



**Cranmore School**  
Independent Preparatory School  
for girls and boys 2½ - 13

## Appointment of **Head of Learning Support / SENCO**

From September 2019

## Information for Applicants



Cranmore School  
Epsom Road, West Horsley  
Surrey  
KT24 6AT  
Telephone: 01483 280340

E-mail: [office@cranmoreprep.co.uk](mailto:office@cranmoreprep.co.uk)  
[www.cranmoreprep.co.uk](http://www.cranmoreprep.co.uk)

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Registered Office at Cranmore School KT24 6AT

Company Number 07382382

Registered as a Charity Number 1138636

# About Cranmore



## INTRODUCTION

Cranmore School is an independent Catholic school founded in 1968 and is one of Surrey's leading prep schools. Cranmore welcomes girls and boys from 2½ to 13 years. At present there are 460+ pupils on roll. It is located in a rural setting in the Surrey village of West Horsley, equidistant from Guildford and Leatherhead.

The school comprises a traditional Preparatory School (Senior Department), fed internally by a Pre-Prep (Junior Department) and a Nursery. Children from Nursery progress to the Junior Department.

The Junior and Senior Departments share modern teaching facilities with 35 classrooms. The self-contained Nursery is divided into four zones each with its own wet area. It has a dedicated outdoor learning area with a fenced-off safety-mat for adventure play equipment. In addition, the Nursery has full access to the main school facilities such as the Music School, swimming pool, sports hall, woodland area and sensory garden.

A wide curriculum including music and the creative arts is followed. In addition, more than 40 extra-curricular clubs operate and include many options which are unusual in a prep school e.g. rowing and skiing. Although the school is non-selective, academic, art, music and sporting results are all excellent.



Pupils are prepared for a range of senior schools which in a typical year include the Royal Grammar School Guildford, City of London Freeman's School, Epsom College, St George's College, St John's Leatherhead, KCS Wimbledon, Charterhouse, Cranleigh, Tonbridge, Wellington and Worth.

Cranmore has an impressive track record in both Common Entrance and Scholarships to senior schools.

## GUIDING VISION & VALUES

We welcome children from all faiths and from all walks of life – each is valued equally and we work hard to ensure we discover their individual talents and passions during their time as part of the Cranmore community.

The School's mission is to be a Catholic School whose aim is to help all pupils fulfil their potential, to foster their individual talents and to provide for their needs within its caring Christian community, committed to the teachings of the Gospel.

# About Cranmore

## LOCATION AND FACILITIES

Cranmore comprises outstanding teaching and sporting facilities which are contained within a single attractive 25-acre site on either side of the A246, the Leatherhead to Guildford road.

There is a private wooden bridge for safe access between the main school site and 12 acres of playing fields. The school has three modern science laboratories, two air-conditioned ICT laboratories, a chapel and a Music School. The Music School contains a large auditorium, specialist teaching and practice rooms where a wide range of musical instruments are available for use by both juniors and seniors.

All classrooms and offices are linked by the school's internet and all teaching staff have voicemail. All classrooms have interactive whiteboards. External doors are coded and the site is monitored by CCTV.

Within the main school building we have a sprung-floored gymnasium, including an adventure boulder wall, and a Half-Olympic size indoor heated swimming pool. In addition, in a large separate building we have a sports hall marked out for badminton, basketball, cricket nets and volleyball. On its upper level there are sports staff offices, changing rooms and showers, three high quality glass backed squash courts and, for older pupils, a Fitness Room with a suite of low impact cardiovascular equipment. These facilities are also available to staff.

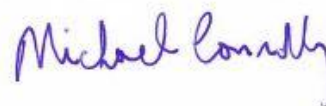


With the exceptions of rowing at nearby Walton-on-Thames and skiing at Sandown, all our sporting facilities are on site. The Henderson Playing Fields, Paddock and Main Square provide a mixture of football and rugby pitches in winter and running tracks, cricket pitches, outdoor cricket nets and a nine hole pitch-and-chip golf course in the summer. There is a pavilion between the cricket pitches with changing facilities for visiting teams. We are also fortunate to have two fenced all weather pitches. One is principally used as four tennis courts and is also equipped with goals to use for football and hockey. The other is set up for football and hockey and is mainly used by pupils in Years 7 and 8.

A 1,500 square metre playground with rubberised safety surface is available for the use of all children during their break times. Adjoining the playground are a fenced and rubberised adventure play area for younger children and a 750 square metre quiet area with benches for reading and playing board games.

