

HIGHGATE

Director of Learning Support

September 2020



A well-qualified, experienced and emotionally-literate teacher is required to support the learning of pupils aged 11-18 in the Senior School, and to take responsibility for the oversight of learning support across the three Highgate schools. The holder of the post is responsible to the Assistant Head (Teaching and Learning) and through him to the Deputy Head (Academic). Independent and creative thinkers (who are nevertheless willing to work within established and regulatory guidelines and structures, and to mandatory Code of Practice requirements) are especially encouraged to apply.

This is an exciting opportunity for an experienced practitioner who enjoys the company of bright, ambitious and well-motivated pupils and who wishes to enjoy the rich variety of work encountered in an academically successful school.

Learning Support at Highgate

At Highgate we aim to enable all pupils and particularly those with learning difficulties and/or disabilities (LDD) to achieve their full potential. We do this by working with them to enhance their learning skills and abilities; by liaising and working with their teachers to ensure the best programmes of study for each pupil, and also by liaising with outside

agencies where necessary. Pupils should thus have the greatest access to opportunities to make progress in their school work, in their programmes for examinations, and in their preparation for future study or careers.

It is our aim to provide appropriate material resources, dedicated support and suitable guidance to support pupils with LDDs who are on the learning support register and to develop a partnership with all members of the teaching staff to ensure that there is a positive approach to the learning of those pupils, and to ensure that that support is provided throughout the curriculum.

The emphasis is very much upon nurturing pupils through the curriculum. Of course some pupils attend regular one-to-one classes for as long as is necessary; but much of the work of the department involves guiding classroom subject teachers in their support of those children with LDDs, and the new appointment will enable us to expand this role. Such an approach has been embraced here by a very committed and open-minded teaching staff, which has contributed to and supported this philosophy very positively.

The Role

The successful applicant will manage the Learning Support Department, currently one full-time Assistant Learning Support Teacher, one Learning Support Assistant, and specialists in English and Mathematics, and will allocate pupils to them for teaching.



The post-holder will:

- Ensure that an effective method of referral is in place, so that that pupils' learning differences are recognised by the teaching staff and dealt with by the Learning Support department
- Keep all pupil information on SIMS up to date
- Ensure that Pupil Profiles are up to date, relevant and detailed, to be of maximum use to the teaching staff

- Give teachers practical support in lessons with pupils with particular needs and regularly to observe such pupils in lessons
- Refer pupils to be assessed by an Educational Psychologist when their learning needs suggest that this is necessary
- Screen all pupils on their arrival in the school for problems which may result from their having English as an additional language and to arrange for any help such pupils may require fully to access the curriculum
- Deal directly, and through pastoral leaders, with parents of children with LDD and to attend parents' consultation evenings; and to act with the tutor or Head of House to provide pastoral care for such pupils
- Use the school's pupil tracking data to monitor the progress of pupils with LLD and to take action as is deemed necessary
- Provide advice on learning support to other teaching staff, attending common room, departmental or individual meetings to speak about learning support matters
- Coordinate the provision of exam access arrangements such as extra time and the use of laptops in internal and external examinations and liaise with the Examinations Officer to ensure that any necessary special arrangements for public or internal examinations are notified and organised
- Keep abreast of the development of appropriate methodologies and developments in the field of LDD
- Assess the needs of pupils with recognised learning and physical disabilities when they apply to the school and to advise the Director of Admissions on the suitability of the school for the pupil, bearing in mind the reasonable adjustments which the school might make

Teachers at Highgate enjoy a welcoming, comfortable and exceptionally well-resourced environment and are provided with significant assistance from a range of support staff. Salaries are competitive. The School pays the employer's contribution to the Teachers' Pension Scheme. Terms are shorter than in the maintained sector. Staff have free access to the School's sports facilities.

Candidates are encouraged to contact either Sue Bambrough, the Director of Learning Support, or James Newton, Deputy Head (Academic), with any queries (sue.bambrough@highgateschool.org.uk) or (james.newton@highgateschool.org.uk).

APPLICATION PROCEDURE

Please complete the on-line application form on the School's website: <https://www.highgateschool.org.uk/work-with-us>

Closing date 8:00am on 22 November 2019 but applications will be considered as they are received.

Criteria for the post of Director of Learning Support (to be read in conjunction with the details of the post)

1 Essential professional criteria

Criteria	How will these be tested or verified?
A good honours degree with a suitable postgraduate qualification in special education, SpLDs or Educational Psychology.	Original degree certificate(s) Questions about subject specialisation (and course content for more recent graduates) Opportunities at interview to discuss methodology and ethos.
Experience of assessing pupils, and delivering learning sessions on a one-to-one basis. The ability to administrate independently, producing and maintaining Pupil Profiles, registers, liaising and when necessary providing staff training.	A 30-minute session to be spent with a suitable pupil. Questions at interview
Excellent communication skills	Two panel interviews; session with pupil (as above)
A clear vision of how Learning Support should be organised within a large academically selective coeducational school	Questions at interview
The ability to lead, and to manage, a department dynamically, efficiently and harmoniously.	Opportunities at interview to recount experiences where these skills have been demonstrated
The ability to adapt quickly to a new environment, and to establish good and calm relations with pupils, gaining their confidence and inspiring scholarly attitudes in them	Opportunities at interview to recount experiences where these skills have been demonstrated Questions which referees will be asked as part of the confidential reference request
Sympathy with, and knowledge of, fundamental British values	Questions at interview to test this
Awareness and understanding of safeguarding and welfare of children	Questions at interview to test attitudes towards and knowledge of children's safeguarding and welfare Questions which referees will be asked as part of the confidential reference request

