



**THE KING ALFRED SCHOOL**

**Appointment of Assistant Head : Personalised Learning**with effect from April 2018 or September 2018

**Information for Candidates  
January 2018**



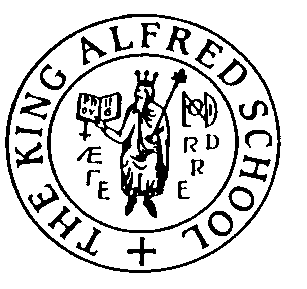
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**This document provides candidates with information on the appointment of Assistant Head : Personalised Learning for The King Alfred School.**

**For further information about The King Alfred School please visit our website at** [**www.kingalfred.org.uk**](http://www.kingalfred.org.uk)

**1. THE KING ALFRED SCHOOL**



For over 100 years, The King Alfred School [KAS] has stood for a rational, nurturing and enlightened educational experience. Founded in 1898 by a group of parents in opposition to Victorian educational practices – authoritarian discipline, regimentation, religious instruction, collective worship – KAS was created as a demonstration school committed to encouraging learning for its own sake and to the effective application of research into the educational process. It sought to provide a well-rounded education that focused on what was best for the whole child and on the development of character and individuality.

KAS still stands out from the prevailing educational environment as a school that achieves academic success without unnecessary pressures, and social success through the development of relationships and responsibility rather than external discipline. It is a school that is genuinely loved by students, parents and staff alike.

KAS has often been referred to as a “progressive” school. Certainly, it subscribes to many of the concepts of the progressive movement. We emphasise child-centred education, which aims to draw out the best in the individual child.  We believe that the principles of mutual respect, of relationships based on trust rather than authority and punishment, and of allowing each child to develop at his or her pace in an atmosphere that is free from fear, provide the best learning environment. The school places a strong emphasis on creative and active learning and on the value of play.  Co-education, mixed ability, all ages and non-denomination are its essential and enduring characteristics. Informality is typified by the use of first names, the absence of uniform and as few rules as can be managed within a community.

The village green setting of the main site, next to Hampstead Heath, contributes to the community feeling of KAS. The school has about 645 students, from age 4 to 18. Most children will join at Reception and continue on to the end of their school lives. Transition from Lower to Upper School is a natural one and for KAS pupils does not depend on assessments, tests or examinations. Even though KAS is divided into two sections [Lower School, from Reception to Year 6; Upper School, from Year 7 to Year 13], it perceives itself as one school in which all parts belong to a whole. Age groups are encouraged to mix. We aim to provide a happy, compassionate environment in which the emotional, physical and social developments of the child are held in equal regard to academic progress.

A high teacher/pupil ratio enables the committed and professional staff to provide a rich variety of activities. Within the confines of a structured curriculum leading to successful preparation for GCSE and A levels, teachers strive to provide a broader and more generous education. KAS measures the success of its philosophy by the acknowledged maturity of the students when they leave, by their successful university careers and by the fact that students invariably end up doing something worthwhile, interesting or unusual.

KAS is committed to professional development and training for all its staff. New ideas from teachers and children are encouraged and there is active staff involvement in all aspects of the school.

The school is owned by and operated through the King Alfred School Society, members of which are mainly parents, ex-parents, ex-students and members of staff. The majority of the governing body – Council – is currently composed of parents and ex-parents [some of them ex-pupils]. Like any board of governors, Council is legally responsible for educational policy, financial management and the development of the school. In practical terms, Council appoints the Head and the Bursar and is then consulted and informed by the Head and the rest of the Leadership Team about general aspects of school life. Maintaining the school ethos remains an important part of Council’s responsibilities, and to this end the KASS Framework has recently been produced.

Annual election of Members of Council ensures that parents maintain an active interest and input in how education is carried out at KAS. On the principle that family life is a vital overall aspect of education, parental involvement in the general life of the school is encouraged.

The King Alfred School is situated on two beautiful sites. On the main site at Manor Wood, school buildings are spread around an open field; a number of mature trees from the original Manor Wood provide play and camp-building areas for the younger children and protection for a small amphitheatre. The facilities have been expanded considerably over the years:  most recently with major re-development of the Lower School, the development of new Art, Music, Science and Drama suites, the refurbishment of a 1.75 acre site [Ivy Wood] across the road and the building of our Design & Technology facility.