A wooded area owned by the school adjacent to the main pitches on the Henderson Playing Fields is used for 'Forest School' as well as collecting data for geography and science projects. The pond is used for supervised science lessons.

A fleet of six minibuses is used during the week for bringing some children to school from outlying areas and transporting them to matches against local schools.

A handwritten signature in blue ink that reads "Michael Connolly".

Michael Connolly  
Headmaster

# About the Head of Learning Support / SENCO Post



## Overview

We are seeking a well-qualified, enthusiastic and experienced SpLD teacher, with a Level 5 or 7 qualification, to lead our well established and highly regarded Learning Support Department (the Progress Department). You will manage a team of specialists (Senior Progress Coordinator, 3 peripatetic teachers and visiting Speech and Language and Occupational Therapy specialists) in the provision of excellent learning support. The successful candidate will work closely with the Progress staff, Senior Management and be a full and active member of the teaching staff at Cranmore. Individual support is provided for senior pupils (Year 4 - 8) and individual or group literacy support is provided from Years 1-3.

## Teacher Requirements

### Individual Teaching Support

- Offer individual Literacy and Maths support to pupils who have been identified as having SpLDs or have a need for support.
- Plan appropriate specific targets for each pupil with reading and spelling as a priority. When basic literacy skills are established the emphasis is on comprehension skills, planning, writing and proof reading. Study skills are developed with older pupils. Draw up an IEP for each pupil taught.
- Complete regular assessments on pupils taught in order to monitor their progress. Record the results in the pupil's Progress file.
- Record notes on each lesson on the appropriate form.
- Keep a record of the attendance of the pupils and inform the Bursar of billing requirements for the Department at the end of each term.
- Ensure that parents give their written permission for their child to be supported and that they complete the appropriate form.
- Ensure that before taking on a pupil for individual tuition, that parents are given a written copy of the cost and number of lessons the pupil will receive that term. At the start of each term advise parents of the lesson times. Ensure that parents of Senior pupils are sent a copy of their child's timetable.

- Ensure that the timetable for Progress support in the Senior Department is rotated as agreed by Senior Management. Some older pupils have fixed lessons by prior arrangement with parents. In the Junior Department lessons are at a fixed time and are negotiated with the class teacher.
- Give a copy of your timetable to the Head of the Junior Department.

### Assessment

- Be actively involved in the identification and assessment of children with SpLDs throughout the school.
- Complete specialist teacher assessments on pupils who are referred to the Department. Ensure that parents sign the appropriate form giving permission.
- Complete a written report of the assessment, forward to relevant staff with appropriate recommendations and file in Progress and pupil folders. Meet with parents and staff to discuss the findings.

### Monitoring

- Be actively involved in the monitoring and screening of the pupils in the school who have been identified as having SpLDs even though they are not currently receiving support by the Progress Department.
- Furnish all staff with a list of the pupils who are being monitored. Keep this regularly updated.

# About the Head of Learning Support / SENCO Post

- Scrutinize any tests results that are done in the school with a view to monitoring the progress of the pupils who are identified as having SpLDs. Be involved in the overall tracking of pupils causing concern, referred to us through the school tracking procedures.
- Keep records of the results of year group standardised tests/exam results and compare the progress of all unsupported pupils with supported pupils. Ensure that supported pupils' reading and spelling results are updated in their Progress pupil file for individual tracking purposes.
- Complete a reading analysis and/or graded word reading test on any child whose progress in literacy is causing concern.
- Ensure that the monitoring of certain identified pupils' possible future needs for an exam concession takes place. Ensure that staff are given the appropriate monitor sheet prior to exams. Ensure that staff of those pupils already with exam concessions are given monitor sheets.

## **Staffing and Resources in the Progress Department**

- Ensure all staff in the Department are given sufficient guidelines and support.
- Ensure that peripatetic staff have a written copy of their guidelines.
- Complete an annual budget for the Department. Ensure resources and testing materials are relevant and up to date.
- Organise the allocation of pupils to staff and advise parents by letter.
- Oversee the Progress staff and Language therapists' timetables. Create the Occupational Therapy timetable. Organise the allocation of rooms for all support staff.

## **Liaison with English and Maths Department.**

- Work closely with the English and Maths Departments regarding pupils causing concern.
- Liaise with the pupil's English and Maths teacher when giving individual support in order to provide appropriate and relevant intervention.

