



## Head of Learning Support

Required for September 2018

### Candidate Brief



*“Learning Support is a friendly and warm place. Coming here has given me confidence and now I have more enthusiasm with my learning.” Year 10 pupil*

*“Learning Support helps you with the little things that improve your work immensely. It is helpful, fun and a good environment to work and learn in.” Year 10 pupil*

*“The Learning Support teachers have helped me to overcome my weaknesses in different ways. They’re really friendly and easy to talk to about your problems”. Year 11 pupil*

*“The Learning Support teachers are always there to help. With their help, my essay writing improved and I achieved an A\* in English GCSE. Knowing help was always available gave me the confidence and motivation for my four A Level subjects. Year 13 pupil*

This is how the Learning Support Department at Mayfield is seen by the girls who have received support. Our team of specialist teachers and support staff are committed to empowering students not only to fulfil their potential, but also to ensure they become confident, independent and successful learners for life.

Our department is an integral part of the school. We are proud of the close relationships we enjoy with the students, their parents and teachers, and by working together we ensure that each girl’s individual needs are fully met. Girls of all abilities are supported by the Department, which is not only perceived as inclusive but challenging and nurturing.

We have the expertise and experience to help students with specific learning difficulties, such as dyslexia; however, we also support any student who is under-achieving, whatever the reason. Within the school, an excellent monitoring system detects any difficulties a student is experiencing at an early stage. This means that appropriate short, medium or long term support can be set up without delay. Screening assessment can also be carried out or if necessary parental arrangement may be sought for a formal assessment by an Educational Psychologist or other professional.

Mayfield is an academic school, achieving outstanding results. Nevertheless, the girls who receive learning support have varied needs, which may include challenges with literacy or numeracy skills; working memory and speed of processing; language and speech; examination and learning techniques, and self-organisation. Our teachers help the girls with their difficulties and develop effective strategies to become successful learners.

The majority of teaching carried out by the Learning Support department is 1:1 and lessons can be either 30 minutes or 60 minutes in length. However, pair and small group workshops may also be offered depending on each learner's needs. Specialist support staff also offer support within the class for pupils with specific disabilities.

The philosophy of the Learning Support department is to enable the pupil to become a confident and independent learner. This is done by collaborating with them to establish a set of strategies to enrich their learning and provide the opportunity to become independent and confident learners. We aim to develop a sense of trust with our pupils, demonstrating our understanding of their cognitive profile and accompanying needs. Our approach is always enthusiastic, patient and encouraging and above all flexible, responding to the range of individual differences we encounter at the School.

In the words of Cornelia Connelly: *"We never know what we can do until we try. Perseverance gains the crown."*



### **Mayfield School**

Mayfield is a vibrant, happy and successful independent Catholic boarding and day school for girls aged 11 to 18. Founded in 1872, the School is set within 75 acres of beautiful Sussex countryside, conveniently located just outside Royal Tunbridge Wells, within an hour of central London by train and with easy access to Gatwick and Heathrow airports.

Mayfield is successful in unlocking and developing the unique potential and talent of each girl in an inspiring learning environment. Described by the Independent Schools Inspectorate as "outstanding" and by Country Life as "one of the finest schools in the land", a Mayfield education combines academic excellence, breadth of opportunity and exceptional pastoral care. There are currently almost 370 pupils in the School of which half are boarders.

The School enjoys excellent facilities, including an award-winning Sixth Form Centre; a specialist Science Centre; internationally renowned creative arts teaching and learning facilities; an indoor swimming pool; a Technology Suite and a first-class Equestrian Centre on campus.

## School Ethos

The vision of Mayfield's founder, Cornelia Connelly, to educate young women to respond to the needs of the age remains central to the School's education philosophy today. We are committed to helping each girl discover and develop her unique talents, to be herself and to make that self the best it can be. Sport plays an important part in our Catholic heritage, which remains fundamental to the life of the School and provides a moral and spiritual framework for daily life, encourages integrity, generosity, compassion and courage within an inclusive community, which welcomes all. The School's motto 'Actions Not Words' is embodied in our voluntary service programme, which promotes a spirit of personal and social responsibility.



