



Chigwell School

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Head of Learning Support Job Description



Introduction

We are seeking to appoint a Head of Learning Support who will continue the excellent work of the current postholder. This is a challenging and exciting position. The successful candidate will be responsible for leading the provision of learning support in the School. The Learning Support department is highly significant both pastorally and academically, and it is key to ensuring pupils fulfil their full potential across the Prep and Senior Schools. The successful candidate will be part of a school that is not only highly successful academically but also in sport, music, and drama. The School offers an excellent learning environment providing a broad and balanced education.

Background

Founded in 1629 by Samuel Harsnett, the son of a Colchester baker who went on to become Archbishop of York, Chigwell School stands on its original site with the original school building still in use. However, whilst Chigwell of today is conscious of its long-standing history, it is a forward-looking, ambitious, coeducational independent school of 1110 pupils aged four to eighteen. It enjoys excellent facilities, a dedicated staff, bright and hardworking pupils, and a site of 100 acres.

Chigwell School is located in the picturesque village of Chigwell just over ten miles from central London and on the Central Line. The extensive, beautiful grounds are close to the edge of Epping Forest and it is rare for a school to have so much space and yet be so close to the centre of the capital. Most pupils are day pupils but in the Sixth Form there is a small community of international boarders, roughly thirty from sixteen countries, and these live in four small boarding houses.

As well as being an academic school, Chigwell has the reputation for providing a rich and full education, with plenty of opportunities for all pupils who are enthusiastic, co-operative and able. Chigwell is a caring and friendly school, with a close sense of community, not least between colleagues. As the Good Schools Guide reports: *Academically, pupils are put through their paces but it all seems to be done in such a civilised and pleasant manner that you are more likely to hear pupils talk about opportunities and prospects than pressure and stress. "Anyone who wants to do well here, will do well" said one student, "and I can't think of a nicer place to succeed."* Founded in 1629 by Samuel Harsnett, the son of a Colchester baker who went on to become Archbishop of York, Chigwell School, which is at the centre of the community, has been preparing pupils to make their mark on the world for nearly four centuries.

Whilst the Chigwell of today remains proud of its unique heritage, it is a place of innovation where pupils are well prepared to contribute positively to the community, inspire change for the better and continue learning throughout their lives.

Chigwell has seen many changes since its foundation, including becoming fully co-educational in 1997, establishing the Pre Prep in 2013 and building a state-of-the-art Sixth Form Centre in 2016. Grounded in tradition but preparing pupils for the future, Chigwell is now a large school of 1,110 boys and girls aged 4-18 years, where every individual is known and cherished.

Through the wide range of academic and co-curricular opportunities available to them, each pupil becomes the very best they can be: independent in spirit, adventurous in approach and empathetic in their treatment of others. This allows Chigwellians to forge their own paths to success and realise the words of the school motto: find a way or make a way.

Uniquely positioned on a 100-acre site in the picturesque village of Chigwell, the school benefits from the leafy surroundings of Epping Forest whilst being just 20 minutes away from the City of London on the central line. An enchanting vista through the treeline offers stunning views of the City skyline, giving pupils the rare benefit of having so much space so close to the centre of the Capital.

Chapel is at the heart of the School and although Chigwell follows the Christian tradition, pupils draw on a breadth of spirituality afforded by a vibrant and diverse community.

Vision, Mission and Values

Vision

To inspire pupils to fulfil their potential and forge their own path to success.

Mission

Chigwell is a nurturing community. We strive to ensure that everyone is the very best they can be; independent in spirit, adventurous in approach and empathetic in how they treat others. Since 1629, pupils have been empowered with a deep respect for lifelong learning, ensuring they are ready to make their positive mark around the world.

Values

As well as representing what makes Chigwell distinct, the values also fuel the vision, as the school cultivates young people who will become inspiring role models for others.

Happiness First

Creating a nurturing space where happiness underpins achievements and drives everyone forward.

Courageous and Resilient

Seizing every opportunity and having the confidence to embrace them wholeheartedly.

Innovative Approach

Adapting and evolving, influencing the changing world.

