

BRAMPTON COLLEGE

Head of Learning Support



INDEPENDENT SIXTH FORM COLLEGE

Information for Candidate

March 2019

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The College

Brampton College is a leading independent sixth form college, located in North West London. It was founded 27 years ago by the Principal, Bernard Canetti. The College has an outstanding record of academic success and has consistently been the most successful sixth form college in London, coming top of the Department for Education league tables for the past 18 years. The College provides the highest academic standards and individual care in a friendly, encouraging and supportive environment. Currently there are 240 students on roll and 75 members of staff.

To view the College website and find out more, visit www.bramptoncollege.com

Location & Facilities

We are situated in an attractive period building close to the amenities of Hendon. The buildings have been designed to meet our requirements and include four laboratories (all of which have been refurbished in the past few years), a purpose-built art studio, excellent computer facilities, a library, main hall, staff room and student common room.

We have recently invested in a four-storey extension of the College to provide additional class rooms, tutorial rooms and other facilities, which opened in January 2016.



Our Results

In 2018, 47% of A-level results were A/A grades and 82% were A*-B grades. Brampton College came 3rd nationally in the DfE performance table of independent sixth form colleges in 2018 and has come top of all sixth form colleges in London for the last 87 years, ranked on average point score per A-level. Please view the downloadable document for more detail.*

This year, 67% of our students gained entry to their first choice university, including 11 for Medicine, with 64% progressing to Russell Group Universities. Current students applying for university places for 2019 are already holding offers from top universities including UCL, King's, Durham and Bristol for a variety of competitive courses such as Medicine, Dentistry, Architecture, Maths, Economics, Law, Pharmacy and English.

ISI / Ofsted Inspection

The College was inspected by Ofsted in February 2009. Both quality of education overall and the quality of teaching and assessment were judged to be "outstanding". (Please see downloadable attachment). This judgement of the College was confirmed in our latest inspection by ISI in January 2012, where the academic and other achievements of the students, as well as their personal development and the governance of the College were all judged to be excellent. The report commented:

'The College is highly successful in achieving its aims of fostering high academic outcomes and at the same time boosting students' capacity for vigorous independent academic effort and personal organisation'. The report also said 'Teaching is excellent... The contribution of the teaching drives the students' excellent achievement and exceptional academic progress'.



*"Brampton has given me more than a second chance. They've set me up for my future. The teachers here turned things around for me. They are so passionate and make the topics so interesting. I never experienced this elsewhere and I didn't want to let them down." Georgie Done obtained A*AA and a place to study History at UCL.*

Our Wellbeing Programme

Whilst academic achievement is crucial for our students, we believe that developing their self-belief, confidence and resilience during their time at the College is equally critical.

With this in mind, we work hard to ensure our students feel supported. Each student is assigned a Personal Tutor who provides support for both personal and academic matters. The College also has a resident Student Counsellor and an Educational Psychologist who are available for individual consultation should the need arise.



"Brampton really took the time to understand Hannah. With their small classes and focus on the individual, Brampton provided the right balance of strive and motivation for Hannah to bring out the best in herself." Parent of Hannah Lubner

"I was scared about starting a new school but now that I am at the end of the journey, I will never look back. Brampton taught me that if you never struggle, you don't feel like you have achieved something. If you don't get low grades, you don't appreciate the high grades and that the main purpose of being in school is to access help and learn. That's what makes Brampton so unique – it doesn't matter who you are, it doesn't matter what grades you started with or the name of your previous school, they care about your happiness – they care about you. Thank you, Brampton for inspiring and motivating me." Meera Mawkin, a student at Brampton who obtained a place at King's College London.

Our wellbeing programme continues to evolve, and now encompasses increased staff support and advice thanks to the recent addition of an in-house Child and Adolescent Psychotherapist, whose role is to assist our staff with both student and work-related concerns.