## Mayfield School – Head of Learning Support – Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
RELEVANT EXPERIENCE	<ul style="list-style-type: none"> <li>Teaching pupils with specific learning difficulties, for instance speech and language difficulties, dyslexia, dyscalculia, dyspraxia, ASD, ADHD and disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Experience of department leadership and management</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>References</li> </ul>
QUALIFICATIONS EDUCATION & TRAINING	<ul style="list-style-type: none"> <li>Qualified teacher</li> <li>Specialist SLD teaching qualification</li> <li>Qualified to assess students for Access Arrangements</li> </ul>	<ul style="list-style-type: none"> <li>PATOSS Certificate for assessing Access Arrangements</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Qualification certificates</li> </ul>
SPECIAL KNOWLEDGE OR SKILLS	<ul style="list-style-type: none"> <li>Knowledge and understanding of specific learning difficulties</li> <li>Excellent pastoral skills</li> <li>Knowledge of a range of assessments for assessing pupils with specific learning difficulties</li> <li>Knowledge of and skills in preparing effective Individual Education Plans (IEPs)</li> <li>Skilled in preparing and teaching engaging and varied teaching programmes for pupils with specific learning difficulties</li> <li>Knowledgeable about a range of strategies to support pupils with specific learning difficulties</li> <li>Up-to-date knowledge and experience of access arrangement provision</li> <li>Excellent literacy and communication skills</li> <li>Good IT skills</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the science of learning with a particular interest in educational neuroscience</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> <li>References</li> <li>Lesson observation</li> </ul>
DISPOSITION	<ul style="list-style-type: none"> <li>Initiative and confidence</li> <li>Excellent organisational and administrative skills</li> <li>Excellent communication skills with a range of groups; pupils, parents, teachers, managers, outside agencies and professionals</li> <li>Experience of leading and managing a team</li> </ul>	<ul style="list-style-type: none"> <li>Experience of innovating and managing change in teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> <li>References</li> </ul>
INTERESTS	<ul style="list-style-type: none"> <li>Positive and enthusiastic, able to motivate pupils and colleagues</li> <li>Patient and caring</li> <li>Flexible</li> <li>Good sense of humour</li> <li>Open to new ideas and developing new skills</li> <li>Willingness to contribute to the wider life of the school</li> <li>Concern to promote and safeguard the welfare of children</li> <li>Smart and professional appearance</li> </ul>		<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> <li>References</li> </ul>
ETHOS	<ul style="list-style-type: none"> <li>An interest in how children learn</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to undertake further training</li> </ul>	<ul style="list-style-type: none"> <li>Application</li> <li>Interview</li> </ul>

## **The Head of Learning Support**

- Is responsible to the Headmistress in all matters and will advise her of any constraints which restrict the fulfilment of his/her responsibilities.
- Is expected to work closely with the Director of Studies and Deputy Head to promote an holistic approach to education: supporting the education of the whole individual, in line with the educational philosophy of Cornelia Connelly and the Society of the Holy Child Jesus.
- Will keep up-to-date with trends and changes in policy and legislations with regards to SEN, particularly in relation to Examination Board requirements, ISI and KCSIE, and will share with the Headmistress and colleagues.
- Will seek to work constructively with colleagues in other departments to facilitate cross-curricular initiatives and sharing of good practice; recognising links and building on common skills.
- Should be supportive of the Catholic ethos of the School at all times.
- Should be an enthusiastic proponent of education for girls.
- Will have a dynamic vision for Learning Support and ensure that s/he retains a lively interest in contemporary issues pertaining to education and neuroscience.
- Will lead by example in teaching successfully with insight, skill, enthusiasm and patience.
- Be a positive role model and presence in the School: developing and sustaining good working relationships with colleagues, girls and parents.

