

BRAMPTON COLLEGE

INDEPENDENT SIXTH FORM COLLEGE

HEAD OF LEARNING SUPPORT



THE COLLEGE



Brampton College is a leading independent sixth form college, located in North West London and was founded 30 years ago by the Principal, Bernard Canetti.

Brampton 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 20 years. The College provides the highest academic standards and individual care in a friendly, encouraging and supportive environment. There are 236 students on roll and 70 members of staff.

Location & Facilities

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

Our Results

In 2022, 56.1% of A Level results were A*/A grades and 81.7 % were A*-B grades. Brampton College came 3rd nationally in the DfE performance table of independent sixth form colleges in 2019 (the last year that these were published) and has come top of all sixth form colleges in London for the last 20 years, ranked on average point score per A Level. Please view the downloadable document for more detail. This year, 72% of our students gained entry to their first choice university, including for Medicine, Dentistry, Engineering, Economics and Maths, with 80% progressing to Russell Group Universities.

ISI / Ofsted Inspection

Our most recent ISI inspection was in December 2021, 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.

A few highlights from the inspection report,

'Pupils attain highly and make excellent progress across the school.'

'Excellent identification of individual targets assist pupils' focus upon key areas'

'The quality of the pupils' personal development is excellent....due to the strong commitment of senior leaders and staff to providing high levels of pastoral support.'

'A very large majority of pupils and parents commented on the help and encouragement they receive from supportive, experienced and dedicated staff.'

I'm really happy. I'm off to study Medicine which has been my goal from day one! I've especially valued the personal relationships you develop with teachers here at Brampton – being able to go to them whenever I needed them for questions, time management or personal guidance. They helped me beyond my academic studies.

More than the academic side of things, I've become a more confident person. Brampton teaches you to become an adult, it makes you more eager to learn. I've been reassured by my teachers and given a sense of self-belief I never had before.

An amazing result of A*A*A*A for Joyce Kam who went on to study Medicine at King's College London.

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HEAD OF LEARNING SUPPORT AT BRAMPTON COLLEGE

The Head of Learning Support is an important role at the 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.

As Head of Learning Support, the appointee will co-ordinate the work of part-time staff contributing to this provision: an Educational Psychologist, an in-house counsellor and a Child and Adolescent Psychotherapist from the Tavistock. They will also work in close consultation with the Vice Principal and Assistant Vice Principal 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).

Candidates should have a background in education, and ideally have teaching experience. Both full and part-time applicants will be considered.

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.

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JOB DESCRIPTION

The Head of Learning Support is responsible for the strategic direction and development of SEND provision and psychological support within the college.

In particular, duties include:

SEND

- Update SEND register and pupil profiles on Portal
- Chase parents and previous schools for AA paperwork
- Read through and summarise all documentation e.g. psychologist reports
- Note any actions needed for students with existing AAs, such as re-assessment and follow these through
- Meet with students and parents as required to discuss provision
- Plan and coordinate EHCP provision and host Annual Reviews
- Manage the in-house Educational Psychologist and Adolescent Psychotherapist's diaries and caseload
- Communicate notes from the Educational Psychologist to teachers on a weekly basis
- Completion of Part 1 and Part 3 of Form 8 for Access Arrangements
- Completion of AAO and CIE applications for Access Arrangements
- Completion of Centre File Notes for Access Arrangements
- Liaise closely with the Exams Officer to ensure reasonable adjustments are made
- Participate actively in Case Conferences for students and create support plans/summary notes where required
- Participate in year group academic review meetings, supporting SLT and the Head of Year as required
- Manage and prioritise own workload

Exam Access Arrangements (assessments)

- Complete Part 2 of the Form 8
- Conduct standardised assessments in line with JCQ recommendations

Learning Support

- Provide individual study skills support to referred students on a case-by-case basis e.g. essay writing, revision techniques, time management and organisation
- Log and review all actions and communicate with teaching staff

SEMH Support

- Provide individual support for issues such as exam anxiety and motivation
- Log and review all actions and communicate with teaching staff
- Make referrals where needed

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PERSON SPECIFICATION

Essential Characteristics

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
- A strong understanding of the relationship between mental health and academic performance

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
- Patience
- 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

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PERSON SPECIFICATION cont.

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)
- PGCE or other relevant teaching qualification
- Experience or qualifications in SEND and/or SpLD, particularly high incidence disabilities (dyslexia, autism, dyspraxia, ADHD)
- Any qualification/training relating to mental health, e.g. MSc Psychology
- Counselling training / experience
- Mental Health First Aid

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
- Experience of making recommendations for interventions, AAs, strategies, differentiation etc AND reflecting/reviewing progress

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
- Up-to-date knowledge of CIE AA policies and procedures

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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 this detail 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 ranges from providing careful guidance and expertise in choosing the right university course to helping with writing personal statements and 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 UCAT and BMAT examinations. We also offer a comprehensive Oxbridge programme.

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

With this in mind, we work hard to ensure our students feel supported and we take the wellbeing of each of our students seriously. Each student is assigned a Personal Tutor who provides support for both personal and academic matters. The College has a full-time Head of Learning Support, as well as an in-house Student Counsellor and an Educational Psychologist who are available for individual consultation should the need arise.

Our wellbeing programme continues to evolve, and now encompasses increased staff support and guidance due to the recent addition of an in-house Adolescent Psychotherapist, whose role is primarily to provide support to staff in working with students under their care, as well as any work-related concerns.

We encourage open communication between parents and teachers and, as part of the support we offer to parents, each year we invite a range of leading psychotherapists and psychologists to give parenting talks on themes varying from emotional issues to motivation.



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FURTHER DETAILS

Start Date

Wednesday 16th August 2023, although a start date in September or later, depending on notice periods, may be considered.

Remuneration Package

An attractive remuneration package, depending on qualifications and experience, including an annual profit-related bonus and pension contributions. In addition, we offer a generous remission of fees to staff for any eligible children.



HOW TO APPLY

Closing Date for Applications

Monday 10th July 2023

Submitting Your Application

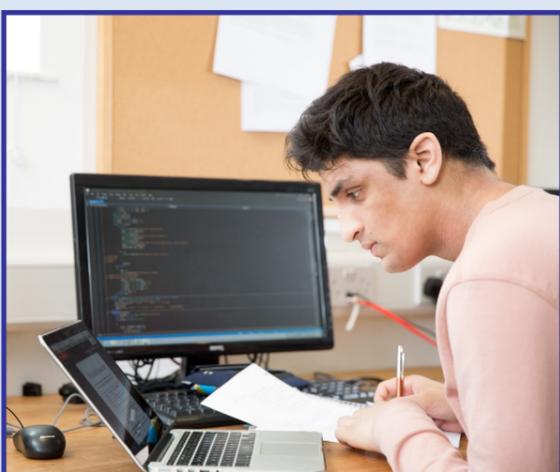
We ask that you complete the Brampton College Application Form, a copy of which can be downloaded from our website.

Applications should be made to the Principal's PA, Josie Mulkerrin via jmulkerrin@bramptoncollege.com, no later than **6pm on Monday 10th July 2023**.

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

Interviews

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



Brampton College is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers, the receipt of an enhanced DBS certificate and other relevant registrations and clearance.

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HOW TO FIND US

