



APPLICATION PACK



Head of Learning Support, September 2018

Are you passionate about helping pupils develop as learners in a highly supportive and academically ambitious school environment? If so, we would love to hear from you. You will be an existing Head of Learning Support or SENCO, or a specialist and suitably qualified teacher looking to progress to a Head of Department role. Teaching will include a combination of 1:1 support and leading small groups of pupils with a range of learning difficulties. In addition, the Head of Learning Support is responsible for all matters pertaining to EAA (Examination Access Arrangements).

DOWNSIDE SCHOOL

Stratton-on-the-Fosse, Radstock, Bath BA3 4RJ

www.downside.co.uk



Downside School's vision - as a leading Catholic school - is to be a bright light in the world of education, illuminating the lives of young people and inspiring service in the world through experience of Benedictine culture. It will enable pupils and staff to develop their own identity through experience of a community with Christ at its centre.



THE SCHOOL & BACKGROUND

Downside, as a leading Catholic school, maintains an ethos that is just as strong today as it was when the School was founded in 1606. The core aspects of Benedictine education are:

WELCOME
LISTENING
REVERENCE & HUMILITY
TEACHING & LEARNING
PERSONAL DISCIPLINE
CONCERN FOR THE INDIVIDUAL
BUILDING COMMUNION
STEWARDSHIP OF GIFTS

The **eight aspects** provide a valuable perspective on the key qualities of a Benedictine education.

The Benedictine community of St Gregory the Great was founded at Douai, France, in 1606 by a group of English and Welsh monks who were in exile because of the penal laws in England against Catholics. The community received the protection of the Infanta **Isabella** Clara Eugenia of Spain and Portugal, the joint ruler of the Spanish Netherlands, and they were furnished with buildings by Philip de **Caverel**, Abbot of St Vedast's in Arras. By 1617 English Catholics were sending their boys across the Channel to be educated. The School has been in existence since that time, with the monks engaged not only in teaching but also in scholarly work, writing and lecturing, and in priestly and pastoral work.

Downside became a fully co-educational school, admitting boys and girls in all years, in 2005. Downside School is housed in magnificent buildings set in a 500 acre estate at the foot of the Mendip Hills, twelve miles south of the city of Bath. The Old House – formerly known as Mount Pleasant – dates from the 18th century; Isabella House was completed in 2007. The Abbey Church, partly designed by Giles

Gilbert Scott, lies at the heart of the School.

One of the notable aspects of our school is its love of scholarship, combined with a lively sense of tradition. While the school educates young people to thrive in the 21st Century, it also values individuality and character, as young people are guided to live together positively within the school community while achieving excellence academically, culturally, in sport and in the wider curriculum. Downside offers a Christ-centred education through which pupils can discover their true selves. As part of that project, staff act as role-models to the young people in our community, doing all they can to embody the values of the institution, living according to Christian values and working positively for the benefit of all. St Benedict refers to 'ora et labora', prayer and work; we aim at Downside to embody spiritual values in all that we do.

The School has excellent teaching, boarding and recreational facilities. There are purpose-built centres for the Sciences and Humanities, dedicated Music and Arts Schools, a 450 seat theatre, a comprehensive swimming-pool and sports complex, over 100 acres of playing fields with all-weather hockey, netball and tennis courts, six distinctive girls and boys boarding-houses and extensive buildings and classrooms set in rolling grounds and farmland.

As a national boarding-school, Downside takes pupils from far and wide but the boys and girls come principally from the South of England, London and the Midlands. Our classes contain a maximum of twenty pupils.

The School appointed its first lay Head Master in 2014.

THE LEARNING SUPPORT DEPARTMENT

The Learning Support Department's aim is to support and develop pupils' abilities to access the curriculum and make progress in their learning.

The academic curriculum at Downside aims to develop the potential of every pupil to the point where they exceed their academic expectations, while deepening understanding of the Roman Catholic and Benedictine ethos of the school. Downside regards academic success as an integral part of the broader spiritual, moral, social and cultural development of pupils. This policy outlines the measures to be taken so that pupils are able to access examinations and make the most of the gifts bestowed upon them by God.