## **Responsibilities**

### **Strategic Management**

- i) Actively support the Catholic ethos of the School, being familiar with and contributing to Cornelia Connelly's philosophy of educating girls.
- ii) Have a dynamic, creative vision for the role of Learning Support in the school. Develop and review departmental policies and practices in accordance with this, to ensure the continuing progress and enthusiasm of each girl, and consolidate and build on the performance of the Department.
- iii) Contribute to whole-school strategy as part of Curriculum Committee, Heads of Departments and other appropriate groups.
- iv) Work with Admissions Department to assess prospective pupils and facilitate a successful transition for those pupils requiring learning support.
- v) Liaise with parents, feeder schools and external agencies to establish the need and existing levels of support for new pupils joining Mayfield with an identified SEN.
- vi) Work with colleagues to help identify girls with undiagnosed learning difficulties and then to support them appropriately in the classroom.
- vii) Contribute to whole school CPD to ensure staff are aware of strategies and techniques to complement the work done in Learning Support.
- viii) Complete an annual Departmental SEF including an annual performance evaluation of results and progress (including overview of comparative performance of LS pupils in public and internal examinations) to discuss with the Headmistress.
- ix) Oversee the departmental contribution to the extra-curricular and weekend programme.
- x) Ensure appropriate diagnostic testing and the production of IEPs for each girl receiving Learning Support.

### **Teaching and learning**

- i) Work with individual girls to promote positive approaches to learning; providing the tools to help them becoming increasingly independent in accessing a curriculum which challenges, engages and informs. Review this regularly.
- ii) Communicate regularly with the parents, Housemistress, Head of School and Tutor of each girl receiving Learning Support, to ensure that they are aware of progress being made and any issues arising.

- iii) Encourage independent learning and self-evaluation.
- iv) Within the Department, implement School policies and practices for assessment, recording and reporting, using this information to support on-going improvement. Contribute to whole-School reviews of these policies and practices.
- v) Analyse and interpret a range of assessment data including ALIS, MidYIS, Yellis and discuss with Director of Studies and relevant Head of School.
- vi) Ensure targets for achievement are set, reviewed and evaluated.
- vii) Ensure information about pupils' achievements and difficulties in classes is used effectively to facilitate continuing progress, appropriate support and where necessary to support Access Arrangements.
- viii) Monitor teaching and learning through lesson observation; looking at girls' work etc.
- ix) Contribute to the extra-curricular enrichment programme in the School.
- x) Promote Cross-curricular initiatives.

### **Management of Staff**

- i) Lead, inspire and motivate colleagues so that they feel supported while still being accountable for their performance
- ii) Hold regular Departmental meetings to ensure efficient administration and sharing of information and resources both within the Department and with the Director of Studies.
- iii) Delegate within the Department and oversee those carrying out additional responsibilities; including the work of specialist support staff and Teaching Assistants
- iv) Assist with the recruitment and deployment of Departmental staff, with the induction programme for NQTs and other new staff. Identify and allocate Departmental INSET, with reference to School development priorities.
- v) Organise sharing of good practice within the Department and with other departments.
- vi) Regularly monitor Departmental staff, annually appraise individuals as part of the School cycle and discuss and monitor the CPD of Departmental staff.
- vii) Oversee and check reports and other communications.
- viii) Anticipate key pressure points in the year and plan accordingly.
- ix) Help and support staff in establishing constructive working relationships with pupils and colleagues.

### **Management of Behaviour**

- i) Conduct yourself in a professional manner at all times and expect the highest standards of behaviour from colleagues and pupils.
- ii) Promote a positive working atmosphere in the Learning Support Department: expect and encourage mutual respect between staff and students.
- iii) Be responsible for discipline: encourage Staff and Students to have the highest expectations of dress and behaviour in the classroom and wider School environment.
- iv) Ensure that the Department has appropriate internal structures to promote positive behaviour in the classroom and manage routine disciplinary matters internally.
- v) Maintain prompt liaison with Tutors, Housemistresses, Heads of School and Deputy Heads, where appropriate.
- vi) Pass on any concerns about pupils or colleagues to the Deputy Head or appropriate member of SMT, and for pastoral concerned, via My Concern, where appropriate
- vii) Complete the annual review for any girl with an EHC plan

### **Administration – Resources**

- i) Develop and review the Departmental Handbook, the Departmental SEF and *Schemes of Work*. Keep Learning Support Register updated and share with staff
- ii) Plan, implement and monitor the Departmental budget: ensure that costs are controlled, value-for-money maximised and accurate inventories are maintained. Ensure accurate information is provided to the Bursary.

