

JOB DESCRIPTION



Job Title:	Head of Learning Support
Reports To:	Deputy Head Academic and the Academic Leadership Team
Responsible for:	All members of the Learning Support Department
Purpose of Job:	To lead and manage the enrichment of learning at St Hugh's, with specific focus on pupils who have Special Educational Needs and or disabilities.

Main Duties and Responsibilities:

Strategic Development

- To lead and inspire the strategic development of St Hugh's provision for Learning Support.
- To identify and address potential barriers to learning and facilitate access.
- To ensure pupils receive appropriate challenge that stimulates and inspires their individual development across their timetabled and co-curricular learning opportunities.
- To devise and implement a SEND policy that is comprehensive and compliant with current legislative requirements and relevant guidance.
- Ensure the development plan and handbooks for all aspects of Learning Support is regularly reviewed, updated and shared with relevant staff and the SLT.
- To develop robust and meaningful progress and attainment tracking for LS pupils.
- Identify any forthcoming trends or needs that may impact upon provision in terms of staffing or resources.
- To keep abreast of current research and educational recommendations for pupils with SEND
- Attend and host network events within IAPS and local schools.
- Liaising/meeting/visiting Heads of Learning Support at Public Schools - building up a positive working relationship

Teaching and Learning and Assessment

- In conjunction with HOD'S and HOD Middle School, HOD Pre-Prep and EAL Co-ordinator to lead in the identification of pupils who have a Special Educational Need or Disability
- In conjunction with the nurses and pastoral team, ensure any medical and pastoral issues that impact on learning are communicated with relevant staff and included in individual pupil plans where necessary.
- To promote a graduated approach of assess, plan, implement, review.
- To monitor progress of learners in comparison with the wider school context and report to parents on a regular basis.
- To lead by example in excellent person-centred teaching and relevant assessment to inform future planning.
- Teach a pro-rata timetable of inclusive support and enrichment as required by the needs and abilities of the learners.
- Keep efficient records as relevant to the role.
- Develop positive partnerships and effective lines of communication with pupils, their parents, the staff team and external specialists to ensure the pupils' welfare and progress remain central to all decisions and strategies.
- Work with the Director of Admissions and take an active role in initial pupil assessments prior to entry to ascertain any additional provision that may be needed for incoming pupils.

- To organise special arrangements for Common Entrance, Pre-Test and internal assessments, in conjunction with HOD Future Schools, HOD Exams and HOD Assessments.
- In conjunction with teaching staff creating, collate and review Individual Learning Plans.

Leading and Managing Staff

- To empower teaching and support staff in planning and delivering high quality differentiated learning that is challenging and inclusive to all learners.
- To identify CPD requirements and source, provide and organise relevant opportunities.
- Contribute to the induction process for new staff.

Efficient deployment of resources and staff

- Effectively manage the budget for Learning Support and identify priorities.
- Create and manage the timetables for staff and pupils
- Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness against pupil benefits.
- Coordinate and deploy external resources as required by the needs of the pupils.

General Responsibilities

- To attend and take assemblies in accordance with prepared rotas;
- To attend and actively participate in staff meetings and liaise and co-operate with colleagues on whole school matters;
- To take a full and active part in the co-curricular programme including after school clubs;
- To attend staff training days and other functions, which may fall outside normal school hours;
- To cover for absent colleagues when required;
- To ensure that you are familiar with all school policies and the contents of the staff handbook
- To ensure the safety and well-being of children and young people at the School by adhering to and complying with the School's Safeguarding (including Child Protection) Policy and Procedures at all times
- To display correct staff identification at all times whilst on site
- To attend training and staff INSET sessions organised by the School to provide a consistent approach across the entire school staff population
- To adhere at all times to Health and Safety legislation, and all departmental policies and procedures, to ensure their own safety and that of colleagues, pupils and visitors
- To carry out any other reasonable duties as requested by the Headmaster
- To constantly appraise your professional performance, participating in training courses and keeping informed of current legislations and best practice.

This job description contains an outline of the typical functions of the job and is not an exhaustive or comprehensive list of all possible job responsibilities, tasks, and duties. The job holder's actual responsibilities, tasks, and duties might differ from those outlined in the job description, and other duties commensurate with this level of responsibility may be either permanently or temporarily assigned as part of the job. **In addition**, you undertake other such specific duties which may from time to time be reasonably assigned by the Headmaster. Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, it should be amended accordingly. This job description will, in any case, be subject to periodic amendment whenever the appraisal process helps reveal and define significant changes in your role within the school.

Person Specification

The person specification focuses on the range of criteria required to undertake the role effectively. Candidates will be assessed from their Application Form and personal statement (A), interview (I) and by an exercise (E), Task (T) or Lesson Observation (L) as appropriate.

Criteria	Essential	Desirable	Measured by /evidence
Education and Qualifications	<ul style="list-style-type: none"> • Good Honours Degree 	<ul style="list-style-type: none"> • Further professional development related to SEND • National Award for SEN Co-ordination (NASENCO) (or equivalent) • QTS 	A / I
Knowledge and skills	<p>General</p> <ul style="list-style-type: none"> • A good understanding of the curriculum from Year 1 to Year 8 • Sound knowledge and understanding of the potential barriers to learning that may be faced by pupils with SEND • Knowledge of the implications of the most recent documentation for SEND • Differentiate appropriately to support and challenge all pupils • Use a range of motivational strategies for each individual • Provide opportunities for children to take responsibility for their own learning • Promote positive behaviour at all times with consistency and consideration for the development stage of the child and school policies • Use a variety of learning methods and techniques and encourage and praise achievement and success • High degree of Computer literacy, especially in Microsoft Office applications to use for planning, teaching and assessment purposes, inspiring young learners to use all available technology effectively 	<ul style="list-style-type: none"> • A good understanding of the EYFS curriculum • Using pupil data in order to plan and implement successful intervention and enrichment programmes 	A / I / L / T
Experience	<ul style="list-style-type: none"> • Teaching across the 3-13 age range • Leading CPD for colleagues in teaching and learning strategies for pupils with SEND • Delivering SEND support on a one-to-one and group basis 	<ul style="list-style-type: none"> • Delivering specific literacy and numeracy SEND support • Leading CPD for colleagues in 	A / I / L

	<ul style="list-style-type: none"> • Demonstrable evidence of intervention strategies leading to improvement • Summarising EP reports • Creating and Reviewing Individual learning plans • Working with pupils who have an EHCP 	teaching and learning strategies for High Achieving pupils <ul style="list-style-type: none"> • Organising enrichment opportunities for pupils in a range of curricular contexts 	
Personal competencies and qualities	<ul style="list-style-type: none"> • Enthusiastic and positive mindset about learning and teaching • Friendly and approachable with a can-do mind-set • Tact, sensitivity and the ability to handle confidential material with discretion as well as an ability to remain calm and professional in all situations • High degree of personal motivation, initiative, energy, creativity and drive • Self-motivated and versatile, showing an ability to work on own initiative, plan, prioritise, coordinate and lead, taking ownership of a task and seeing it through to completion • High degree of resilience • Ability to work collaboratively in a team • Ability to communicate succinctly and effectively both orally and in writing, using appropriate language • Capacity to think strategically • Ability to mediate and manage conflicting views. • Ability to build good relationships with parents and colleagues, including working well within a team and an ability to take direction 		A / I / L
Other requirements	<ul style="list-style-type: none"> • Commitment to promote and safeguard the welfare of children, young persons and vulnerable adults • Flexible approach to working hours • Desire to make a positive contribution to all aspects of school life • Empathy with the ethos and aims of St Hugh's 		A / I / L

Date: February 2021