

## HEAD OF LEARNING SUPPORT JOB DESCRIPTION

<b>Job Title :</b>	Head of Learning Support	<b>RA Point:</b>	2
<b>Line Manager:</b>	Director of Houses	<b>Responsible for:</b>	Learning Support Teachers and TAs

### Purpose of Job

With responsibility for the academic attainment of students with Additional Educational Needs (AEN), the Head of Learning Support coordinates the deployment of one-to-one support for students and leads on inclusion and access arrangements for examinations

### Duties and Responsibilities

#### Strategic direction and development of AEN provision in the School

- Strategic development of AEN policy
- Support staff in understanding the needs of AEN students
- Ensure objectives to develop AEN are reflected in the School Improvement Plan
- Maintain and update a register of AEN students
- Analyse and interpret relevant School and external data
- Liaise with staff, parents and external agencies and other schools to coordinate their consultation

#### Teaching and learning

- Promote inclusion through the provision of high quality, differentiated teaching across the age ranges (Year 6-13).
- Identify and adopt the most effective teaching approaches for students with AEN to ensure they make progress relative other students
- Monitor quality of teaching within the department and the corresponding effect on student achievement
- Teach study skills that will develop students' ability to work independently
- Contribute to creation of bespoke curricula where required and ensure that appropriate intervention is in place

#### Assessment

- Monitor progress of AEN students and liaise with Phase leaders, Heads of Faculty and Heads of House
- Identify and assess students who require special arrangements for examinations and process entries in a timely manner
- Update parents on progress of AEN students
- Support Admissions Department with entrance assessment of AEN students
- Ensure that learning enhancement plans are written and regularly reviewed for AEN students

#### Leading and managing staff

- Support all staff in developing an inclusive learning environment and deploying learning support teachers and TAs to maximum effect
- Contribute to the professional development of staff, including whole-school CPD provision
- Provide regular information to the Head of Upper School and evaluate the impact of AEN provision

### **Other Responsibilities**

- Plus any duties that the Head Master deems necessary for the effective operation of the School

### **Required Qualifications, Knowledge, Skills and Personal Qualities**

- Appropriate degree, with UK PGCE, or other teaching qualification giving QTS
- Minimum three years teaching experience
- NASENCO or equivalent
- Familiarity with the National Curriculum of England (Plus IGCSE/GCSE and/or A Levels as appropriate)
- Passion for teaching and commitment to educating the whole child
- A high level of professionalism and consideration of the well-being of children
- Recent and consistent involvement in extra-curricular activities
- Respect for all members of a school community, irrespective of position, gender, age and ethnic background
- Previous experience working with students for whom English is not their first language
- A positive and solution-focused attitude to working life
- A clean enhanced Disclosure and Barring Services check or police check (for applicants who have never worked in UK) and no question regarding suitability to work with children

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from the line manager to undertake work of a similar level that is not specified in this job description. This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually.

## **HEAD OF LEARNING SUPPORT JOB SPECIFICATION**

### **About the Department**

The Learning Support Department in the Upper School is made up of two teachers and four teaching assistants who are deployed on an in-class support model for students with identified needs. The department works closely with the English for Academic Progress team. The Learning Support Department fulfils the dual roles of providing in-class support and occasional out of class support as well as leading on developing an inclusive model of provision.

### **Outcomes**

Over the last 4 years, Harrow has seen continuous improvement in academic outcomes. The Learning Support Department plays an instrumental role in helping students with a range of needs and abilities reach their full academic potential. Last year at A level, students achieved 61% A\*/A grades and 96% A\*-C. At GCSE they achieved 64% A\*/A and 96% A\*-C.

### **About the Curriculum**

In the Prep Phase (Years 6-8) students follow an adapted version of the English National Curriculum, tailored to our local context. In Shell, Remove and Fifth Form (Years 9-11), students work towards IGCSE and GCSE examinations. In the Sixth Form (Years 12-13), students study A levels in preparation for university destinations around the world.

### **Aptitude or experience in the following areas would be an advantage**

- Passion for supporting students with learning needs
- Experience in teaching both high achieving and less able students at Key Stage 3 and GCSE level
- Willingness to analyse learning outcomes during and after learning episodes and use this to plan differentiated inputs to lessons
- Experience of teaching EAL learners, or willingness to develop skills necessary to fully engage them and ensure maximum progress
- Commitment to 'marking for literacy' and supporting 'English for Academic Progress'
- Ability to identify individuals in need of support and a commitment to offering significant extra support outside of lesson time to ensure all students reach their potential
- Willingness to share practice with colleagues and take an active approach to developing professionally by learning from other colleagues
- Experience of using creative approaches in the classroom, including the use of new technologies to support learning
- Willingness to take part in extra-curricular after-school activities