



**Candidate Brief**

**Head of Learning Support  
(SENCo)**

**September 2022**

**St. Martin's School, Northwood**





## St Martin's School

### The School

St Martin's is a Preparatory School for 400 boys aged 3 to 13. It is a dynamic, friendly and caring community, which is set in 12 acres of grounds and within easy driving distance from Northwood, Rickmansworth, Watford, Pinner, Ruislip, Harefield, Bushey and Oxhey but a number of boys travel from further afield.

Facilities include a Performing Arts Centre, two Science laboratories, an Early Years Centre, a Computing Room, an Art/DT suite, three libraries, a nature reserve, and a Sports Centre with indoor swimming pool and outdoor pitches.

St Martin's offers a wide range of core and specialist teaching. Class sizes are small to ensure each pupil benefits from the best possible attention and support. We know that academic success and personal development are very important and we strive to ensure that every boy achieves his best.

Pastoral care is given a high priority with all teachers nurturing the social development of the boys. There is a warm family orientated atmosphere within the School, which is reinforced when boys join Patrols (Houses) in Year 2. Our popular Inter-Patrol activities encourage teamwork and introduce the boys to the responsibility of supporting their peers. The School values the qualities of courtesy, sportsmanship and consideration of others.

Music, Computing, Art and DT are regarded as key aspects of the curriculum for all boys, and a large proportion of boys in the School learn a musical instrument. Boys play football, rugby, hockey and cricket; they also take part in cross-country running, swimming and athletics. The School has a fine reputation in inter-school matches.

A wide ranging co-curricular programme is offered, and all classes participate in an integral programme of visits, workshops and field trips.

Our teachers are motivated, inspirational and creative. They are focused on bringing out the talents and abilities of each boy, fostering his strengths and stimulating his appetite for learning. Effective communication between the School and home ensures that there is a positive working partnership.

Before School Care is available from 7.30am and After School Care until 6pm for all boys.

The boys in Nursery and Reception enjoy learning through play. They are guided to listen, observe and ask questions to harness their curiosity. We also encourage boys to initiate some of their own learning. Boys absorb the basic principles of language, begin reading and commence number work.

St Martin's develops the boys' inter-personal skills as they learn to collaborate and co-operate with



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their peers. Our experienced teachers also help instil a sense of responsibility and respect.

The dedicated Early Years facilities include bright, spacious classrooms, a playground, kitchen and library. Information technology is an integral part of the teaching. French is introduced in the Nursery.

Building on the Early Years Foundation Stage, boys move on to study the core subjects of English, English and Science. We nurture their increasing curiosity about the world around them and introduce a broader curriculum, such as Art, Computing, Music and the Humanities.

Boys are encouraged to join in more than just classroom activities. Team, musical and extra-curricular opportunities extend the boys' experience of school life.

A caring and respectful attitude towards adults and peers is cultivated through effective personal skills. St Martin's boys learn to be well-mannered, confident and articulate individuals in a happy environment.

Year 3 boys benefit from working in smaller classes, allowing a greater focus on the individual. Learning encompasses a wider range of skills and is more formally subject based.

As they progress into Year 5, boys gain greater independence and take responsibility for personal organisation. Specialist subject teachers provide the academic rigour to meet the extra challenges of the Entrance and Scholarship examinations.

St Martin's prepares boys for a large number of Independent Senior Schools which include Merchant Taylors', Haberdashers' Aske's, Harrow, John Lyon and Aldenham Schools. The school has an excellent record in recent years of academic, sporting, music, DT and all-rounder scholarships.

St Martin's boys have achieved great success, gaining outstanding scholarships and places at prestigious senior schools. This reflects the dedicated commitment of teachers and boys alike. Our boys are welcomed into their new environment where they uphold the St Martin's reputation as well-educated, socially adept and rounded citizens.

In the senior year groups the boys gain experience of holding positions of responsibility. They may also be chosen for leading roles in sports teams, musical activities or the school play.

The vibrant curriculum is enriched by a range of after school activities, educational trips and residential visits.

Our teaching programme is designed to create happy, considerate young people with the





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confidence to make intelligent decisions and seize opportunities. Involvement in community projects expands their sense of responsibility and compassion for others.

Throughout their time at St Martin's, boys are prepared for the challenges that lie ahead. They leave the school as well-equipped, collaborative learners, with an excellent work ethic and ready for the next stage of their education.