## **Liaison with Staff**

- Furnish all staff with a list of the pupils who are being supported. Keep this regularly updated. At the start of each term advise staff of pupils with very specific needs.
- Keep Senior Management and all relevant staff fully informed of any matters that arise with pupils being supported.
- Ensure that a synopsis of specialists' reports received, (EP reports etc), is given to relevant staff. When necessary, coordinate the collation of information in order to complete forms requesting information on a pupil about to have an outside assessment.
- Transfer information on Progress pupils onto Isams and keep this updated as necessary. Keep information on pupils updated on the staff shared area on the network.
- Liaise with visiting Speech and Language Therapists and the Occupational Therapist regarding pupils receiving their support. Make referrals when necessary.
- Work closely with staff when supporting individual children.
- Liaise with the Early Years Coordinator and Nursery SENCO regarding pupils with specific needs.
- Offer advice and assessments when required, regarding pupils wishing to join the school. Liaise with the school Admissions secretary.
- Liaise with the Deputy Head when pupils with SpLDs are approaching 11+, Scholarship and Common Entrance. Ensure that the appropriate information is given to staff and the Deputy Head.
- Organise Progress Department meetings, attend Heads of Department meetings, English Department meetings, Senior and/or Junior Staff meetings and any other meeting that it is appropriate to attend.
- Liaise, when necessary, with the appropriate staff in the formulation of the School Development Plan.
- Keep abreast of new developments in special needs education and share these with other members of the team and other staff when appropriate. Attend appropriate INSET courses and organise SEN INSET for the school when needed.

## **Liaison with Parents**

- Keep in close touch with the parents of pupils who are supported in the Department.
- Meet with parents of pupils you teach at Parents' Consultation evenings. Provide a written report in the Summer Term.
- Meet with parents regarding any outside assessment that has been done on their child.

# About the Head of Learning Support / SENCO Post

## Other Areas

- Contribute, wherever appropriate, to the wider life of the school.
- Check the SEN policy annually and update when necessary. Ensure it pays due regard to current legislation.
- Coordinate the provision of any pupil with an EHCP.
- Carry out playground duty and after school duties as required.

## PERSON SPECIFICATION

- An experienced teacher with a Level 5 or 7 qualification in SpLD or equivalent.
- Qualified Teacher Status preferred but not essential.
- A desire to play a major role in the school, leading the Department with a team of teachers and playing a full part in the wider life of Cranmore School, sharing in its ethos.
- An appreciation and enthusiasm for teaching pupils with learning needs.
- The ability to develop good personal relationships with colleagues and to establish good relationships with parents.
- The ability to lead and manage a small group of specialists and create a cohesive team.
- Excellent organisational skills and competent IT skills.

## Knowledge & Understanding

- Have a clear understanding of what is required to meet the teaching standards and produce excellent teaching and learning
- Understand how to provide effectively for the individual needs of all children
- Have knowledge of the National Curriculum requirements
- Be able to Monitor, assess, record and report on pupils' progress
- Have the ability to use ICT effectively to support teaching and learning and to monitor children's progress
- Have an understanding of how to recognise and reward the efforts and achievements of pupils

## Personal Characteristics

The teacher will be:

- Committed to the teaching post
- Flexible, adaptable and able to use initiative
- Have good attendance and excellent punctuality
- Be a good communicator and proactively engage with parents and colleagues
- A willing and supportive team member
- Energetic and creative
- Keen to develop professionally
- Resilient

## REMUNERATION

Attractive remuneration package including:

- Competitive base salary
- Generous additional allowance
- Free onsite parking
- Free lunch
- Use of sports facilities including swimming pool, tennis and squash courts and gym
- Fee concession for staff children
- Contributory pension

## How to Apply

All applicants are required to complete an **application form** containing questions about their academic and employment history and their suitability for the role. Incomplete application forms will not be put forward for consideration. A curriculum vitae will not be accepted in place of the completed application form. **The application form should be accompanied by a Letter of Application addressed to the Headmaster.**

The applicant may be invited to attend a formal interview at which their relevant skills and experience will be discussed in more detail. Candidates selected for interview will also be observed teaching a lesson. The interview panel will consist of, at least one person trained in Safer Recruitment who will ask the appropriate questions. All applicants who are invited to interview will be required to bring with them evidence of identity, right to work in the UK, address and qualifications.

If it is decided to make an appointment following the formal interview, any such offer will be conditional on the following:

- the agreement of a mutually acceptable start date and the signing of a contract;
- the receipt of two satisfactory references (one of which must be from the applicant's most recent employer) which the School considers to be satisfactory; **Please note that references will be taken up on short listed candidates prior to interview.**
- the receipt of an enhanced disclosure from the DBS which the School considers to be satisfactory;

## Key dates

**Closing Date for Applications:    Monday 21 January 2019 (12 Noon)**