Community of Kindness

Supporting and collaborating with each other, making a positive contribution to the community.

Lifelong Learning

Cultivating curiosity, keeping the passion for learning alive beyond the school gates.



The School

Pre-Prep

Sitting at the very heart of the school site, the Pre Prep is a safe and nurturing community where the youngest Chigwellians begin their educational journey. Pupils and staff benefit from a state-of-the-art and purpose-built building, with a spacious assembly hall, library and teaching and playing areas designed specifically for ages 4-7 years. The school day is structured to provide a balanced mix of academic, physical and creative experiences. Whilst the National Curriculum forms the basis of all programmes of study, it is adapted to extend and meet the needs of Chigwellians and significant emphasis is placed on learning outside the classroom. Pupils take part in many educational opportunities, including visits to museums, theatres and workshops, as well as benefiting from enrichment activities in school, such as themed days, visits by speakers, musical workshops and other performances.

Prep School

Pupils transition seamlessly to the Junior School at 7 years old, benefitting from small class sizes and considerable individual attention. The creative and broad curriculum seeks to make children independent in approach and curious about the world around them whilst embedding key skills within all subject areas.

From the age of 7, children do drama in the purpose-built drama centre, with their plays and assemblies in the theatre itself, and they learn their music in the Walde Music School, performing in choirs, ensembles and orchestras from an early stage. Art, Design and Technology is a particular strength, taught in the Art Centre and with regular exhibitions of the children's work. Science is taught in the Science labs and ICT is both integrated into all teaching and taught as a separate subject in the ICT labs. Sport and PE are taught by specialist teachers and coaches, with two games afternoons and regular fixtures every week.

Pupils are also expected to develop wider interests and the wide-ranging programme of after school clubs and activities is second to none. From board games, to Korfball, to Stock Market club to Astronomy club to sporting and musical and drama activities, every child can taste a variety of activities to see what suits them best.

Senior School

Pupils follow the senior school curriculum from the start of Year 7 but pastorally Year 7 and 8 operate as a discrete unit. In Year 9, pupils become part of one of the four senior school day houses (Caswalls', Lambourne, Penn's and Swallow's) and these are a focus for co-curricular activities and pastoral care. As pupils' development accelerates both emotionally and academically, they are prepared to successfully pass public exams, embrace university life and make career choices through the rich combination of a broad and balanced curriculum, variety of co-curricular opportunities and breadth of pastoral support.

Once they reach Year 10, pupils take a core of GCSEs consisting of English Language, English Literature, Maths, at least one foreign language, the sciences (with the vast majority taking triple science) and three other additional subjects. Pupils meet in their house groups each day and will get to know students of all ages. There are a whole host of extra-curricular competitions and activities through the house system and all are encouraged to participate. Each house has a housemaster or housemistress at its head who has a team of supporting tutors. Every pupil has a house tutor who oversees all aspects of their education, welfare and progress and is the first point of contact for parents.

Sixth Form

Students in the Sixth Form at Chigwell benefit from the exclusive use of the purpose-built Risham Sarao Sixth Form Centre which opened in 2016. The facility is a hub for learning, with six classrooms, study and social spaces and a centre for university and career advice, as well as a coffee shop. Sixth formers also make good use of the specialist facilities around the school and play an active role in the school community, leading by example and shouldering considerable responsibility. Students can pursue three or four A levels selected from a broad academic range, as well as an Extended Project Qualification (EPQ). Those with a GCSE profile commensurate with an Oxbridge application are offered support sessions, as are those considering medicine, veterinary science or dentistry. In Year 12, every student participates in an academic enrichment programme for one lesson a week, aimed at broadening and deepening their intellectual experience. Courses include Medical Ethics, Financial Analysis and a History of Western Art amongst others. The vast majority of Chigwell leavers go on to Russell Group universities or the equivalent, with some gaining places at prestigious universities overseas. A small but growing number also take up degree-level apprenticeships. The Chigwell careers programme follows the eight Gatsby Benchmarks and a mixture of school-based sessions. External speakers, events and employer interactions ensures that students receive a well-rounded careers education.



