



HYMERS
COLLEGE

JOB DESCRIPTION

HEAD OF LEARNING SUPPORT

January 2020 (or earlier for a suitable available candidate)

The closing date for applications is 4pm on Wednesday 16th October 2019

Applications are invited from well-qualified, enthusiastic and ambitious specialists to lead and shape the Learning Support provision in one of the North of England's top schools. The successful candidate will have a proven track record of working with children who require study support, a commitment to the highest standards of teaching and learning, and the ability to think strategically and creatively. This post is full-time and suitable for an experienced teacher from either a maintained or independent school.

The Headmaster would be delighted to discuss the role and the school, or answer any questions, over the phone (01482 343555) or by email at headmaster@hymers.org

THE LEARNING SUPPORT DEPARTMENT

Hymers College is an academically selective school. Around 85% of the intake into Year 7 are in the top 25% of the national ability range and there is a similar proportion in Year 4. The Head of Learning Support has oversight of and responsibility for the processes for supporting the few pupils within the school who have learning support needs to ensure they make progress in line with their academic ability.

Since its foundation the school has sought to identify merit 'wherever it may be found' and accordingly wishes to recruit and educate pupils with high academic potential, as far as possible without regard to any specific learning needs. We are not a school that actively markets itself as a specialist centre for pupils with learning needs, but we do wish to ensure that all our pupils achieve their full potential. Within the school we have pupils with needs which include dyslexia, autistic spectrum disorders, low processing speeds and hearing impairments. A key role of the post is to ensure that pupils identified as having a learning need receive effective on-going help and guidance.

There are currently three staff involved in learning support across the school: two in the Junior School and one in the Senior School. In addition, we have one member of staff trained in Bilateral Integration, who works across the two schools. Pupils receive targeted support with the Junior School, which can involve withdrawal from lessons. All pupils are screened for dyslexia on entrance to the Senior School and active use is made of MidYIS data to highlight those with specific weaknesses. Pupils identified

as needing support receive a Personal Education Plan. This and other relevant information about pupils is stored on the school intranet.

Roles and Responsibilities of the Head of Learning Support

- 1. Manage the screening and testing of pupils for specific learning needs**
 - a. Gather and review information from staff who raise concerns about pupils;
 - b. Implement appropriate screening and testing systems;
 - c. Organise the schedule of pupils to be tested;
 - d. Disseminate testing and screening results to staff and parents as appropriate.

- 2. Co-ordinate the application for and provision of special arrangements, including access arrangements, in both internal and external examinations, in conjunction with the Examinations Officer**
 - a. Assess pupils and make recommendations for access arrangements in accordance with JCQ guidelines;
 - b. Manage and disseminate appropriate documentation, such as histories of need;
 - c. Liaise with parents whose children require special arrangements;
 - d. Work alongside the Head of the Junior School to analyse the tracking of pupils at Associate Schools and other appropriate entrance assessment data;
 - e. Liaise with the Junior School and parents of external candidates to determine which pupils require special arrangements for the Year 7 Entrance Examination.

- 3. Manage the provision for pupils with specific learning needs**
 - a. Draw up an individual programme for pupils recognised as having specific learning needs;
 - b. Liaise with teachers and parents over the details of provision for individual pupils; Monitor the progress of pupils receiving support and follow up progress reviews, liaising with pastoral staff and/or parents where appropriate;
 - c. Review support plans on a termly basis, agreeing and communicating new targets with students, parents and teachers;
 - d. Encourage all members of staff to recognise and fulfil their statutory responsibilities to all identified pupils and monitor teachers' classroom practice and pupils' work to ensure that pupils with specific learning needs are being appropriately supported;
 - e. Facilitate a smooth transition between the Junior and Senior schools for pupils with specific learning needs;
 - f. Liaise with departments and pastoral staff to aid a smooth transition for pupils from one year group to the next.