At Downside, we are committed to ensuring that all pupils have an equitable access to the curriculum. We have departments dedicated to Learning Support and EAL, and there is a Learning Support Register. In addition, we provide Learning Support for pupils, who are not on the Learning Support register, but require additional support in certain subjects or with study skills. There may also be instances where pupils, who are not on either the Learning Support or EAL Registers, require access arrangements and/or reasonable adjustments, and the Head of Learning Support will oversee the needs of these pupils.

Pupils are assessed prior to arrival at, and upon entry to, the School. Reports from a pupil's previous school are also taken into account.

Following their arrival at the School, the on-going assessment of a pupil's academic progress may indicate a need for Learning Support, and all staff are invited to address concerns about a pupil's progress to the Head of Learning Support.

The Learning Support Department now operates in its own purpose-built space, the Fassenfeld Centre, in the heart of the School. There is a larger classroom, which also has 5 computers, plus three smaller offices/classrooms. At present, the personnel within the department includes the Head of Learning Support and a full-time teacher, plus a team of 4 part-time teachers. The Learning Support Department also uses external expertise such as Educational Psychologists and Speech Therapists, where necessary.

Curriculum

An ethos of ambition, aspiration and achievement runs through the Faculty. Both pupils and teachers have high expectations. Staff are passionate about literature and learning, and they strive for all pupils to become self-aware, independent learners. Assessment for Learning underpins the Key Stage 3 curriculum. All pupils are tracked across all Key Stages and data is used to positively inform planning and delivery.

Additional Support

A rigorous and robust system of additional support sessions are held throughout the year in order to ensure that each pupil is supported in achieving their target grade.

JOB DESCRIPTION

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.
- 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.

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.

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.

You will be an excellent Teacher with high **professional standards**, supporting the Benedictine ethos of the school and keeping abreast of national educational initiatives and any future impact on pupils' learning.

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).

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.

Any candidates willing to undertake a pastoral role of responsibility should make this clear in their application. Accommodation may be provided.

Responsibilities may be direct, joint or through devolved structures, but always in accordance with whole school policies.

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. High level of knowledge of safeguarding and pastoral issues. Appreciation of the ethos of a Catholic and Benedictine boarding school. 		Application / Interview
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. 		

WORKING LIFE AT DOWNSIDE

We are committed to high academic standards and constant development of the quality of teaching and learning. The Senior Leadership Team has implemented a new School Development Plan, named 'Downside 2020', which is an integrated, coherent educational strategy with key performance indicators and a reporting schedule so that we can track and monitor progress. We have implemented a Quality Assurance cycle, which allows us to monitor the quality of teaching and learning through lesson observations, learning walks, work-scrutiny and pupil feedback. Our tracking and monitoring systems are rigorous so that all pupils are supported in their learning, and colleagues are supported in their teaching.

Working at Downside is a truly rewarding experience. In keeping with our Benedictine ethos, Downside is a welcoming, caring community where each person is considered to be a valued member. Pupils are highly motivated, keen to learn and respectful of staff and their peers.

Our Induction Programme is comprehensive and fully supportive of all new staff, including the provision of training, where necessary. We are keen to support ambitious teachers, and CPD opportunities for individuals are identified in Faculty Development Plans and prioritised. Downside is a member of the **Canford Group**, which includes most of the main independent schools in the South West, and this is an ideal way to establish links with other schools. We are also closely linked with the other Benedictine schools in England and Ireland. We expect all teachers to engage fully in co-curricular activities and the boarding life of the school. The hours are long but this is complemented by extended school holidays, polite and well-educated pupils,

unique surroundings, a generous salary scale and complimentary daily lunch.

It is difficult to quantify the hours which any individual Teacher may devote to their work in order to carry out their professional duties. However, guidance on working hours are;

The school timetable includes ten 35 minute periods Monday-Friday, and six 35 minute periods on Saturday followed by matches and activities in the afternoon. Some of these periods include games and activities, tutor periods, and hymn practice. Most of our lessons are double periods (70 minutes).