Engagement with parents is crucial to the success of this programme. We regularly invite experts to address parents on themes ranging from emotional issues to motivation. These talks have proved hugely popular, and teachers are also encouraged to attend and benefit from their advice. So far this academic year, we have held parent talks with renowned Child and Adolescent Analyst, Ian Williamson, who spoke on *Teenage Wellbeing and Adolescence*. We also welcomed Emil Jackson, Child and Adolescent Psychotherapist and Head of Child and Adolescent Psychotherapy at the Tavistock Clinic, whose talk entitled *Understanding Adolescence and Surviving Adolescents* was a great success. Both talks were extremely well-received by parents, and form only part of a wider programme of talks planned throughout the remainder of the year.

Our Teaching Ethos

Our aim is to help each individual student succeed in their aspirations and achieve the best possible exam results. To this end, the College places an emphasis on individual support. Class sizes are small, with an average of seven, and weekly tutorials are available in all subjects to review coursework and tests, discuss areas of difficulty and to prepare for exams.

Weekly or fortnightly tests are an integral feature of all courses and a critical factor in the success of our students. They identify areas of weakness and help students gain the confidence and techniques for succeeding in exams. Heads of Department supervise progress using these weekly test and homework marks, and these records are then passed on to each student's Personal Tutor to discuss with them in their weekly meeting. Communication and collaboration with parents is highly valued and so all of this is summarised in the students' reports which are available to parents on a regular basis.

The UCAS programme is a critical and central part of the College's operation. We offer a superb service, which provides careful guidance and expertise in choosing the right university course to help with writing personal statements or interview preparation. There is also a special programme for applicants to medical science degrees, including a weekly medical forum. This programme consists of seminars, lectures, mock interviews and preparation for the UKCAT and BMAT examinations.

But, more than this, we are concerned with broader educational objectives, such as developing students' confidence, self-motivation and capacity to think for themselves, as well as teaching them how to study effectively in preparation for university education.



*"Moving to Brampton opened my eyes to a whole other world of learning. The teachers at Brampton strive to make the lessons more engaging for all, and are more than happy to continue the discussion after class. Most importantly, both the staff and the students motivate you to achieve your very best." Max Bull achieved A*A*A*A*A and a place at LSE.*

Head of Learning Support

The Head of Learning Support is a new role for Brampton College and an exciting opportunity for the right candidate.

As our part of our overall commitment to offer comprehensive and outstanding support to our students, we are seeking a dedicated, experienced and passionate individual to lead and co-ordinate Learning Support within the College. The successful candidate will play a crucial role in the development and implementation of this key area.

The position will include overall responsibility for our provision to students with SEN, psychological difficulties and physical disabilities, to ensure that barriers to learning are mitigated and access arrangements are effectively managed.

Applicants should be confident working with students aged 15-19, and be experienced in supporting teachers working within this age range.

The appointee will be responsible for overseeing the College's Wellbeing Programme. As Head of Learning Support, they will co-ordinate the work of part-time staff contributing to this provision: an Educational Psychologist, a Learning Support teacher, an in-house counsellor and a Child and Adolescent Psychotherapist from the Tavistock. They will also work in close consultation with the two Vice Principals regarding advice to colleagues concerning teaching and learning, and with the Exams Officer in relation to access arrangements. It is expected that the appointee will have achieved, or be willing to work towards achieving, the National SENCO Award qualification (which would be funded by the College).

In addition, this role encompasses the significant opportunity to take secondary responsibility for Child Protection in the College. Working under the direction of the Designated Safeguarding Lead, the appointee will deliver training, make and advise on referrals to the local safeguarding board, keep accurate records and liaise with outside agencies. The successful candidate will be expected to undergo the relevant training for this position at the earliest opportunity.

Candidates should have a background in education, and ideally have teaching experience. While both part and full-time applicants will be considered, it is expected that this role will be a minimum of 0.8.

As Head of Learning Support, you would play an essential role in the academic success of the College, as well as that of our individual students. We envisage this to be a developing role, and as such it will be a unique opportunity to influence the direction that Learning Support takes within the College.