- 4. Promote, advise on and contribute to the development of quality inclusive teaching**
 - a. Ensure compliance with the SEND Code of Practice;
 - b. Have up-to-date knowledge of national initiatives which may impact on policy and practice;
 - c. Support individual departments with teaching and learning practices relevant to learning needs;
 - d. Provide professional development opportunities for all staff to learn about specific learning needs and enable them to support pupils with these needs;

- e. Attend Heads of Department meetings, and Heads of Year meetings and parents' evenings when needed;
- f. Build a professional rapport with pupils' with learning needs and their parents and family.

5. Manage the Learning Support Department

- a. Have overall responsibility for the resources in the department, including technology and the budget;
- b. Manage the deployment of staff and their practices;
- c. Ensure that relevant professional development takes place for the staff in the department.

Person Specification

	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> • Appropriate specialist qualifications in SEND. • Appropriate specialist qualifications in relevant assessments of special need. 	<ul style="list-style-type: none"> • A postgraduate qualification in an area of SEN. • Suitably qualified to carry out exam access arrangements • Qualified teacher status. • First degree in a relevant area.
Skills and Experience	<ul style="list-style-type: none"> • A record of successful experience of working with students who have Learning Support needs. • A thorough knowledge and understanding of the key issues regarding assessment. • The ability to motivate students. • Experience of identifying, providing, monitoring and evaluating teaching strategies for particular students with known barriers to learning. • Ability to make appropriate use of a range of monitoring and assessment strategies to evaluate pupil progress. • Successful experience visioning, planning and implementing change. • Experience of developing teaching and learning to raise attainment for a wide range of pupil groups and age ranges. • Evidence of being able to build and sustain effective working relationships with staff, parents and the wider community. 	<ul style="list-style-type: none"> • Experience of developing teaching and learning to raise attainment for a wide range of pupil groups and ages. • Experience of integrating the Learning Support department's strategies and procedures into the fabric of the school. • Involvement in curriculum initiatives and co-curricular developments. • Understanding, if not necessarily experience, of the Independent sector.
Key aptitudes and competencies	<ul style="list-style-type: none"> • Genuine belief in the potential of every pupil and the ability to empathise with the difficulties of SEND pupils in accessing the curriculum • Personal integrity and emotional intelligence and a willingness to share expertise, skills and knowledge • Excellent leadership and communication skills. • A commitment and ability to work as part of a team and be able to work flexibly • The ability to forge positive working relationships with all members of the school community (internal and external) 	<ul style="list-style-type: none"> • Track record of delivering effective training to a wide range of audiences. • Eagerness to acquire further skills.

	<ul style="list-style-type: none"> • Ability to delegate, prioritise and develop the performance of others. • Ability to appraise, evaluate and advise colleagues on their work and outcomes. • Sensitivity to the aspirations, needs and self-esteem of others and the ability to inspire, motivate and support them. • Ability to initiate and manage change. • Excellent verbal and written communication skills and administrative efficiency • Ability to use data to judge the effectiveness of teaching, to improve learning and promote achievement. 	
Professional development	<ul style="list-style-type: none"> • A willingness to attend training for specific aspects of the job and for generic school-based development. • Prior experience of putting skills acquired through training into practice. 	
Other information	<ul style="list-style-type: none"> • Share the ethos of the school. • Post subject to an enhanced Disclosure and Barring Service check. 	<ul style="list-style-type: none"> • Willingness to co-ordinate and take part in whole-school activities.

APPOINTMENT, INDUCTION AND PROBATION

All appointments are probationary for the first year. In practice, newly appointed teachers will be given a clear indication of their progress during their first term, and an unequivocal decision about their future employment will be made at the latest by the end of their second term.

All appointments will be required to provide documentary evidence of all qualifications claimed and asked to complete a Medical Declaration Form. All appointments will be subject to satisfactory enhanced checks undertaken with the Disclosure and Barring Service (DBS). The ability to commence employment at the school might be delayed if the necessary vetting, identity and qualifications checks have not been completed.

