



Head of Learning Support (SENCo) Clifton College - Upper School

We require a well-qualified teacher to lead the Learning Support department at Clifton College. Ideally the applicant would be able to begin in January 2018, however later starting dates would also be considered.

Staff There are currently seven members of staff in the Learning Support (LS) Department, consisting of the Head of Department (HoD), one full time teacher and five part-time teachers. The department is also supported by an office manager. The vacancy has arisen due to the current HoD going on maternity leave and wishing to return on a more part-time basis without the HoD responsibilities.

The department offers tremendous support to each other and meets regularly to discuss departmental and school-wide issues and share good teaching practice. There are also close links with the Preparatory School, allowing pupils' needs to be met as they move between the two schools.

Facilities The department is located in a dedicated building between the Upper and Preparatory schools, with a number of small classrooms and IT suites, along with a department office.

Curriculum Clifton College has a one-week timetable, with each lesson lasting 40 minutes. LS is an optional subject in Year 9 for those pupils unable to take two languages/Latin and in need of extra support. In Years 10 and 11 students can choose LS as an option in place of other subject options, which enables them to benefit from specialist help in English, Mathematics and Study Skills. Groups in Years 9-11 are kept deliberately small (usually below 10). No group support is currently provided in the Sixth Form. However, pupils throughout the school can be provided with additional one-to-one support lessons, available at an extra cost.

Requirements The successful candidate will be expected to have a good degree, a teaching qualification (PGCE/GTP) and previous experience of LS teaching in secondary schools. This should confer expert knowledge of Special Educational Needs and its application. Effective communication skills and enhanced DBS clearance are essential.

The ability to offer both literacy and numeracy support is preferable. Specialist qualifications are also sought after (i.e. ATS/ AMBDA/ SENCo training/ other assessment qualifications).

Duties and Responsibilities:

Teaching and Learning:

1. Ensure the provision of high quality teaching across the age ranges (Year 9-13) by creating appropriately differentiated programmes of learning and schemes of work for students.
2. Teach 1:1 specialist support lessons (ideally for both literacy and numeracy skills).
3. Monitor the progress of all students with LS across an academic year via various sources of data and information.
4. Create appropriate timetables for children on the LS register and ensure that appropriate intervention is in place.
5. Liaise with mainstream teachers with regard to progress, problems and work of individual pupils.
6. Work closely with the Pre-school to ensure that transitions are successful in Year 9.
7. Liaise with outside agencies with regard to the learning needs of children, where appropriate.
8. Regularly contact and update parents of children with LS on their children's progress and attend meetings, as required, including parent's evenings.
9. Lead weekly departmental meetings to discuss issues.
10. Maintain a high level of Continued Professional Development on behalf of the department and report back during team meetings. This includes attending 'Teaching & Learning Group' meetings within the College.
11. Disseminate knowledge about Special Educational Needs throughout the College through INSETs and small-group training sessions.
12. Maintain the Departmental Handbook as required for inspection by the Independent Schools Inspectorate and Ofsted.

Assessment:

1. Screen all new pupils to the school at the beginning of an academic year and analyse findings.
2. Keep up-to-date with the JCQ 'Reasonable Adjustments' policies and ensure that all students in the school receive appropriate access arrangements, which are supported by teacher evidence and standardised scores.
3. Support special needs students in exams, acting as reader, scribe or invigilator during examination periods, when required.
4. Assess all students requiring access arrangements, using standardised assessment tools, and create reports for parents and teachers which summarise the main findings and recommendations.
5. Ensure that individual education plans are written, as required and regularly reviewed in order that appropriate differentiated programmes of learning are provided for pupils of all abilities.
6. Ensure that pupils are involved in the process of assessment and that they recognise their successes and targets.
7. Apply for Education, Health and Care Plans (EHCs) if appropriate.

Pastoral:

1. Pass on information gleaned from the performance management process to help the pastoral team on the SMT.
2. Regularly update CPOMs with any pastoral concern you have over a child.
3. Ensure that the LS department prioritises 'emotional wellbeing' and offers students mentoring sessions and support for their social and emotional development.
4. Develop a positive, caring belief in pupils amongst all staff and keep updated with all relevant safeguarding training.
5. Represent the department through attendance at the Pastoral Planning Committees and Mental Health Strategy meetings.
6. Contribute to the Disability Policy.
7. Help arrangements for the security and effective supervision of pupils.
8. Take on a tutor group and provide pastoral care to the students belonging to this group; this will involve liaising closely with the House Master or Mistress.

General Management:

1. Help maintain, monitor and develop the Learning Support resources including various forms of assistive technology.
2. Work closely with the admissions and marketing department in order to secure suitable publicity for the department's work.
3. Carry out appraisals, guide and support staff in the department and to oversee their career development in conjunction with the Deputy Head (Academic) for in-service training.
4. Ensure that the department is aware of all school and department policies.
5. Delegate departmental duties by agreement, having regard to each colleague's interests, abilities and his/her total commitment to the school.
6. Provide job descriptions for positions of responsibility within the department and participate in the appointment procedure for new staff.
7. Induct new staff, within the school's policy, and monitor their early progress in liaison with the Deputy Head (Academic).
8. Comply with school policy and help formulate policy regarding aims and objectives, schemes of work, target setting, teaching and learning, homework and assessment.
9. Establish and maintain links within institutions and organisations outside the school, as appropriate, including the Rugby groups/ SENCo Cluster groups.
10. Attend Heads of Department meetings and other meetings as required by the Headmaster.
11. To prepare the annual budget request for the Headmaster and to manage the department budget, in conjunction with the Accounts Department.

Health and Safety:

1. Help maintain corridors and other public spaces within the department in good order and to seek to provide an attractive and stimulating environment in which to work. Displays should be changed regularly.
2. To carry out risk assessments in the department as required by the Health, Safety, Fire and Compliance Officer

Other:

1. Participate in the wider life of the school and partake in extra-curricular activities and House/ Tutor duties.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

Date: 04.09.17

Prepared by: Dr K. Hamilton (Head of Learning Support/ Educational Psychologist)

Approved by: Gilbert Simmons - (Deputy Head Academic)