Head of Learning Support Job Description

Main Responsibilities

1. Strategic direction and development of SEND provision and psychological support
2. Efficient and effective deployment of staff and resources
3. Co-ordinating and liaising between specialist professionals and services
4. Record keeping
5. Manage and co-ordinate Safeguarding activity in the College under the direction of the Designated Safeguarding Lead.

1. Strategic direction of SEND provision and psychological support

- Ensure effective systems of communication between all stakeholders, including feedback about students' learning to inform future planning
- Monitor the quality of SEND and psychological support by establishing and maintaining effective systems to identify and meet the needs of students
- Identify, research and disseminate the most effective teaching approaches, and local and national initiatives for SEND students that will develop their ability to work independently
- Influence the teaching and learning policy to promote aspects of inclusive teaching, including supporting departments to develop appropriate schemes, plans and resources
- Contribute to Personal Tutor session activities and relevant assemblies
- Take responsibility for the College Accessibility plan and SEND and Disabilities policy, ensuring that the objectives of the SEND policy are reflected in the College Improvement Plan
- When necessary, support the Principal in meeting statutory responsibilities for Education and Health Care Plans and their Annual Review, including leading the Annual Review meetings
- Develop and maintain a network of relevant external professionals

2. Efficient and effective deployment of staff and resources

- Compile the annual Student Support Development Plan
- Advise the Senior Leadership Team in relation to resource requirements, the deployment of staff and timetabling in relation to student support
- Organise and co-ordinate the work of colleagues to ensure appropriate deployment of learning resources, including ICT
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the College
- Work with colleagues to develop and timetable suitable programmes of support to meet the needs of students
- Work collaboratively with the English as a Foreign Language teacher on provision for English as an Additional Language students with additional learning needs
- Identify the training needs of staff and organise/co-ordinate CPD sessions
- Co-ordinate and lead relevant assemblies and staff meetings
- Provide regular information to the Senior Leadership Team on the evaluation of the effectiveness of provision for students with SEND, to inform decision-making and policy review

3. Co-ordinating and liaising between specialist professionals and services

- Be first point of contact for colleagues' concerns about students' learning and operate a triage system for referrals to a range of other specialists
- Co-ordinate the support provided to students by other members of staff, including via the College's Psychological Wellbeing & Support Programme
- Liaise with external professionals and services, including the review and dissemination as appropriate of incoming information to the appropriate members of staff
- Convene and chair case conferences as required
- Attend meetings outside College as required
- Disseminate procedural information such as recommendations of the Code of Practice, or the College's own SEND policies
- Liaise with the Examinations Officer to ensure Educational Psychology reports are up to date and provision for access arrangements for all examinations is identified and met.
- Collate the necessary evidence, write JCQ Form 8 and make applications for Access Arrangements

4. Record keeping

- Develop proformas for essential repetitive paperwork, to create an administrative infrastructure as part of an effective communications system.
- Maintain a register of all students requiring SEN, psychological or physical support
- Collect, interpret and disseminate specialist assessment data gathered on students and use to inform practice
- Develop systems for colleagues to monitor and record progress made by students with relevant difficulties towards the achievement of personal academic targets
- Liaise with other schools and colleges to ensure continuity of support and learning for transferring students with SEND

5. Safeguarding

To manage Safeguarding activity under the direction of the DSL in the following areas:

- Managing referrals - help with referring cases to the local authority children's social care as required.
- Work with others – an essential part of the role is to liaise with the Principal and with staff on matters of safeguarding as well as with outside agencies such as the local authority.
- Deliver effective and engaging Safeguarding training, ensure that all members of staff are aware of the latest Keeping Children Safe in Education guidance.
- Act as a source of support, advice and expertise for staff in any matters relating to safeguarding
- Undergo specific training for the DSL role every two years and training to refresh knowledge and skills at least annually.
- Maintain Records and Policies - help the DSL to ensure the College's child protection policy is reviewed annually and to manage child protection files.