JOB DESCRIPTION FOR HEADS OF DEPARTMENT

- To be responsible to the Headmaster for the efficient running of their departments and for performance management of teachers;
- To have particular responsibility for the professional welfare and in-service training of members of their department, especially probationary, new and student teachers (including the induction process of NQTs);
- To inform the Headmaster of any difficulties that may arise within the department;
- To hold regular meetings, formal and informal, to discuss departmental matters and to ensure that the department works as a team;
- To be responsible for the drawing up of syllabuses and schemes of work, the selection of books and teaching materials, and the methods of teaching used by members of the department;
- To monitor internal assessment of all pupils and oversee the tracking of progress through use of data;
- To be accountable to the Finance Director and Headmaster for all expenditure within the department, and the implementation of Health and Safety policies within their areas;
- To be responsible for the furniture and fabric within their departments;

- To attend Heads of Department meetings;
- To work alongside the Librarian;
- To work alongside the Exams Officer on examination board administration
- To attend events such as Open Morning and the Sixth Form Information Evening;
- To allocate teaching appropriately to staff, working alongside the Timetabling team;
- To share in the appointment of new staff to the department;
- To co-operate with other departments in cross-curricular activities;
- To keep up to date with educational changes and developments in their subject areas;
- Any other duties which the Headmaster considers to be appropriate to this post.

JOB DESCRIPTION FOR ALL TEACHERS

Teachers will have particular tasks relating to the subjects they teach; it is the responsibility of the Head of Department to clarify these. The following professional duties are relevant to all teachers at Hymers College. All teachers are expected to uphold the values of the School by setting an example in attitudes, language and appearance.

Teaching

- planning and preparing courses and lessons;
- teaching the pupils assigned to them, including the setting and marking of work to be carried out by the pupils in School and elsewhere;
- assessing, recording and reporting on development, progress and attainment of pupils;
- preparing pupils for public examinations and assessing pupils for the purposes of such examinations;
- in each case having regard to the curriculum for the School.

Pastoral Role

- promoting the general progress and well-being of pupils assigned to them;
- providing guidance and advice to pupils on educational and social matters;
- participating in meetings with staff and parents to discuss pupils' progress as required;
- acting as a Form Teacher when required to do so.

Discipline

- maintaining good order and discipline, and safeguarding their health and safety both on School premises and elsewhere when responsible for the pupils; and
- responsibility for preventing damage to property and for looking after the rooms in which they teach or have as their form room and any other property with which they are involved.

Other Activities

- supervising and, if practicable, teaching other pupils whose teacher is absent;
- participating in administrative and organisational tasks, such as staff duties;
- attending and helping at public events e.g. Speech Day, Open Morning, Entrance Exams;
- attending Morning Assembly;
- invigilating examinations;
- involvement in extra-curricular activities;

- participating in arrangements for further training and professional development as teachers;
- advising and co-operating with the Headmaster and other teachers in the preparation and development of courses of study, teaching materials and programmes, pastoral arrangements and other matters concerning the well-being of the pupils and the interests of the School;
- helping to train student teachers who have been accepted by the School for training;
- giving a good impression of the School when in discussion, inside or outside the School, with outside agencies and individuals.

Working Time

The hours allocated to teachers in the maintained sector do not apply at Hymers College. Teachers are not expected to be in School during holiday time, except for any Staff Meetings and INSET days which might take place at the beginning and towards the end of the holidays, or in the case of an emergency which directly relates to them or their area of responsibility.

INFORMATION FOR ALL JOB APPLICANTS

1. General Information

The Reverend John Hymers, Fellow of St John's College, Cambridge and Rector of Brandesburton, a village 10 miles north of Hull, left money in his will for a school to be built "*for the training of intelligence in whatever social rank of life it may be found among the vast and varied population of the town and port of Hull*". Hymers College opened in 1893 as a school for boys. Although the school has remained true to its Founder's intentions, the catchment area now stretches from Scarborough to Grimsby and Scunthorpe, and the school has been fully co-educational since 1989. The school is an independent day school and the Headmaster is a member of the Headmasters' and Headmistresses' Conference (HMC).