- iii) Review girls' performances in internal examinations, in conjunction with appropriate Head of School, to ensure progress continues to be made.
- iv) Assess need and apply for appropriate Access Arrangements in place for girls in Public Examinations. Establish good links with the Examination Officer to ensure smooth implementation of these arrangements.
- v) Maintain links with the IT Department and ensure that IT is used effectively to enhance the quality of teaching and learning in Learning Support.
- vi) Oversee general administrative tasks.
- vii) Maintain current resources and draw on a wide range of new opportunities to develop and introduce new ideas.
- viii) Create a stimulating and effective working environment.
- ix) Be responsible for the Health & Safety in your Department and inform the Maintenance Department of any concerns about the fixtures and fittings.

### **Contribution to the wider life of the School**

- i) Undertake the role of Tutor, as requested.
- ii) Carry out regular duties and supervision, on a rota, during the School day and after lessons end to help facilitate the smooth running of the School.
- iii) Be familiar with the Teaching Staff Handbook and the School policies included within it and ensure that Departmental colleagues are also aware of these.
- iv) Carry out such duties as are allocated by the Deputy Head or other Senior Management colleagues, including cover for absent colleagues and examination invigilation. Respond punctually, efficiently and in accordance with the guidance in the Staff Handbook.
- v) Attend School and year group assemblies, Liturgies and Inter-house competitions, supervising pupils when needed.
- vi) Attend staff meetings, parents' consultations, Open mornings, Prize Giving, Parents' Day and similar important School functions out of school hours; be willing to accompany School trips undertaken by your Department, or involving your Tutees and/or boarders, or in Activities Week.
- vii) Support the boarding life of the School by contributing to weekend activities. [Usually, this will be on one day of a weekend every half term, ie six days over the academic year.]

### **Teaching**

To undertake a subject teaching commitment as directed which should be equivalent to 21 x 1 hour-long periods over a 30 hour per week timetable, plus associated preparation and marking. Heads of Department are allocated administration time depending on the size of the Department.

### **In addition**

The professional duties of the post are equivalent to and reflect those detailed in the DfE document, "Teachers' Standards" revised June 2013.

It should be noted that the above list of duties is not necessarily an exhaustive statement of the final responsibilities of the post. It is intended to give an overall view of the position and should be taken as guidance only. The post holder may be required to undertake any other reasonable task requested by the Headmistress for a Head of Department which fall within his or her capabilities and which are in accordance with the usual practice of a Catholic Independent Boarding and Day School.

May 2018

**All Mayfield Teaching Staff**

All teachers are expected to adhere to the Teachers' Standards as outlined by the DfE and updated regularly. <https://www.gov.uk/government/publications/teachers-standards>. Full details of the terms and conditions of employment are found in the teaching staff employment contract.

No member of the teaching staff may undertake private coaching of Mayfield girls without the permission of the Headmistress.

**How to apply**

Application forms are available on the School website – [www.mayfieldgirls.org/vacancies](http://www.mayfieldgirls.org/vacancies).

Application forms should be returned to the PA to the Headmistress via email to [kbowles@mayfieldgirls.org](mailto:kbowles@mayfieldgirls.org) or post to Mayfield School, The Old Palace, Mayfield, East Sussex TN20 6PH.

**The deadline for applications is Monday 21 May 2018 at 09:00 \***

**Interviews will be held later the same week ending 25 May 2018**

(\* Mayfield School reserves the right to invite exceptional candidates for interview and to offer the post prior to the closing date for applications.)