



## **HEAD OF LEARNING SUPPORT**

**FROM SEPTEMBER 2019**

The Portsmouth Grammar School is a leading co-educational school located in the historic heart of Portsmouth. The school is an IB World School and offers the IB Diploma alongside A Level.

Learning Support is a well-established and integral part of the school. Those pupils with additional educational needs or a disability (AEND) are able to benefit from the outstanding range of opportunities available within the mainstream of the school. The aim of the support provided in the department is to assist the pupils in being able to fulfil their potential and to help the pupils towards being able to work as independently as possible.

Teaching within the department aims to develop pupils' independent learning skills. Pupils may be seen one-to-one or in small groups, and lessons are usually arranged on a half-termly rotation. The focus of the support for individual pupils is dependent on their needs but could encompass: literacy; numeracy; study skills; revision techniques; and curriculum support. Underpinning effective support is the early identification of pupils' strengths and weaknesses through a comprehensive group screening procedure for all new entrants to the school, followed by further individual testing, where necessary.

The Head of Learning Support, with the support of the school's leadership team, takes responsibility for the day-to-day operation of provision made by the school for pupils with additional educational needs or a disability, and provides professional guidance in the area of AEND in order to facilitate high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils. The Head of Learning Support is responsible for managing the provision for pupils with disabilities and/or additional educational needs, ensuring that the resources within the department are best allocated for the benefit of the pupils within the school. The Head of Learning Support is also responsible for the management of the provision for pupils with English as an Additional Language (EAL).

The Head of Learning Support is responsible to the Deputy Head (Teaching and Educational Development) and should show commitment to supporting the values encompassed by the school's development plans and policies.

The Head of Learning Support may be required to offer occasional assistance with projects in addition to their main role.

## **Strategic leadership**

- To maintain the AEND policy and Accessibility Plan, ensuring that they are reflective of the objectives of the school development plan
- To ensure that effective systems are in place to identify and meet the needs of pupils with AEND across the school
- To facilitate and support best practice for other teachers in identifying and meeting the needs of pupils with AEND, through regular liaison, training and observation both by and of the Head of Learning Support
- To contribute effectively to the development of a positive attitude towards pupils with AEND so they may achieve their full potential, and work as independently as possible within the school and are well-prepared for future opportunities
- To prepare information and, when required, present to the Senior Management Team and the Governing Body
- To participate actively in working groups, committees, Year-group Reviews, Academic Review meetings, PAMC meetings, Carelist meetings, and any other meetings deemed reasonable and appropriate by the Head
- To provide regular information to the Senior Management Team (SMT) on the effectiveness of provision for pupils with AEND in order to inform policy and decision-making.

## **Managing the Departmental staff and other adults**

- To manage the deployment of staff time within the department, and to oversee arrangements for the support of pupils with AEND and/or EAL, so that the time of the department, as a whole, is best used in supporting the progress of all pupils within the school who have AEND or who have EAL and who would benefit from support in this area
- To lead the annual appraisal for all members of the Learning Support Department and to contribute to other colleagues' appraisals when requested
- To give regular encouragement and feedback on performance to members of the Learning Support Department, redirecting them to achieve more effective pupil outcomes where necessary
- To establish opportunities for members of the Learning Support department to receive regular training for their professional development, reflecting both their CPD aims and the needs of the school
- To support members of the Learning Support Department in developing constructive working relationships with all staff which will encourage the recognition and fulfilment of the responsibilities of all staff to pupils with AEND
- To ensure Learning Support teachers and teaching assistants set appropriate, measureable, and time-based targets for all of the pupils receiving support
- To ensure Learning Support teachers and teaching assistants regularly review the progress of pupils, who receive help within the department, against their targets and that there is direct and regular liaison with the pupils' teachers
- To support all teachers by ensuring that they have the information necessary to secure improvements in teaching and learning for pupils with AEND, disseminating good practice across the school

