment and confidence. • Both independent and a team player. • Flexible and adaptable. 		

Received by (print name): _____

Signature: _____

Date: _____