

Job Description – Head of Academic Support Faculty

Job Description The Charity is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.	
The School	<p>Bedford Modern School (BMS) is an Independent Co-educational Day School, governed by the Harpur Trust. There are more than 1200 students in the School ranging in age from 7 to 18. BMS enjoys a reputation both locally and regionally for academic excellence, as well as excellence in Sport and Performance Arts. Our school community is friendly, happy and supportive.</p> <p>The School is located on the outskirts of Bedford. It is also well served by major road links and London St Pancras is only a 40-minute journey away by train. With commanding views of the Bedfordshire countryside, the facilities are excellent: a separate Junior School, dedicated Sixth Form and a purpose-built Science Centre, with faculties clustered throughout the School. Extensive and impressive sports facilities include a fully equipped gym and indoor sports hall, a boathouse on the banks of the nearby River Great Ouse and a swimming pool on site.</p> <p>We offer a premium education appropriate to both boys and girls where the intellectual needs of each student are a priority. The wide and varied curriculum is responsive to the needs of both students and parents. Individuals are assessed at entry and those with particular strengths or learning needs are identified and monitored. Students are encouraged to maximise their academic potential whilst optimising their participation in our diverse and inclusive co-curricular programme. Pastoral care is integral to the success of BMS and all staff are expected to contribute to this supportive culture.</p> <p>Please visit our website: www.bedmod.co.uk for further information on the School.</p> <p>Job Title: Head of Academic Support Faculty</p> <p>Hours: Full time</p> <p>Faculty: Academic Support</p> <p>Location: Bedford Modern School, Manton Lane, Bedford MK41 7NT</p> <p>Job Purpose: To oversee all aspects of the whole school strategy which supports students with SEND to make outstanding progress in all areas of their school experience.</p> <p>Reporting Line: Deputy Head Pastoral and Student Progress</p> <p>Role Summary: To fulfil the role and responsibilities of the SENDCO and be responsible for leading and managing arrangements for identification and support of students with additional needs across a Year 3 to Year 13 independent school of more than 1200 students. In addition, to lead and manage academic support (including the Study Support Facility) for all children in Years 7-13.</p> <p>The additional needs are likely to include EAL, Specific Learning Difficulties, Dyslexia, Dyspraxia, Dyscalculia, Dysgraphia, processing difficulties, ADHD, Autistic Spectrum Condition, hearing and visual impairments, physical disabilities and medical needs.</p> <p>Line management: three Academic Support Teachers.</p> <p>You will also be expected when necessary, and in conjunction with the Head of Junior School, Mental Health Lead and Director of Sixth Form, to direct and support the work of the three Learning Support Assistants in</p>
Summary of the role:	

Job Description – Head of Academic Support Faculty

	<p>the Junior School, the Student Support Assistants in the Senior School and the Learning Mentors in the Sixth Form.</p> <p>You will work closely with the Mental Health Lead, the School Nurses, the Junior School Director of Studies, Senior School Deputy Heads (Pastoral and Academic), Assistant Heads and the Examinations Officer.</p>
Leadership and strategy	<ul style="list-style-type: none"> • Contribute to the whole school Strategic Plan. • Contribute to the school development planning and self-evaluation, with particular reference to SEND and inclusion. Oversee the strategic development of the whole school SEND provision, including devising, implementing and monitoring policies and recommended practice. • Keep up to date with local, regional and national initiatives and update other staff who might benefit from this knowledge. • Identify resource needs to support students with SEND and assist the HM and governors to achieve best value, identifying spending priorities where relevant. • Work with other leaders to ensure that the school meets its responsibilities under the Equality Act 2010 and Accessibility Plan, including access arrangements and reasonable adjustments. • Promote and monitor co-curricular opportunities such as after school activities, trips and visits to ensure the effective engagement and inclusion of students with SEND. • Quality assure the deployment and practice of academic support staff. • Critically evaluate the suitability of available interventions. • Analyse student data to inform the evaluation of provision and progress toward outcomes.
Main duties and responsibilities	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Brief and advise the Senior Management Team on changes in legislation and best practice in the field. • Advise teaching staff on lesson planning, resources and interventions. to support the progress of SEND students. • Train teaching staff on developments in SEND research and best practice. • Work closely with the Assistant Head (Academic) to ensure that academic staff are able to deliver quality first teaching that supports and enables students with SEND across the whole school. • Regularly review relevant school policies (including Academic Support, EAL, Equal Opportunities, and the Accessibility Plan). • Maintain the SEND register and list of those being monitored. • Maintain records/files for SEND Students and those with EAL, incl. SEND records on iSAMS & in main student files. • Track, monitor and report on SEND students and those with additional needs. • Advise and collate SEND and EAL information for ISC and DFE census. • Write Pupil Profile plans and review those written by the team. • Carry out regular reviews of plans to ensure a dynamic, student-centred approach to support. • Triage students flagged as possibly requiring support; determine appropriate level and type of support for each student • Deliver 1:1 and group work as required up to 10 hours per week • Seek and collate evidence to support Access Arrangements. • Carry out diagnostic and Access Arrangement assessments where appropriate.