- To provide training in relation to pupils with AEND to all new staff as part of the whole-school induction process
- To provide support and training to trainee and newly-qualified teachers, in agreement with the ITT Co-ordinator
- To contribute to and, where appropriate, co-ordinate the professional development of teachers through annual whole-school INSET to increase their effectiveness in responding to the needs of pupils with AEND

### **Assessment and evaluation**

- To develop, implement and evaluate formal and informal testing procedures for screening and monitoring pupils for specific learning difficulties on entry to the school and throughout their school career
- To take part in the entrance processes at all stages in order to advise SMT of potential pupils with AEND and the impact their difficulties may have on their progress through the school, should they be offered a place
- To interpret pupils' specialist assessment data and to use it to inform teaching practice in the department and across the curriculum as well as to advise parents about referral to outside agencies
- To undertake regular tracking analysis of the progress of pupils with AEND and/or EAL, with the support of the Deputy Head (Academic)
- To liaise closely with the Examinations Officers in charge of internal and external exams to ensure that appropriate access arrangements are put in place for pupils with AEND as determined by the school

### **Access Arrangements**

- To lead on the access arrangements process, supported by the Senior Management Team and teaching staff.
- To ensure that approved access arrangements are in place for internal school tests, mock examinations and examinations, and monitoring pupils' need for and use of these arrangements.
- To ensure that all applications for exam access arrangements comply with relevant exam board regulations.
- To ensure that at all times, and in all cases, the school is compliant with the relevant, current JCQ regulations, *Access Arrangements and Reasonable Adjustments*
- To ensure that the legal requirements of the SEND Code of Practice are met.

### **Teaching**

- To teach pupils with AEND on an individual or small group basis within the department, designing programmes customised for each pupil with their individual strengths and weaknesses in mind
- To oversee the development and use of a wide range of teaching resources in the department including ICT
- To carry out in-class pupil observations to inform effective practice within the department and within that subject area

- To participate in the wider life of the school in other teaching roles such as the Portsmouth Curriculum (Year 7) or co-curricular programme.

### **Management of pupil learning and achievement**

- To interpret relevant national and school data, including entrance exams, CEM data, and LS screening data, to inform AEND policy, to prioritise support and focus teaching methods
- To work with all staff with responsibilities for pupils with AEND to ensure that realistic expectations of academic achievements and behaviour are set for every pupil with reference to all the available data
- To maintain up to date Individual Education Plans for pupils with AEND
- To ensure that details of pupils' needs including access arrangements are regularly reviewed, updated and circulated to all staff
- To support staff in understanding the learning needs of pupils with AEND and/or EAL, and the importance of raising their achievement through more effective teaching strategies
- To disseminate information about reasonable adjustments to teaching approaches and resources in the classroom and, when requested, to monitor its effectiveness for target-setting to meet the needs of pupils with AEND in the classroom
- To help pupils gain wider access to the curriculum using new technologies as an aid to learning, both within the department and across the school.

### **Managing resources**

- To establish staff and resource requirements to meet the needs of pupils with AEND and/or EAL, advising the Deputy Head (Teaching and Educational Development) of the likely priorities for expenditure
- To manage the departmental budget and allocate these resources, deploying staff involved in working with pupils with AEND and/or EAL, and teaching resources, including ICT, to ensure the effective use of expertise which will maximise the attainment of pupils with AEND and/or EAL
- To maintain existing resources and explore opportunities to incorporate new resources from a wide range of sources inside and outside the school
- To use accommodation to create a teaching environment which will ensure there is a safe and stimulating learning environment in which pupils feel nurtured and inspired.