Boarding

Chigwell offers four extended family-style houses (two for girls and two for boys) for 28 international boarders aged 16-18 years. Boarders are well-integrated into school life and well-prepared for both their A Levels and successful entry into British universities. Boarding is a mature community where pupils from around the world benefit from close friendships and cultural exchange.



The Chapel

Chigwell is of Anglican foundation and the Chapel, dedicated in 1924, acts as a focus of thought and inspiration for a diverse community representing all the major world faiths and those who have no faith.



Co-Curricular

A particular feature of Chigwell is the breadth of opportunities offered beyond the classroom. Outdoor learning begins in the Pre Prep and continues throughout the school, from the thriving Scout Troop through to the pupils embarking on their Duke of Edinburgh Scheme Gold Award. Pupils enjoy PE lessons and games afternoons, with a full programme of external fixtures as well as sports tours on offer. The excellent sports facilities include a floodlit AstroTurf, nine tennis/ netball courts, nine football pitches, a new 3G floodlit pitch and indoor and outdoor cricket nets. This provision is due to be substantially enhanced by the new eco-friendly Sports and Wellbeing Centre which will have a six-lane indoor swimming pool, five court multipurpose sports hall, climbing wall, gym and studios and a café.

Drama is key to developing creativity and the inter-personal skills so essential to modern life and at Chigwell pupils are introduced to a range of material from Ancient Greece to Shakespeare to modern texts. With its own state-of-the art 150-seat theatre, Chigwell offers pupils the opportunity to participate in a range of productions as actors, stage designers, lighting and sound specialists and make up and costume designers as well as a host of other roles.

There is a wide range of musical opportunities for pupils of all ages, with several hundred pupils taking private instrumental and singing lessons and participating in ensembles, choirs and orchestras. A regular programme of concerts ensures every pupil has the opportunity to perform during the year, including at events taking place in the local community.

Pupils are encouraged to express their individuality, feelings and thoughts using a mixture of materials and variety of traditional and contemporary tools in Art and Design. The Department regularly hosts exhibitions in the airy gallery and offers a broad enrichment programme, encompassing practical workshops, trips and talks by visiting speakers.

The Prep School

Pupils join the Prep School as day pupils from the Chigwell Pre Prep or from a wide range of primary or preparatory schools. All pupils have a class teacher who is responsible for their academic and pastoral welfare and who teaches the class for most subjects. He or she will get to know the children well, help monitor their progress, their extra-curricular involvement and work to ensure that they are happy and fully involved in school life.

The Head of the Pre Prep and Prep Schools, together with all staff, are responsible for the pastoral care of the Prep School pupils and there are available for consultation at almost anytime

Both the Senior and Prep Schools share the same educational philosophy as well as many facilities and teaching staff. Everyone has access to the School's extensive facilities, particularly in the areas of art, music, drama, physical education, games and ICT.

The Chigwell ethos pervades all that we do in the Prep School: our pupils have high aspirations, are encouraged to be curious, creative, and most importantly, to enjoy everything that school life has to offer.



The Learning Support Department

The Learning Support department is highly significant both pastorally and academically, and it is key to ensuring that pupils fulfil their full potential across the Junior and Senior Schools. The successful candidate will have vision and strong management skills in order to provide overall leadership to the Learning Support Department. There is a team of specialists and teaching assistants who work with the Head of Learning Support to provide help to both individuals and groups. Chigwell pupils are selected on the basis of academic ability but there are a number on the learning support register. The intervention of the department helps both them and their teachers to work more effectively. We anticipate that the successful candidate will want to work with parents to help guide their support of their children;

The Role

We are seeking an outstanding and experienced Head of **Learning Support (SENDCo)** to join Chigwell School. This is an exciting opportunity for a highly motivated, strategic and inspirational practitioner to lead and further develop our SEND provision across the School.

The successful candidate will be committed to ensuring the highest standards of care, inclusion, learning and achievement for all pupils. They will provide strategic leadership for Learning Support across both the Prep and Senior Schools, promoting an inclusive culture in which every pupil is supported to fulfil their potential.