Further details about the School are on the website [www.stmartins.org.uk](http://www.stmartins.org.uk)





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### The Role

We are looking to appoint a suitably qualified and experienced SENCo to oversee the Learning Support provision throughout our school. The successful candidate will be required to take responsibility for the day-to-day operation of provision for pupils with SEND in the Main School (Y3-7), leading and managing a thriving Learning Support department. Our new SENCo will provide professional guidance to staff and ensure high quality teaching and effective use of resources to help pupils to reach their full potential. The postholder will be a key member of the school's Management Team.

### JOB DESCRIPTION

Job Title	Head of Learning Support (SENCo)
Employment Status	Permanent, Full-time
Start Date	September 2022
Responsible to:	Assistant Head (Pastoral)

### Job purpose

To oversee Learning Support provision throughout the school with specific responsibility for all aspects of Learning Support in the Main School (Y3-7). Line management of the Pre-Prep Learning Support lead (although this post reports to the Head of the Pre-Prep on a day to day basis). To review and lead on Learning Support provision throughout the school. To teach approximately half of a full-time timetable. To take responsibility for the day-to-day operation of provision for pupils with SEND and provide professional guidance to staff to secure high quality teaching and effective use of resources in the Main School to help pupils reach their full potential. To be responsible for ensuring the school's practice reflects current guidelines, and for promoting the voice of pupils with learning differences. To work collaboratively with Heads of Academic Departments and Pastoral staff on the identification and support of pupils with additional needs.

The Learning Support Department at St. Martin's School is a thriving, well-established and approachable department currently consisting of 4 members of well qualified, specialist staff working across the school sections. We currently have pupils on the learning support register with a varied range of Specific Learning Difficulties, dyslexia and autism being the most widely represented. We do not have any pupils with an EHCP at present. Pupils come to the department for one-to-one lessons or 'drop in' sessions depending on their need. These sessions take place before/after school or in place of another lesson that they may have dropped, such as a language. Our department is forward-thinking and is dedicated to ensuring that our pupils overcome barriers and reach their full potential.



## Key areas of responsibility

### Learning Support Specific

- Identify and screen pupils with learning difficulties such as dyslexia and dyspraxia.
- Ensure provision of additional support for pupils is appropriate to their needs.
- Provide teaching staff with information on individual pupils' learning difficulties and strategies for classroom support.
- Liaise and correspond with all relevant stakeholders to best support the pupil (parents, teachers, outside agencies etc.).
- 'Meet with parents/carers at least termly and involve them in the 'assess, plan, do, review' process'.
- Maintain a Learning Support Register and Provision Map and maintain records in Teams, CPOMs and iSams.
- Draw up and distribute Pupil Learning Plans and Advice.
- Provide study skills support and 'drop in' sessions for all pupils to access.
- Line manage and liaise with the Pre-Prep SENCO.
- Contribute to whole-school policy through participation in Heads of Department and Pastoral Team meetings, working closely with senior academic and pastoral staff.
- Keep the Senior Leadership Team informed of developments and changes in policy relating to Special Educational Needs.
- Lead on, and support SLT in recruiting suitable Learning Support staff, as required.
- Ensure that the school's legal responsibilities are met.
- Be willing to train and support relevant staff through INSET, guest speakers and in house training sessions. Support pupil and staff Induction.
- Be able to interpret assessment data in a meaningful way and to disseminate accordingly.
- Plan and organise the Learning Support Department's timetable.
- Build and maintain relationships with external agencies and liaise with HR and DSLs to ensure compliance with the schools' safer recruitment procedures with reference to external visitors to the school.
- Discuss referral to wellbeing practitioner/counsellor with Assistant Head (Pastoral), as appropriate.
- Teach a timetable consisting of 1:1 and group lessons, from Year 3-7. We anticipate that the successful candidate will teach approximately a half timetable (15 X 50 minute lessons). Participate in cover arrangements for absent colleagues as the need arises.
- Line-manage the Learning Support Department including the line management and leadership of EAL provision.
- Value and maintain good relationships with parents and keep them informed of diagnosis, interventions, progress etc.



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- Manage the Learning Support budget and work closely with the Finance teams to review and agree the financial aspects of Learning Support teaching.

### Identification of Learning Support Needs

- Employ clear procedures to identify pupils whose academic, physical, social or emotional development may require additional support.
- Screen all pupils at 7+ for specific learning difficulties.
- Administer in-house assessments where needed.
- Identify EAL pupils and ensure pupils are supported.
- Maintain and update SEND register.