### **Relations with parents and wider community**

- To undertake pre-arrival communications with parents and where appropriate feeder schools to provide information on available support and to ascertain support needs in order to plan assessments and support on arrival
- To communicate with parents on a regular basis by email, letter and attendance at all Parents' Evenings and Open events, encouraging an ongoing dialogue with appropriate members of the department

- To contribute to developing and maintaining effective partnerships between the parents of pupils with AEND and the school's staff in order to promote pupils' learning
- To inform parents of the results of assessment tests and their implications, making a suitable recommendation for referral to an external specialist where necessary
- To facilitate effective liaison between external agencies and parents in order to provide appropriate support for pupils with AEND
- To make regular contact with the Educational Psychologists and other specialists who work with the school's pupils with AEND
- To establish links with other independent schools through attendance at Trinity Group meetings, HMC Cluster Group meetings, training courses, and conferences in order to share best practice
- To communicate AEND information effectively to other schools or colleges when pupils leave the school.

### **Professional development and skills**

- To work closely with all staff building good working relationships across the school including regular liaison with the Junior School
- To think creatively and communicate effectively the vision for the development of learning support to the LS team and to colleagues to ensure successful outcomes for all pupils
- To chair meetings effectively, encouraging the contribution of all relevant parties to the development of learning support and the progress of pupils with AEND
- To judge when to make decisions and when to consult with others, including outside agencies, responding promptly and sensitively at all times
- To have a pragmatic and flexible approach to all tasks to achieve the maximum benefit for pupils with AEND and/or EAL
- To take responsibility for one's own professional development, regularly updating knowledge and understanding of reputable, relevant research into AEND and evaluating how to apply this to current practice within the school
- To prioritise and manage one's own time effectively, balancing the demands made by each aspect of the role: administrative, teaching, and acting as a resource for colleagues and parents
- To undertake health and safety duties and responsibilities as necessary within the role
- To make full use of all information and communication technologies in adherence to the school's data protection policy to promote organisational effectiveness
- To respect confidentiality as and when required in discharging the duties and responsibilities of the job.

The successful applicant will be expected to contribute fully to the pastoral and co-curricular life of the school.

## **Benefits**

The Portsmouth Grammar School prides itself on being a caring employer and all staff are encouraged to discuss any aspects of their terms and conditions of employment initially with their line manager and, as necessary, with the Bursar who signs all contracts of employment on behalf of the Governing Body.

The school is a strong supporter of Continuing Professional Development (CPD) and its INSET programme provides staff with many personal development opportunities.

Governors annually allow up to three staff to take a half-term sabbatical on full-pay in the summer term. The aim of sabbaticals is to develop further professional expertise and also to provide an opportunity for staff to reflect on other aspects of their teaching.

Key financial benefits of employment at PGS include a generous salary structure supplemented by payment of an additional PGS Allowance. There are many opportunities to take on additional paid responsibilities to assist in the management and operation of the school. The school participates in the Teachers' Pension Scheme.

The school also has a generous fee concession for the children of teaching staff. The school supports the Cycle to Work scheme and accepts Government's Child Care Vouchers. All members of staff have free use of the school's sports facilities which include a well-equipped Fitness Centre. A two course lunch is provided to all staff during term time.

The school is always looking for innovative ways to improve the working conditions and remuneration of its employees and welcomes suggestions from all staff.

## **How to Apply**

PGS is committed to safeguarding children and the successful applicant will be subject to an Enhanced Disclosure DBS check.

Further information is available on the website at [www.pgs.org.uk](http://www.pgs.org.uk) under the 'About Us' section and any queries regarding the vacancy should be emailed to [HR@pgs.org.uk](mailto:HR@pgs.org.uk).

An electronic application would be preferable, submitted to [HR@pgs.org.uk](mailto:HR@pgs.org.uk). All applicants should complete an application form, and send a covering letter and full curriculum vitae. Postal applications should be addressed to The Head, The Portsmouth Grammar School, High Street, Portsmouth, Hampshire PO1 2LN. Please include email addresses whenever available. All applications should be accompanied by the names, addresses, email addresses and telephone numbers of three referees.

The closing date is noon Thursday 21 March 2019 and early applications are encouraged. Interviews will be held w/c 25 March 2019. Shortlisted candidates are asked to allow the whole day for the interview process.

*March 2019*