Academic timetable allocation:

Full time Teacher	30 periods
Head of Faculty	26 periods

Department meetings can occur at the discretion of the Head of Faculty. **For the Head of Learning Support role, you will be timetabled for 20 lessons.**

Pastoral responsibilities; to provide support and guidance for a tutor group (typically 10 pupils), including one period (35 minutes) of SMSC (Spiritual, Moral, Social and Cultural) Development and three tutor sessions, 5.00-5.30pm on Monday, Wednesday and Friday. SMSC Development has a specific programmes and is treated the same as an academic lesson. Each tutor is assigned to one of the boarding houses and will be on duty one evening per week (7.30-9.30pm) and at weekends on a rota with the other tutors.

Co-curricular responsibilities:

A full time Teacher has 7 periods (Saturday afternoon counts as 3). This may include activities and/or sport, and Teachers may be asked to support a specialist coach in games lessons and be responsible for the team when they play matches.

WHAT OUR STAFF SAY, REMUNERATION & BENEFITS

"Most of the pupils really appreciate what teachers do for them and that makes the long hours and full week which are typical of a boarding school so worth it. And the long holidays are great. I have worked in quite a few schools but nowhere have I felt so quickly 'at home' as at Downside." **D Bryson, Director of Admissions**

"I have such a wide range of activities that I undertake and the pupils and staff with which I interact mean that every day is different and very fulfilling. At Downside I can educate pupils above and beyond the curriculum in Geography and share my passion for different areas of this wide and varied subject. This has culminated in some exciting fieldtrips including this year's visit to Iceland. I have also been able to introduce Ultimate Frisbee to the School, take pupils out on Cross-Country runs across the beautiful Mendip Hills, and teach pupil survival skills in the Combined Cadet Force. Downside looks a little like J K Rowling's 'Hogwarts', with pupils zooming from stair case to stair case, but it has a calmness that belies the hardworking nature of the pupils."

O Simper, Head of Faculty

'This is the fourth school I've worked in and, by quite a margin, it has the friendliest, most welcoming and helpful common room of them all. Add to that the well-behaved, biddable pupils, excellent food and glorious buildings, and you see why Downside is such a fantastic place to work.' **J McNamara, Director of Music**

Salary: a competitive, above average pay scale, with additional allowances.

Pension: The school is part of the Teacher's Pension Scheme, which our contribution is 16.38%. Pension contribution rates vary for the employee (depending on salary) between 7.4% and 11.6%.

Lunch: We have an excellent catering facility, which offers all our staff a complimentary lunch.

Childcare Vouchers: Benefit from using a Childcare voucher scheme, available through our provider, Sodexo.

Health Cash Plan: Access to a cash plan which allows you to claim money back towards the cost of check-ups and treatment for you, your partner and your children.

Well-being: We have an Employee Assistance programme offering access to advice, information, coaching and counselling and provide a range of spiritual, emotional and physical support mechanisms.

School Fee Remission Scheme: Staff fee remission is granted to permanent employees with a workload of 0.5 FTE or greater.

Career Development/ CPD: Downside is committed to the professional development of staff and will support training as required. We are keen to support ambitious teachers, and CPD opportunities for individuals are identified in Faculty Development Plans and prioritised.

The Weld Café: a great addition open to staff and pupils for hot drinks and cakes.

Cycle Scheme: All staff have access to a cycle to work scheme which enables staff to purchase a bike tax-free through a salary sacrifice arrangement.



YOUR APPLICATION – WHAT HAPPENS NEXT?

Closing date for applications: Monday 26th February 2018, by 10am

Interviews to be carried out: Wednesday 7th March 2018

To apply, please complete an application form which can be downloaded and submitted through an applicant tracking system on our 'Working with us' page.

Please contact us if you require further information after reading the job description and application pack. We can only accept applications made on the Downside School application form. Your letter of application should be addressed to Mr Andrew Hobbs, Acting Head Master.

Please contact the HR email address if you require further information.

References: Two professional references are required, for all shortlisted applicants ahead of an interview. Referees should be able to respond within the timescales above. You should ensure that your application form provides sufficient information to enable us to follow your complete employment and other history since leaving school.

We look forward to hearing from you.

Downside School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening, including checks with past employers and the DBS. We are an equal opportunities employer. By car, we are within 40 minutes of Bristol, 30 minutes of Bath and 15 minutes of Wells.

Please do not hesitate to contact a member of the HR team should you have any queries

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