### Teaching and Learning

- Lead the Department in pursuit of continuous improvement through innovation, strategic planning, and sharing of resources and best practice.
- Monitor the quality of teaching and learning through regular observations of Departmental staff, work scrutiny and pupil feedback.
- Coach, support and develop members of the Department to quality assure skill/knowledge base along with willingness to improve/develop and take on tasks within the department.
- Identify strengths in the team to ensure the embracing of new teaching strategies, and pupils' learning.
- Summarise any external reports from educational psychologists, clinical psychologists, SALT, Occupational therapists etc. and disseminate to the appropriate staff.

### Data/Tracking

- Track and monitor pupil progress and achievement within the subject area across all Key Stages, using baseline data in collaboration with the Assistant Head (Academic).
- Lead in taking appropriate action to intervene in pupils' underachievement.
- Promote the use of target-setting and high-quality pupil feedback to inform teaching and learning strategies.
- Ensure that all teachers support all pupils' progress.

### Examination Access Requirements

- Keep abreast of JCQ Regulations and senior schools' individual policies and practice.
- Ensure compliance with requirements for exam entries and arrangements.
- Make requests for access arrangements in consultation with the Headmaster.



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- Make colleagues, including the Assistant Head (Academic) aware of any access arrangements (and potential arrangements) that they should have in place for internal exams, assessments, and coursework. Collate and file evidence of the access arrangements used.
- Give active reassurance and support to pupils with SEND who are taking entrance exams.
- Assist in the invigilation of examinations when required.

### Curriculum

- Use areas of strength and expertise amongst the Learning Support Department to enhance curriculum delivery.
- Keep abreast of, and communicate to the Department, changes in policies, guidelines and other national initiatives.
- Ensure that written records are kept as appropriate and in accordance with GDPR and the Data Protection Act 2018.

### Values

- Engage in on-going personal and professional development in order to provide high quality and innovative educational leadership.
- Effectively communicate whole-School changes to the Learning Support Department, coaching teachers to develop their understanding and skill base surrounding new learning strategies.
- Create alignment with the School's values and ethos to ensure Departmental ownership of whole school strategic development.
- Ensure Department compliance with agreed School policies, with particular reference to Safeguarding and Safer Recruitment.
- Work co-operatively with the Leadership Team and all colleagues.

### General

- To carry out any such duties as may be reasonably requested.





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Person Specification

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Qualified Teacher status</li><li>• Good honours degree</li><li>• Additional qualification related to SEND</li><li>• Evidence of continuous INSET with particular reference to Special Educational Needs (SEN)</li></ul>	<ul style="list-style-type: none"><li>• National Award for SENCO (NASENCO)</li><li>• AMBDA</li><li>• Specialist qualifications in SEND (including SpLD, SEMH, ASD, ADHD)</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Qualified teacher with at least four years' experience</li><li>• Experience teaching across the age range of the school, dealing with a range of SEND.</li><li>• Evidence of continuing professional development (specifically in the area of SEND)</li><li>• Evidence of working collaboratively with colleagues</li><li>• Experience of setting targets and monitoring, evaluating and recording progress</li></ul>	<ul style="list-style-type: none"><li>• Teaching to pupils in the age range 3-13</li><li>• Experience of leading and managing a team of specialist teachers</li><li>• Writing and implementing individual learning plans, learning profiles, Provision Mapping</li><li>• Experience of training other teachers</li></ul>