It is envisaged that this role will evolve to reflect the needs of the College and the strengths and interests of the successful candidate.

Person Specification for Head of Learning Support

Essential

These are qualities without which an applicant could not be appointed

Qualifications

- Relevant degree or equivalent qualification
- NASENCO qualification in hand or willingness to undertake training towards it
- Right to work in the UK

Experience

- Experience of being involved in (or leading) a SEND/Learning Support department
- Successful experience of narrowing the gap between SEND students and other students in the classroom
- Experience of working in education, ideally in the 15-18 age range

Skills

- Excellent interpersonal skills and the ability to communicate effectively (both orally and in writing) with all stakeholders, and to demonstrate a sense of authority which inspires the confidence and respect of students, parents and colleagues.
- Ability to make professional recommendations
- Ability to provide study skills support/teaching
- Ability to interact effectively and with empathy, with students, parents and teachers
- Ability to manage meetings with parents and students effectively
- Ability to support staff and develop their knowledge and skills in supporting students with SEND
- Excellent data management, including experience of analysing data and producing reports to improve teaching and learning

Knowledge

- An up-to-date understanding of JCQ policy and procedures
- A working knowledge of national SEND Code of Practice
- A thorough understanding of specific learning difficulties (SpLD) and disabilities
- A thorough understanding of the role of SEND in a school environment

Personal Qualities

- A passion for education and making a difference, with demonstrable commitment to achieving the highest possible standards for all learners and a proven record of enabling learners to fulfil their potential
- An interest in psychological issues and wellbeing
- Commitment to own professional development
- Tact and discretion
- Initiative and time management
- Soundness of judgement and ability to listen
- Strong organisational, personal time management and planning skills
- A shared approach to problem-solving and achieving goals; ability to work as a member of a team
- Commitment to the safeguarding of all students

Desirable characteristics

These are extra qualities which can be used to choose between applicants who meet all of the essential criteria

Qualifications

- Assessment Practising Certificate
- Dyslexic assessment qualification e.g. OCR SpLD, Hornsby or equivalent, PG Diploma in Specific Learning Difficulties (Dyslexia)

Experience

- Recent experience of relevant INSET
- Up-to-date knowledge of wider current educational developments/legislation.
- Relevant educational experience
- Experience of the DSL or Deputy DSL role
- Relevant experience as a teacher, ideally in the 15-18 age range

Skills

- Ability to undertake initial assessments through knowledge of current and appropriate assessment materials.
- Proficient in Microsoft Office applications (Word, Excel, PowerPoint, Internet and email) and in using student record information systems

Knowledge

- Up-to-date knowledge of ISI requirements for SEND
- Good understanding of how students learn and how to raise standards of achievement

Personal Competencies & Qualities

- Demonstrable effectiveness in promoting equality and diversity through teaching, managing the learning environment and challenging discriminatory behaviour and attitudes
- Entrepreneurial spirit and ability to think innovatively and creatively



Further Details

Start Date: September 1st 2019

Remuneration Package

A competitive salary depending on qualification and experience is offered, together with an attractive annual profit related bonus. Full-time salaried staff are entitled to a fee remission of 50% for children attending the College.

Application Process

*Letters of application, along with a completed application form (available to download from TES), a Curriculum Vitae and the names and addresses of two referees should be received no later than **Monday 25th March**.*

Please address to:

The Principal
Brampton College
Lodge Road
London NW4 4DQ

Applications can also be made to the Principal's PA, Josie Mulkerrin via:

jmulkerrin@bramptoncollege.com

It is anticipated that initial interviews for short-listed candidates will begin in the **week commencing 25th March**.

The College may choose to interview prior to the closing deadline, so early applications are strongly encouraged.

For an informal discussion about the post, please feel free to telephone Mike Wheeldon, the Vice Principal, on **0208 203 5025** or email: mwheeldon@bramptoncollege.com

Brampton College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff and volunteers, as appropriate, are required to undergo an enhanced DBS check.