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**BLUNDELL’S SCHOOL**

**HEAD OF LEARNING SUPPORT JOB DESCRIPTION**

# Required for September 2018

**Blundell’s School**

Blundell’s is committed to academic excellence enabling pupils to realise their full potential. It has been consistently praised for adding considerable value to its broad intake of pupils. In recent years, academic results have seen steady improvement and there is a strong commitment to continuing and indeed accelerating this pleasing development. For more information about the school, visit the website: [www.blundells.org](http://www.blundells.org)

The School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening including checks with past employers and the Disclosure and Barring Service. The post-holder’s responsibility for safeguarding the welfare of the pupils for whom they are responsible and with whom they come into contact will be to adhere to and ensure compliance with Blundell’s Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in Blundell’s, they must report any concerns to the Second Master, the child protection officer.

**Blundell’s History**

Blundell’s has a distinguished history. It was founded in 1604 through the bequest of a Peter Blundell, one of the wealthiest of Elizabethan merchants. He left money and lands for a boys’ school in his home town to ‘maintain sound learning and true religion’. Generous lands were provided in Tiverton and South Devon for its maintenance and Blundell’s executors established links between the School and Balliol College, Oxford and Sidney Sussex College, Cambridge, which survive to this day.

**The 21st Century School**

Blundell’s is an independent co-educational day and boarding school for ages 11 to 18. There are just under 600 pupils on the roll (346 boys, 253 girls); the majority are from the West Country but some come from farther afield in the UK and around 10% are international students. The School is situated on the outskirts of the market town of Tiverton and, with the adjacent Prep School, is set in 90 acres of rolling Devon countryside. It is easily accessible via the M5 and the train journey to London is 2 hours. The M5 junction 27 and Tiverton Parkway station are both six minutes away.

The outstanding characteristic of Blundellians is their positive ‘can-do’ attitude. The main finding of the 2013 Independent Schools Inspectorate report was that the School is highly successful in achieving its aims – that of providing a rounded education in which pupils learn to be flexible, articulate and able to present themselves and their ideas well and capable of motivating themselves and. It also noted the ‘excellent and unforced rapport’ between staff and pupils.

**The School’s Aims and Values**

Blundell’s aims to provide a rounded education for the whole person, in mind, body and spirit, promoting the essential values of Character, Social Responsibility and Independence to enable pupils to pursue Excellence in every area with a sense of Adventure about their future.

These values are in accordance with the wishes of the School’s founder Peter Blundell and expressed in the School’s long-held belief: ‘There are two gifts we can give our children, the first is roots and the second is wings’

**Roots**

* To develop depth and breadth of character, which will encourage resilience, optimism, self-control and generosity within the rich Christian values of the School
* To develop a sense of social responsibility and for each individual to be mindful of their role in the Blundell’s community, in society at large and in the global environment, thus encouraging consideration, mindfulness and respect
* To develop independence, with each pupil taking responsibility for their own growth and development and so demonstrate initiative, take ownership and feel satisfaction in what is achieved

**Wings**

* To pursue excellence, aspiring to do everything as well as it can be done, which will develop a sense of justifiable pride and ambition
* To develop confidence and a sense of adventure which will foster courage, curiosity and enterprise and originality

**The Learning Support Department**

There are four members of the Learning Support department, one works 5 days a week, two work 4 days a week, and one works 1 ½ days a week. Two of the department have British Dyslexia Association qualifications and another is a registered Educational Psychologist. We also have a French speaker and a maths specialist.

The department is housed in its own building, close to the centre of the main school and is easily accessible to students. We work in close partnership with our colleagues at Blundell’s Prep, with the Head of LS undertaking regular visits to meet pupils who are likely to transfer to the senior school, as well as have regular meetings with the prep school SENCo.

The department works with between 40 -50 pupils at any one time, depending on need. Pupils can refer themselves or they can be raised as a concern by teaching or pastoral staff or their parents. We offer a range of support to our students, including individual and small group work, literacy, maths and science support as well as study skills and revision workshops. Many students have more than one lesson allocated to LS each week, enabling us to develop a consistent approach in collaboration with our subject teaching colleagues.

The department is well regarded by the Common Room and LS teachers are often sought out for advice by colleagues. We work closely with the Exams Officer to assess and deliver exam arrangements for both internal and external exams.

**Job Description**

**Curriculum**

* To teach 28 periods a week
* To be accountable to the Deputy Head (Academic).
* Attend the regular meetings of the HoDs committee and play a part in its work.
* Determine the aims and the objectives of the department and review them to ensure compatibility with those of the school.
* Produce and update suitable schemes of work.
* Maintain SEND Learning Support and priority list on iSAMS
* Monitor teaching, marking and learning within the department, in accordance with the school policy.
* Monitor and record the assessment and progress of the pupils with the aim of maximising their academic potential.
* Liaise with the TESOL Department as appropriate.
* Ensure evidence is collected for exam arrangements

**Supervision of staff**

* Inspire your departmental team.
* Be familiar with external SEND developments (e.g. changes to the national educational framework) and their implications, and communicate these to the department.
* Promote high expectations within your department and in cross-curricular partnership where appropriate.
* Play a part in
  + The appointment, induction and training of new staff.
  + Disciplinary support.
  + INSET and professional development.
  + The appraisal system.
* Be responsible for the internal reporting by the department.
* Ensure IEPs are reviewed and updated as required by the school’s SEND policy

**Organisation of the department.**

* Hold regular minuted departmental meetings.
* Maintain an up-to-date Departmental Handbook.
* Be responsible for producing an annual departmental development plan.
* Be responsible for finance and resource control.
* Deploy teachers – consistent with their strengths and weaknesses, bearing in mind career developments and needs of the school.
* Oversee the allocation of pupils to staff and arrange the Learning Support timetable
* Organise teaching resources.
* To maintain and refresh the department pages of the school website.
* Organise staffing for exam arrangements
* Organise reviews for SEND priority pupils

**Communication**

* With House Parents about individual students.
* With all Learning Support parents at end of the summer term
* With the Deputy Head (Academic) for staffing, options, timetabling etc.
* With exam officer with regard to exam arrangements.
* With Blundell’s Prep to ensure regular sharing of working practice and upcoming pupils.