Job Description – Head of Academic Support Faculty

	<ul style="list-style-type: none"> • Administer JCQ & CIE Access Arrangements, including Form 8 and collect Access Arrangements evidence (as per JCQ & CIE regulations) for eligible students. • Liaise with internal and public Exams Co-ordinators regarding students on the SEND & EAL registers. • Work with the External Relations Team regarding the admissions process for prospective students with SEND, which includes checking references for new applicants and follow up on reports provided, meetings or discussions with parents and/or schools, and ensuring reasonable adjustments are made for entrance assessments. • Attend school action mornings and open days. • Attend Heads of Faculty Meetings. • Lead faculty meetings as required. • Attend meetings with the SEND link Governor.. • Communicate regularly with parents of children with SEND including meetings, phone calls, Academic Support reviews, and at Parents' Evenings, including New Parents' Evenings • Undertake the administration of the EHCPs (annual Reviews, targets etc.) for eligible students and any applications for Statutory Assessments. • Liaison with, and referral to, outside agencies (Child Development Centre, Clinical and Educational Psychologists, Psychiatrists, Occupational Therapists, Specialist Teachers, Optometrists, Hearing and Visual Impairment Teams, Medical Needs etc.). Arrange visits from external assessors, provide summaries of diagnostic reports for staff. • Effectively allocate resources in the department through provision mapping, and plan with the line manager for future needs. • Financial budgeting of resources for the department. • Ensure that the Health & Safety policy is adhered to within the department. • Engage in ongoing personal self-development to keep up to date with all SEND related matters e.g. annual Access Arrangements update and SEND conference, as well as reading relevant publications.
Supporting staff and professional development	<ul style="list-style-type: none"> • Identify training needs for staff, addressing any gaps in knowledge and skills. • Provide guidance, support and advice to all staff to ensure that they can support students with SEND effectively. • To line manage the Academic Support Team. • Co-ordinate and monitor the work of support staff who are assisting students with SEND.
Supporting students	<ul style="list-style-type: none"> • Support students with a wide range of learning needs. • Ensure that students with potential barriers to their learning are identified early and have their educational needs met by the school. • Co-ordinate the provision that meets the needs of individuals and monitor the effectiveness of this, including day to day management of study support (in and out of lesson time) and 1:1 Academic Support lessons. • Work alongside other key staff in school to ensure a holistic approach to support is offered – Wellbeing Department, Deputy and Assistant Heads (Pastoral and Academic) and Heads of Year. • Communicate with, and support, the parents and guardians of students with SEND, to ensure that they are well placed to support their child.
Record keeping and use of data	<ul style="list-style-type: none"> • Oversee the collection of data to evaluate the effectiveness of SEND provision, including effective tracking of students with SEND.

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Person Specification The Charity is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.			
	Essential These are qualities without which the Applicant could not be appointed	Desirable These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	Method of assessment
Qualifications		A good Honours degree Membership of relevant professional body e.g. PATOSS, Dyslexia Guild, BDA	Certificate
Experience:	Have experience of supporting students with additional needs, both 1:1 and in groups. Experience of evidence gathering and assessment for Access Arrangements, as well as administering the Access Arrangements process online. Have Qualified Teacher Status Level 7 Specialist Teacher Diploma or equivalent. Show keen attention to detail. Have worked within a school environment.	Evidence of commitment to Continued Professional Development Detailed knowledge of inclusive approaches for students with the full range of Special Educational Needs Knowledge and experience of assistive technologies. Evidence of personal professional development and experience in relevant areas Knowledge, understanding of, and experience of working in an independent day school Experience of working as a SENDCo Worked with students Y3-13 National Award for SENDCo Worked with external agencies e.g. local authority, alternative provisions	Reference and interview
Skills	Excellent verbal and written skills and the ability to communicate effectively and succinctly at all levels with a variety of professionals and agencies. Good ICT skills.		Application form Lesson observation Interview Reference

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Knowledge	<p>Knowledge of safeguarding principles;</p> <p>Knowledge and understanding of General Data Protection Regulations.</p> <p>Be prepared to take on responsibility and be fully accountable.</p>	<p>Knowledge of an additional subject area.</p>	<p>Application form</p> <p>Interview</p> <p>Lesson observation</p>
Personal competencies and qualities	<p>Be professional and organised, be able to work flexibly and independently, within a small department and whole school team</p> <p>Show initiative, think creatively and understand the importance of being proactive in a busy workplace environment.</p> <p>Be prepared to take on responsibility and be fully accountable.</p> <p>See matters from a whole school perspective and consider issues objectively.</p> <p>Understand the ethos of Bedford Modern School.</p> <p>Have a high degree of emotional intelligence.</p> <p>The desire to undertake continuous professional development;</p> <p>Positive, enthusiastic with a 'can do' attitude;</p> <p>Approachable and open;</p> <p>Ability to adapt to changing situations;</p> <p>A genuine interest in delivering positive outcomes for young people.</p>		<p>Reference</p> <p>Interview</p>