**Curriculum Principles:**

* Our curriculum can be defined as the sum total of all learning experiences inside and outside the classroom. As such, all members of staff are expected to contribute to the extra-curricular life of the School.
* We put the child at the centre of our teaching and learning. Intelligence, understanding and capabilities will show themselves in many different ways and therefore we aim to educate in a way which will challenge and support each individual.
* Our curriculum aims to help students to make meaning of the world around them, and to free the imagination to face the challenges of the future. An awareness of spirituality and morality; an understanding of the importance and the limitations of inherited knowledge, culture and values; a sense of social responsibility and an understanding of and preparation for the world of higher education and work, are important components of that meaning.
* We value high-level thinking and creativity as well as measurable outcomes.
* Our curriculum aims to enable our students to enjoy achievement and keep competition in perspective, valuing the intrinsic worth of actions and learning rather than the pursuit of prizes.
* While being aware of the National Curriculum, we are not constrained by it and take full advantage of our independence and our own rational, progressive traditions.
* In the Upper school, we teach a broad range of discrete subjects and consider all subjects to have creative and academic aspects and possibilities.
* It is our expectation that in Years 10-13 KAS teachers will use GCSE and A Level specifications as a starting point but will aim to teach above and beyond examination requirements.
* Success in external examinations is a proven consequence of our approach but our truest measure of success is the fact that our students leave KAS as adults who are well-rounded, socially adept, emotionally resilient, inquisitive life-long learners, who are self-motivated, independent thinkers.
* We regard our curriculum as dynamic and constantly evolving rather than a static entity. A process of review and development informed by current educational research and thinking is embraced by our community of learners, teachers and parents.

What Motivates Children Conference – Stephen de Brett



The Village



**2. The Post and the Curriculum Support Department**

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**The Post : Assistant Head Personalised Learning**

This appointed candidate will be a full member of SLT, and, as such, take on an appropriate range of Senior Leadership responsibilities.

They will have Strategic and Operation responsibilities for our Learning Support Team. This will be complemented by having oversight of our provision for the most academically able, and playing a key role in the development of teaching and learning in the school. This will define a coherent portfolio of responsibilities focused on Personalised Learning.

There is a strong ethos of collaborative work, reflective practice, and professional development in the Senior Team. Both the School and the Learning Support Team are at an exciting time of their development, and therefore this is an excellent opportunity for an ambitious colleague seeking to make a difference and develop their own career.



**The Learning Support Department**

The Learning Support Department is an area of strength at KAS and was highly regarded in our last two ISI Inspections. The school has a deep commitment to further develop SEN and ensure that good practice is embedded across the wider curriculum.

Overseen by the AHT Personalised Learning, the Department also consists of the Deputy Head of Learning Support, 5 teachers (3 full-time and 3 part-time) and 4 learning support assistants as well as a part-time dedicated administrator.

Students on the SEND register comprise approximately 25% of the students on roll, with the predominant SEN being dyslexia, although we have students with needs across all four categories of the Code of Practice, 2015. Currently there are 4 students with EHC plans/statements. We regularly support students in-class and though individual and small group lessons, encouraging them to be confident and succeed to the best of their ability whatever their barriers to learning.

There are currently 4 shared offices and a group room all of which are used for teaching. These are located on the top floor of the “Green Building”, nestled in among the English classrooms. Our location is important as we try and ensure there is no stigma attached to needing support and we are highly visible so students are comfortable coming to see us.

The consistent, caring approach and the flexibility we provide as a team is appreciated by parents, students and staff. This means that we may take a student for a short intervention of 6 weeks, or monitor a child for a term, or work with them twice a week and provide support in class, depending on the need.

We aim:

* To motivate students to be independent, resourceful and to develop a sense of responsibility.
* To help students to demonstrate resilience, determination and organisational skills to meet deadlines.
* To assist students to reflect and review their learning and develop confidence to apply their skills across the curriculum.

What support is available?

* In-class support
* Specifically differentiated materials
* Weekly one-to-one individual support
* Group and pair work
* Breakfast/homework clubs
* Spelling clubs
* Learning mentoring (depending on capacity)

What is covered in Learning Support lessons?

Our child-centred approach to Learning Support lessons means that we work with the curriculum that each child is following, helping them to develop the additional skills required in order to increase and enhance their learning. Our child centred lessons are devised according to the needs of the individual and in collaboration with parents and teachers. Please see the Learning Support Policy for further details.

**3. Job Description**

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| --- | --- |
| Date | 4.1.18 |
| Salary | Competitive and enhanced Independent School  Assistant Head salary |
| Line Manager | Head of Upper School |

**Purpose of the role**

1. **General SLT Responsibilities**

To be an effective member of the Senior Team in leading whole school development and improvement

1. **Specific Responsibilities**
2. Strategic and operational leadership of Learning Support and to be the school’s SENCO
3. Influencing best Teaching & Learning / SEND practice in the wider school
4. Leadership of our provision for the most academically able

**General SLT Responsibilities**

* Contributing to whole school strategic direction, planning and review
* Supporting the operational leadership of the school on a day-to-day basis
* Modelling high standards and best practice to all in the school community
* Supporting and challenging colleagues through line-management and appraisal, through coaching and mentoring, and through leading other forms of professional development and review
* Building strong working relationships with all stakeholder groups, including students, staff, parents and governors (‘Council’)
* Running specific projects as directed by and agreed with the Head