Hymers College is recognised as one of the leading schools in the northeast for its academic, sporting and musical achievements. Pupils and ex-pupils, parents and staff often highlight the all-round education, the friendly and relaxed atmosphere within an ordered framework, and the relationships between staff and pupils that are found at Hymers.

The Governors vision for the school in the 21st Century is that it will maintain an emphasis on excellence in all that it does, will provide a broad education that will enable our pupils to become well-rounded and balanced people, will continue to offer outstanding value for money to parents, will contain as wide a social base as fee-remission funds will permit, and will incorporate new ideas and facilities when appropriate. They are committed to a process of continuous improvement in services and facilities, funded by healthy annual financial surpluses and in recent times by several substantial legacies and benefactions. Priorities are reviewed regularly.

2. Pupils

Hymers College consists of a Junior School of 180 pupils aged 8-11 and a Senior School of 735 pupils, with 180 in the Sixth Form. The Junior School has an entry of about 60 into Year 4, divided into three classes, which are then topped up to classes of 23-25 with a small intake into Year 5. All applicants take entrance examinations. At 11+, nearly all Junior School pupils move into the Senior School along

with another 35 from outside to create four forms of 27. Approximately 7-10 new pupils come into the school in Year 12. The boy/girl ratio in the School as a whole is 50/50.

Hymers College has always sought to take a wide social cross-section of pupils. With the loss of the Assisted Places scheme, the Governors decided to fund a Fee Remission scheme from annual fee income which allows children whose parents are unable to pay the school fees to attend – at present around 11% do so.

One of the great strengths of Hymers is the excellent relations that exist between the pupils and their teachers. This was something highlighted by the school's last full ISI Inspection in 2013 which said, *“unaffected, straightforward and trusting relationships between pupils and with their teachers are manifest in every area of daily life, and a major strength of the school”*.

3. Location and Facilities

The school stands in over 45 acres of beautiful grounds, a mile from the centre of Hull. The original building still forms the core of the school but many buildings have been added including a theatre, additional science laboratories and Sixth Form Common Room. The purchase of additional land allowed us to expand our games pitches, build new tennis courts and a flood-lit all-weather pitch. A large multi-purpose sports hall provides indoor sporting facilities. Further development included a magnificent replacement Junior School in 2003 and a Sports Centre with a 25 metre swimming pool in 2004. In September 2014 a new Music Block was opened providing facilities including a recital hall, rehearsal and music technology rooms plus a recording studio. A new Learning Resource Centre was completed in 2016 and was awarded the School Library Association's Innovation Award in 2017. Over the past three summers the school has refurbished a total of 8 Science laboratories.

There are three computer rooms in the Senior School and one in the Junior School supported by additional computer facilities in the Learning Resource Centre. The Modern Languages Department has a state-of-the-art computerised language laboratory.

4. Junior School

The Junior School is housed in a beautiful, fully-equipped, purpose built building on the same site as the Senior School. Opened in 2003, the new building has been a wonderful success, mainly because the views of the teachers were sought during the design stage and played a major part in the planning process.

The school houses Years 4, 5 and 6. There are two points of entry to the Junior School, the majority starting in Year 4, with a smaller intake at Year 5. Competition for places is fierce. Most of the pupils in the Junior School will go on to Year 7 in the Senior School but not all. All Junior School pupils have to sit the same entrance examination as external candidates for the Senior School.

There are currently three classes in Years 4 and 5 and four classes in Year 6. The school has outstanding facilities including a Music room, Computer suite, Art room and laboratories for Design Technology and Science. The academic curriculum is taught by subject specialists and is planned in close co-operation with the Senior School Heads of Department. The PE and games curriculum is delivered by the teachers of the Junior School as well as PE specialists from the Senior School.

About three-quarters of the pupils learn a musical instrument and the Junior School has its own orchestra and smaller instrumental groups. Most children sing in choirs and there are several concerts each year. There is also a major Drama production each year.