The role is ideally suited to an experienced SEND professional with substantial knowledge of supporting pupils with a diverse range of needs, including autism spectrum condition (ASC), social communication differences, dyslexia, dyspraxia, ADHD, physical disabilities and other specific learning difficulties. The successful candidate will also have experience supporting pupils working significantly below age-related expectations and designing personalised programmes of support to meet individual needs.

The Head of Learning Support will be responsible for the effective implementation of the School's Learning Support Policy and the day-to-day management of SEND provision. The postholder will work closely with senior leaders, pastoral staff, teaching staff, parents and external agencies to ensure pupils receive the support they need to thrive both academically and personally.

The role may include a teaching commitment, including the delivery of individual and small-group intervention programme.

Key Responsibilities

Strategic Leadership

The Head of Learning Support will:

- Lead the strategic development and day-to-day operation of Learning Support provision across the School.
- Ensure the Learning Support Policy is current, compliant with statutory requirements and effectively implemented.
- Promote an inclusive learning culture that enables all pupils to access and engage successfully with the curriculum.
- Advise and support colleagues on SEND matters, ensuring staff have access to appropriate resources, guidance and training.
- Deliver and coordinate SEND-related INSET and professional development opportunities for teaching staff and teaching assistants.
- Work closely with the Head of Wellbeing and the pastoral team to support the academic, emotional and social wellbeing of pupils with SEND.
- Keep abreast of current research, legislation and best practice in SEND and ensure developments are reflected within School provision.

Assessment, Identification and Record Keeping

- Maintain accurate and up-to-date learning support records, including pupil profiles, assessment data, specialist reports and evidence required for examination access arrangements.
- Oversee the identification, assessment and monitoring of pupils with SEND.
- Coordinate the screening and assessment of new pupils, communicating outcomes and recommendations to parents as appropriate.
- Liaise with external specialists, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists and other relevant professionals.
- Prepare, review and monitor individual pupil support plans and one-page profiles, ensuring they are accessible to relevant staff via iSAMS.
- Ensure all annual reviews and statutory requirements for pupils with Education, Health and Care Plans (EHCPs) are completed effectively and within required timescales.
- Maintain accurate records of meetings, interventions, assessments and parental communications.

Curriculum and Learning Support

- Ensure high standards of teaching and learning within the Learning Support Department.
- Coordinate and deliver targeted intervention programmes for pupils requiring additional support.
- Provide specialist support through individual and small-group teaching, where appropriate.
- Organise and oversee in-class support arrangements.
- Develop and monitor SMART intervention programmes in collaboration with teachers and pastoral staff.
- Support teachers in implementing effective differentiation and adaptive teaching strategies.
- Monitor, evaluate and report on the impact of interventions and support programmes.
- Meet regularly with pupils on the Learning Support Register to review progress and establish appropriate targets.
- Support the continued development of the School's whole-school approach to learner profiles and inclusive practice.
- Attend Heads of Department and relevant academic meetings to ensure SEND provision is embedded across the curriculum.
- Work closely with the Director of Teaching and Learning to develop effective study skills provision and whole-school inclusive teaching strategies.

Examinations and Access Arrangements

- Oversee the identification and assessment of pupils requiring examination access arrangements.
- Work closely with the Examinations Officer to ensure all access arrangements are compliant with JCQ regulations.

- Prepare and maintain appropriate evidence to support applications for examination access arrangements.
- Ensure approved arrangements are effectively communicated to staff and accurately recorded on iSAMS.
- Coordinate support arrangements for internal and public examinations.
- Analyse and report on the examination outcomes of pupils receiving learning support.

Transition and Parental Engagement

- Support effective transition arrangements between the Pre-Prep, Junior and Senior Schools, particularly for pupils requiring additional support.
- Establish and maintain positive relationships with parents and guardians.
- Coordinate regular meetings with parents to discuss pupil progress, support plans and next steps.
- Provide guidance to parents regarding assessments, referrals and external specialist support where appropriate.