**Specific Responsibilities**

**Part A : Strategic & operational leadership of Learning Support and to be the school’s SENCO**

Strategic Leadership of SEND provision

* Establishing a clear vision for SEND provision across the whole school community
* Designing the structure, roles and processes to support this vision
* Putting in place plans to implement the vision and design
* Reviewing, evaluating and developing the vision and design
* Giving SEND a high profile within the whole school community
* Responsibility for the school SEND policy

Leadership of the Learning Support Team

* Building a cohesive, hardworking and happy team
* Supporting and challenging members of the team through line management, appraisal, mentoring and coaching
* Recruiting and inducting new team members
* Overseeing professional development for team members, including developing a culture of peer observation and collegiality
* Modelling good practice to the team through one’s own teaching; to teach and support as required

Overseeing day-to-day operation of the SEN policy

* Putting in place systems for the identification of children with SEN
* Overseeing the production of clear plans for each SEN child, setting out their needs, targets and strategies to support them
* Coordinating the provision for each SEND student, in consultation with teachers, HODs, senior managers and parents
* Ensuring that there is high quality work by the SEND team to support each identified student
* Ensuring that there are strong communication systems and protocols in place, so that all staff are aware of the additional needs, targets and plans for SEND students
* Tracking and reviewing the progress of students with SEND, adjusting plans as appropriate, and communicating any changes to the relevant parties
* Coordinating transition arrangements for SEND students on entering and leaving the Upper School and Sixth Form
* Liaising and being a key point of contact with external agencies, such as EPs and health professionals, and ensuring that their findings and recommendations are fed into the school’s provision for SEND students
* Having overall responsibility for maintaining the school’s SEND register and record keeping
* Liaising with school’s examination officer to coordinate access arrangements
* Ensuring that all legal requirements and statutory responsibilities are met
* Managing the Departmental budget
* Writing and reviewing the annual departmental development plan

**Part B : Influencing best Teaching & Learning / SEND practice in the wider school**

* Supporting the development of high quality teaching across the school
* Running staff development on SEND and Teaching and Learning
* Ensuring that all staff understand and are actively implementing the school’s SEND policy
* Ensuring that SEND processes are fully aligned with other systems in the school, both academic and pastoral
* Running Teaching & Learning projects or initiatives, as appropriate

**Part C : Leadership of our provision for the academically most able**

* Establishing a clear vision for the provision
* Designing the structure, roles and processes to support this area
* Putting in place effective plans across the school
* Tracking progress of individual identified students and putting in place interventions as appropriate
* Reviewing and evaluating school wide progress
* Giving the provision a high profile within the whole school community

**4. Person Specification**

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| --- | --- | --- |
| **Attributes** | **Essential** | **How identified** |
| *Qualific-ations / training* | * Good honours degree + PGCE secondary (QTS) * Excellent standard of written and spoken English * Evidence of continuous professional development * National SENCO award (or commitment to undertake training on appointment)   **Desirable**   * Master’s degree or leadership qualification | Application |
| *Experience* | * At least three years of successful Middle Leadership experience as Head of Department, Head of Year or SENCO. * An understanding of the range and variety of educational requirements for students with additional needs * Strong understanding of National SEND context and Code of Practice * Experience of work with external agencies to meet the needs of SEN and most able students * A good understanding of strategic planning processes * Clear understanding of what makes great learning * Experience of coaching/mentoring staff to improve learning * Current evidence of strong collaborative leadership * Evidence of strong line‐management ability and positive impact on teams * Clear understanding of school monitoring, appraisal and data systems   **Desirable**   * Experience of leading staff training * Evidence of impact on student literacy * Evidence of leading t whole‐school change | Application, reference,  Interview process |
| *Skills and abilities* | * Proven track record of being an excellent teacher in own classroom, and well-versed in differentiation * Able to command the respect of students, staff and parents * Ability to establish successful relationships with stakeholders at all levels * Able to work in a forward looking culture, maintaining a solution‐focused approach | Application, reference,  Interview process |
| *Personal attributes* | * Desire to work in a dynamic team to support and lead all aspects of the school’s work * Commitment to supporting the progression and success of colleagues * Strong moral purpose and commitment to student achievement * Enthusiasm, drive, determination, flexibility. * Empathy, affability and a good sense of humour * Confidence, influence and gravitas * Positivity and resilience * Tact and diplomacy * Analytical and self‐reflective * Welcomes feedback and accountability * Effective communicator with a variety of audiences * Sets and maintains high standards in professional relationships with young people and colleagues | Application, reference,  Interview process |
| *Commit-ment to* | * The KAS ethos, and child –centred progressive education * A culture committed to continuous improvement * The happiness, well‐being, and progress of all at the school | Application, reference,  Interview |

**5. Terms of Employment**

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* An appropriate salary as listed will reflect the importance of the post and the experience and standing of the successful candidate.
* The post is pensionable through the Teachers’ Pension Scheme.
* The appointment will be made subject to successful references and a DBS check.



The Forge



Girls Hockey Team