5. Academic

Hymers College is very proud of its academic standing. Results show we are one of the highest achieving schools in the North East and, indeed, we are consistently ranked as one of the top co-educational schools in the country. In 2019 in the national league table of GCSE results for co-educational independent schools published by the Times newspaper, Hymers was placed 50th. A handful of students gain places at Oxford, Cambridge and the top London universities each year.

This summer 40% of all our A Levels were at grade A or better, while a total of 66% achieved A*-B grades. At GCSE, 47% of all exams were at grades 9/8 (the equivalent of the old A*), and 66% at 9-7 (A*/A). We do not take Key Stage 2 and 3 SATs.

6. Extra-curricular

Extra-curricular activities are an important part of school life at Hymers. Pupils are encouraged to engage in the wide range of extra-curricular activities that is offered and high standards are achieved. Large numbers of pupils sing in choirs (at present several pupils are members of the National Youth Choir of Great Britain) and play in orchestras, and Hymers is renowned for its music. The Junior School's Year 6 Choir finished second in the 2013 Songs of Praise Competition featured on BBC 1. Drama is facilitated by the excellent Judi Dench Theatre. Sport is also strong: the main school sports are rugby (football in the Junior School), cricket, tennis and athletics for boys, and hockey, netball and tennis for girls. Other sports are also available including swimming, fencing, badminton and dance. In recent years a good number of schoolboy rugby and schoolgirl hockey international players have been produced, and several fencers have also represented Great Britain. The school has also had tennis, athletics, hockey and netball teams reach National Finals in recent years. In 2014 the School Sport Magazine ranked Hymers as the 26th best school for sport in the country. In 2017 the school was selected as one of the top 100 cricket schools in The Cricketer magazine. There is a flourishing voluntary Army Cadet Force (ACF) and the Duke of Edinburgh Award is strong at all levels. Young Enterprise is very popular and successful with Year 12 students. In recent years pupils have reached national finals in a variety of activities including spelling, chemistry, badminton, singing, cryptography and debating. Hymers is the only independent school in the country that is a training provider for the National Citizen Service (NCS). Last summer 54 Hymers pupils were joined by 200 students from the city to volunteer over 6000 hours on local community projects.

7. Pastoral and Spiritual

The religious tradition of the school is Christian, but children of all faiths or none are welcome. The pastoral system is based on form teachers and Heads of Year, and much emphasis is placed on ensuring that pupils are happy and fulfilled.

8. Staff

The teachers are well qualified, experienced and enthusiastic. There is a good age-range. Many teachers contribute towards the extra-curricular activities programme.

9. Governors

There are 22 governors who represent a wide cross-section of the business, legal and academic interests in the area. Some are parents or ex-parents and some are Old Hymerians. The main work of the Board is carried out by committees and working parties, most of which meet termly and all of which the Head attends. Members of the Senior Management Team attend the Governors' Academic Committee meetings. The Governors are very committed and fully appreciate the ethos of the School and the demands of running a school.

10. The area

Kingston-upon-Hull is a pleasant city with many open spaces and parks. The surrounding towns and villages are popular commuter areas and are situated within easy reach of beautiful countryside. The University of Hull, with which we have good connections, is situated within two miles of Hymers

College. House prices in the area are low compared to the national average. There is a good transport network, which makes travel to all parts of the country easy. There are many excellent sporting and cultural activities in the area in which many members of staff are involved.

The city of Hull has very much benefitted from being the UK's City of Culture in 2017. The school played a major part in the city's celebrations hosting a number of major events such as Radio Four's Any Questions, a T20 warm-up match for Yorkshire County Cricket Club and a major outdoor classical concert.

11. Further details

The school received its last full Inspection in 2013. The school underwent a Compliance Inspection in October 2017 and the report can be also found on the school's website. The school was also inspected by The Good Schools' Guide in 2013 and received a similarly excellent report available on the school's website. Further details about Hymers College may be found in "The Independent Schools' Year Book" and on the school's website – www.hymerscollege.co.uk

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