Management and Administration

- Lead, manage and develop the Learning Support team, including Teaching Assistants and the Deputy Head of Learning Support.
- Chair and lead departmental meetings, promoting collaboration and continuous improvement.
- Manage and monitor the Learning Support budget effectively.
- Contribute to School self-evaluation, strategic planning and reporting, including the annual SEND Information Report.
- Participate fully in the School's appraisal and professional development processes.

General Responsibilities

- Attend staff meetings, assemblies, parents' evenings and School events as required.
- Contribute actively to the wider life and ethos of the School.
- Ensure compliance with School policies relating to safeguarding, child protection, equal opportunities, health and safety, confidentiality and data protection.
- Undertake any other duties that are commensurate with the level and responsibilities of the post and which may reasonably be required by the School.





The Person

This is an exciting and challenging position. We are seeking an energetic and confident teacher with relevant experience. He or she will be an advocate for the needs of those pupils with learning difficulties, who will also be capable of working with teaching colleagues to help them bring out the very best in all pupils.

Person Specification

	Essential	Desirable
Qualifications/Education	- University graduate and qualified teacher with the ability to teach KS2 pupils or KS3 to KS5 - Hold Qualified Teacher Status (QTS) with at least three years' experience and possess the NASENCO or NPQSENCO qualification	- Hold a postgraduate (Level 5) qualification in SpLD - Hold a Masters level qualification in SEND - Hold a postgraduate (level 7) qualification in SpLD which includes at least 100 hours relating to individual specialist assessment, or the willingness to undertake the training for this qualification

Experience	• Have a strong track record of leading and line-managing a team of teaching assistants, ensuring high-quality practice and professional growth. • Demonstrate experience of observing lessons and providing expert, constructive advice to improve classroom practice and SEND provision. • Experienced teacher at Junior and/or Senior School level. • Experience in training other teachers • Experience of working alongside other teachers in development and learning • Experience of setting targets and monitoring evaluating and recording progress • Experience on access arrangements for exams (in school and external) for pupils who qualify according to JCQ guidelines	• Evidence of continuing professional development • Experience of leading a team of teachers on the curriculum initiative • Experience of budget management
Skills	• Sensitivity to the aspirations, needs and self-esteem of others • Commitment to team working • Have had experience supporting students across multiple Key Stages, including those requiring highly personalised or significantly adapted curricula. • Willingness to address challenging issues with clarity of purpose and diplomacy. • Ability to motivate, lead and support staff and students • Good negotiating skills	• Confident in the use of information and communication technology
Personal Attributes	• Dynamic nature with a passion for teaching and learning • Excellent communication, organisational and management skills • Excellent interpersonal skills • Self-motivated and able to use own initiative • Flexibility, able to take on a new challenge	

Remuneration and benefits

The salary on offer is competitive

Chigwell School is a very happy place to work and the School provides a supportive working environment. There is a well-developed programme of professional development. Pupils are enthusiastic, well-behaved and eager to learn, and colleagues are supportive, dedicated and get on well together. There is a strong sense of community.

Other benefits of working at Chigwell School include:

- A competitive salary and generous holiday entitlement
- Strong commitment to professional development
- Membership of the Pension Scheme
- Generous fee remission for eligible children
- Personal Accident Cover and Death in Service
- Employee Assistance Support Programme
- Free access to a GP helpline to provide round-the -clock GP assistance.
- Use of the Sport and Wellness Centre facilities outside of the school day
- Complimentary lunch and tea, and break time refreshments during term time
- Free parking on site and cycle racks
- Wellbeing and Medical Centre on site
- Use of School Library
- A beautiful working environment – 100-acre site, beautifully landscaped with a number of listed buildings
- Good transport links by tube (Central Line), road and local bus route and free shuttle bus to the tube station before and after school
- A supportive community of highly motivated students and staff



Applications

Applicants should complete the teaching staff application form which can be accessed directly from our website: <https://www.chigwell-school.org/about-us/vacancies/> and send it to the HR Manager at: hr@chigwell-school.org

Applications will be reviewed as they are received. Suitable candidates may be contacted by telephone or email and invited to attend an interview. We encourage early applications, as the School reserves the right to interview and appoint a candidate before the closing date.

Chigwell is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening including checks with past employers, prohibition orders and enhanced DBS.