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<b>Knowledge and Understanding of</b>	<ul style="list-style-type: none"> <li>• Strategies for meeting SEND in a class situation</li> <li>• The SEN Code of Practice and its practical application</li> <li>• Curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills</li> <li>• Factors promoting effective transfer of learners from one phase of education to the next</li> <li>• The principles behind school improvement including school improvement planning, monitoring, reviewing and evaluation of progress</li> <li>• Behaviour management techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Using comparative information to track attainment</li> <li>• The roles and responsibilities of multi-professional agencies such as Educational Psychologists, Clinical Psychiatrists, Occupational Therapists, SALT</li> <li>• Learning and pastoral support plans</li> <li>• The broader secondary and primary context, and Government initiatives to raise achievement</li> <li>• Supporting EAL children</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Empathise with the difficulties of SEND pupils in accessing the curriculum.</li> <li>• Outstanding communication skills and sensitivity when handling difficult conversations with parents, pupils and colleagues.</li> <li>• Ability to advise and motivate teaching staff with SEND initiatives.</li> <li>• Confident in the use of information and communication technology.</li> <li>• Confidence to present a wide range of specialised information to both educationalists and non-educationalists</li> </ul>	<ul style="list-style-type: none"> <li>• Good influencing and negotiation skills.</li> <li>• Knowledge of assistive technology for pupils with specific difficulties</li> <li>• Organise and sustain systematic support from a variety of providers for a range of SEND.</li> <li>• Manage the co-ordination of Learning Support team in support of SEND pupils.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Strong analytical, presentation, organisational and communication skills, written and oral</li> </ul>	
<b>Personal Characteristics</b>	<ul style="list-style-type: none"> <li>• Willingness to share expertise, skills and knowledge</li> <li>• Sensitivity to the aspirations, needs and self-esteem of others</li> <li>• Commitment to team working</li> <li>• Willingness to address challenging issues with clarity of purpose and diplomacy</li> <li>• Positive attitude, energy and commitment</li> <li>• Ability to work hard under pressure while maintaining a positive professional attitude</li> <li>• Ability to organise and prioritise workload and work on own initiative</li> <li>• Committed to equality of opportunity</li> <li>• Ability to maintain strict confidentiality of information</li> <li>• Ability to build a positive and collaborative rapport with colleagues, pupils and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Preparedness to attend national and regional venues for meetings and training sessions and occasional work in the evenings or at weekends</li> <li>• Ability to remain upbeat and calm under pressure, working as part of a good-humoured team</li> </ul>
<b>Other work requirements</b>	<ul style="list-style-type: none"> <li>• Ability to meet physical/social/emotional needs of students</li> <li>• Promotion of pupil wellbeing and mental health</li> </ul>	



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**In addition, all staff are expected to:**

- Manage time effectively
- Encourage a high level of motivation in the boys
- use technology to good effect
- offer a high level of pastoral care to the boys
- develop a culture of mutual respect with the boys
- empathise with boys, staff and parents
- communicate effectively with boys, staff and parents both verbally and in writing
- be flexible, well organised and professional
- be adaptable and a team player
- demonstrate emotional resilience
- be willing to be involved in all aspects of the School

The successful candidate's responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, will be to adhere to and ensure compliance with the school's Safeguarding Policy at all times. If in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risk to the safety or welfare of children in the school, they must report to the school's Designated Safeguarding Lead and to the Headmaster.

**Remuneration**

The successful candidate will receive an attractive salary package according to experience and expertise. Fee remission is available for the sons of all staff. Accommodation may be available for the successful candidate. The school currently is a member of the TPS.



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## How to Apply

The application pack contains the following:

- Head of Learning Support Candidate Brief
- An application form

If you are interested in applying for this post, please complete the application form and return to the School by **Monday 21<sup>st</sup> March**. Short-listed candidates will be invited for interview shortly afterwards. The process will involve at least an interview, in tray exercise and a taught lesson. Visits to the school are encouraged. You may like to add a curriculum vitae but this will not be accepted in place of the form. You should include a short letter to develop and expand upon your suitability for the post **with particular reference to the person specification**. If you have any questions, please do not hesitate to contact us.

Your application may be submitted by email to [headpa@stmartins.org.uk](mailto:headpa@stmartins.org.uk) or by post to the following address:-

Mr S W Dunn  
Headmaster  
St Martin's School  
40 Moor Park Road  
Northwood  
Middlesex  
HA6 2DJ