2 Desirable professional criteria

Criteria	How will these be tested?
A teaching qualification (eg PGCE, GTP); a suitably accredited diploma in special education	Original certificate
To demonstrate the academic knowledge and research underpinning personal and more general current practice	Opportunities at interview to recount professional experience and examples of applying one's knowledge.
A willingness to be involved in the wider life of the department (societies, homework club, reading clubs, etc.)	Opportunities at interview to recount experience of running or participating in such activities or to give ideas for these

3. HIGHGATE: CORE MANAGEMENT AND LEADERSHIP COMPETENCIES (Head of Department)

ADMINISTRATION AND ORGANISATION	TECHNICAL EXPERTISE	LEADING PEOPLE	COMMUNICATION & COLLABORATION	IMPLEMENTATION
<p>Efficiency</p> <p>Personal time-management</p> <p>Time-keeping (deadlines)</p> <p>Planning ahead</p> <p>Budgetary skills</p> <p>Organisational skills</p> <p>Effective delegation</p> <p>Fair delegation</p> <p>Preparing for meetings and taking minutes</p> <p>Running meetings effectively to include all colleagues</p>	<p>High-order, good-quality subject knowledge</p> <p>Outstanding teaching</p> <p>Informed and critical knowledge of trends in the education and particularly of pupils with LDD</p> <p>Identifying strengths and weaknesses in curriculum</p> <p>Identifying strengths and weaknesses in teaching</p> <p>Identifying strengths and weaknesses in attainment</p> <p>Agility of mind to allow flexibility in lessons to suit different pupils' needs</p> <p>Clarity of expression</p>	<p>Strategic thinking</p> <p>Formulating and communicating a clear and coherent vision which commands respect</p> <p>Setting an example, e.g. high personal standards of preparation and marking</p> <p>Motivating colleagues</p> <p>Empowering others</p> <p>Developing others</p> <p>Building morale</p> <p>Initiative</p> <p>Flexibility</p> <p>Discretion</p>	<p>Interpersonal skills, including warmth, even-handedness and sensitivity</p> <p>Interpersonal awareness, e.g. understanding of and empathy with others' feelings, motives and feelings; the ability to see things from other people's perspective</p> <p>Judgement: the ability to make reasoned, reasonable and balanced decisions</p> <p>Ability to create effective rapport and harmonious relationships with staff, parents and pupils</p> <p>Ability to defuse difficult situations, e.g. careful listening, sensitive use of humour, praise and recognition</p> <p>Retention of a sense of perspective and a sense of humour</p> <p>Ability to work with individuals collaboratively, drawing out their strengths and building trust</p> <p>Managing conflict</p>	<p>Explaining issues and decisions clearly and evenly</p> <p>Presenting information clearly to individuals</p> <p>Presenting information clearly to the department</p> <p>Explaining ideas and plans on paper clearly</p> <p>Ability to address issues of under-performance, including clarity, discretion and use of examples</p> <p>Clarity and reliability of information and analysis for Senior Leaders</p> <p>Ability to turn ideas into plans and action</p> <p>Ability to give advice supportively and effectively</p>

4 Person specification

Highgate seeks to appoint teachers who will have, in addition to the professional qualities outlined above, the following proven personal qualities, or the potential to develop them. At interview, candidates will have the opportunity to demonstrate or give an account of these attributes.

- Empathy with pupils across the age and ability spectrum at Highgate and the ability to implement a range of teaching strategies to cater for each individual pupil.
- Capacity to deal sensitively with problems raised by pupils, in line with Highgate's pastoral policies and sanctions system, working in partnership with Highgate's designated staff i/c pastoral care.
- Ability to create effective rapport and a sound relationship with pupils, earning their respect and trust but maintaining proper professional boundaries by not deliberately courting popularity or friendship.
- The energy, dynamism and stamina to contribute broadly to the life of a busy co-educational independent day school.
- Willingness to contribute to the extensive range of activities provided for pupils and to support them in their co-curricular pursuits.
- Capacity for industry and initiative in both independent work and as part of teams of colleagues in academic work, pastoral care, sports and co-curricular activities.
- Awareness and understanding of matters relating to the personal, social, health and emotional development of Highgate's pupils.
- Willingness and ability to liaise effectively and professionally between pupils, staff and parents when required, making accurate records of these exchanges.
- Patience and thoughtfulness to see any issues that may arise with pupils, parents or colleagues from a variety of perspectives.
- The ability to defuse difficult situations using different strategies such as careful listening, sensitive use of humour, praise and recognition where due, utilising the School's reward system.
- Retention of a sense of perspective and, on occasion, the invaluable ability to laugh at oneself.