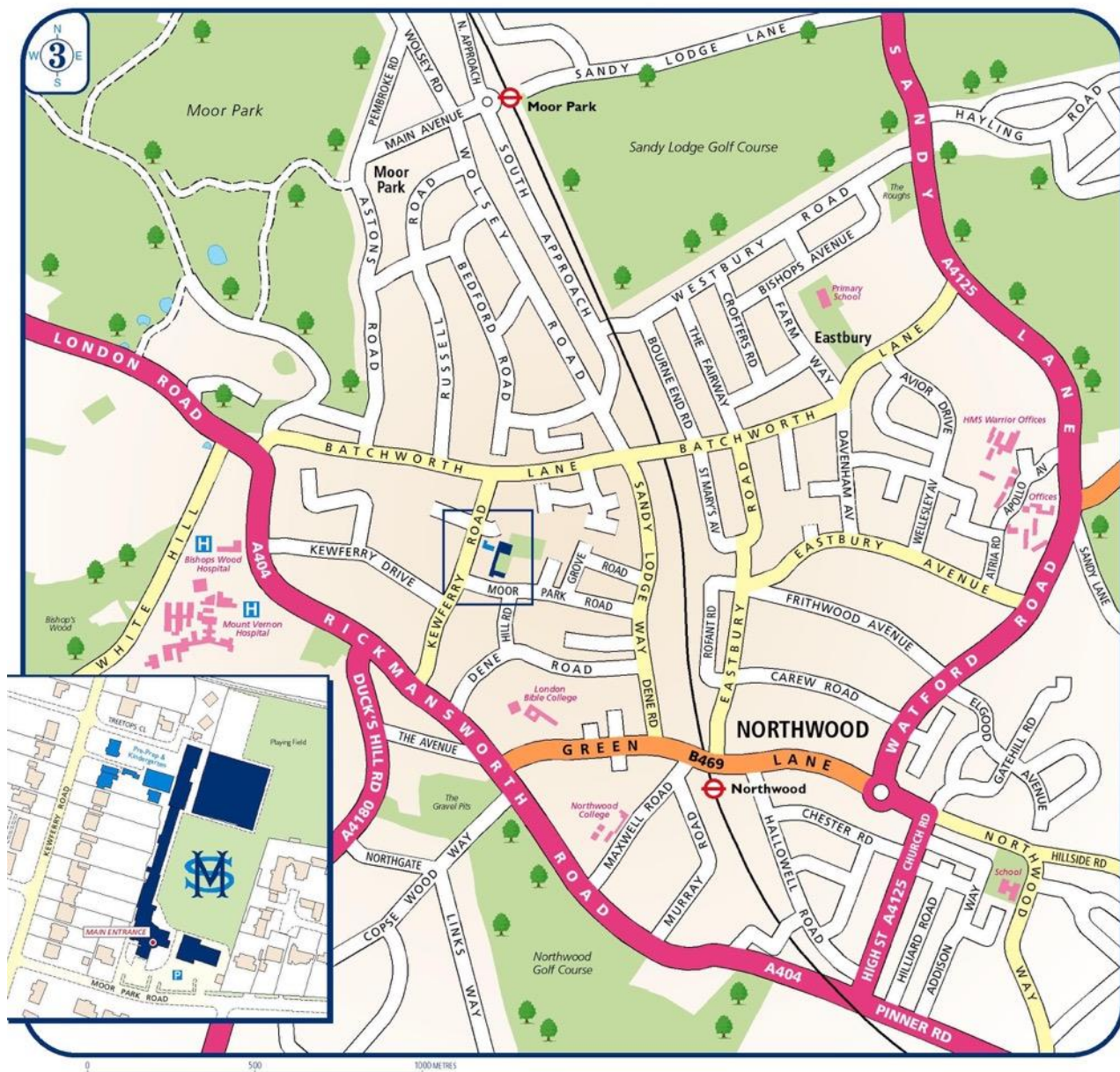
The successful candidate will be subject to DBS checking and references will be taken up before the appointment is confirmed.







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### Travelling to St. Martin's School, Northwood

**By Air:** Heathrow (30 minutes by road), Gatwick (70 minutes by road) and Luton (40 minutes by road) are within easy reach of Northwood via the UK motorway network. All have regular scheduled flights to all parts of the UK, Europe and International destinations.

**By Rail:** The nearest underground stations are Northwood and Moor Park on the Metropolitan Line. Both of which have regular connections to Central London and are a short taxi journey away from the School.

**By Road: From the North via the M25:** Leave the M25 at Junction 18 and join the A404, signposted Rickmansworth. Continue along the A404 skirting Rickmansworth, turning right at the first roundabout and straight across the next two roundabouts. At the fourth take the second exit continuing on the A404, London Road, signposted Northwood. Travel for approx 2 miles and turn left onto Batchworth Lane. Take the first turning right onto Kewferry Road and the entrance to the Pre-Prep and Kindergarten can be found just after Treetops Close, which is the first turning left. For the Main School entrance take the second turning left onto Moor Park Road and St. Martin's School will be seen after 200 metres on the left-hand side.

**From the South via the A40:** If travelling from the South or West via the M25 exit at Junction 16 and join the M40 eastwards which becomes the A40. If travelling from Central London and the East head for and join the A40. From all directions, leave the A40 at the Polish War Memorial Junction and join the A4180 northwards, signposted Ruislip. Continue on the A4180 for approx 8 miles, passing through Ruislip, following signs for Northwood. At the T junction with the A404 turn right onto the A404, Rickmansworth Road. Take the second turning left onto Kewferry Road and then the second turning right onto Moor Park Road. St. Martin's School will be seen after 200 metres on the left-hand side. For the Pre-Prep and Kindergarten entrance continue along Kewferry Road and enter the gate on the right between the two houses just before Treetops Close.

**On arrival:** Visitors are requested to report immediately to reception. Visitor car parking may be available in front of the main entrance.