

The Grange Junior School

Head of Learning Support



Our School

The Grange School has been one of the great success stories of independent education over the past forty years. The school was founded in 1933 as a Kindergarten and Preparatory School. In 1977, the Governors took the major step of developing secondary education and since 1978 the school has grown steadily and developed an outstanding academic reputation. Today, The Grange has a total enrolment of 1221 students with 427 in the Junior School (4-11 years) and 794 in the Senior School. It is consistently one of the best performing schools in Cheshire and undoubtedly among the very best independent co-educational day schools in the country.

Our academic results speak for themselves; we are consistently one of the highest ranking co-educational independent schools in the country. In 2022, 51% of GCSE entries were awarded grades 8 to 9. At A Level (in 2022), 72% of entries were awarded grades A* to A. Thanks to these excellent results, the majority of our leavers (consistently over 80%) go on to join their first-choice university.

More importantly we are a very happy school. The relationship between staff and students is exceptional; although very busy and, at times, pressurised, it is a pleasure to work and study in such a friendly environment. Expectations of teachers and pupils are high, but this serves both to stimulate achievement and provide reward.

We understand our chief purpose to be to help produce young people who truly flourish and find fulfilment as adults. We try to do this by helping them to identify and develop their unique combination of strengths, talents and passions, and to challenge them to find a purpose for their lives which such attributes can serve.

The Junior School

The Grange Junior School provides an outstanding start to any child's educational journey. We understand the importance of these formative years in the development of each young person and want every child to develop a love for school and for learning. From Reception, at age 4, where we begin to encourage and nurture the potential of each child, through to Year 6, where enjoyment of learning is fuelled with challenge, risk and diversity, we strive to inculcate the values, skills and understanding of the world that will last each child a lifetime. Our ambition is to ensure that at age 11, every child in our care is ready to leave, able to independently and successfully embrace a Senior School education. At the same time, we hope that they will look back with great fondness about their Junior School years.



We achieve this by offering a stimulating academic programme, attentive pastoral care and a competitive, varied enrichment programme, all delivered in impressive, modern facilities. Yet it is the caring relationships that we develop with every child and their parents that are the most important asset to ensuring educational success and happiness.

We have three-form entry at Reception with class sizes from 20 children in each Reception class, steadily growing our three forms up to 24 children from Year 3 to Year 6. As a 4 to 18 school, almost all of our children progress onto the Senior School without the need for any formal assessment.

The Place

The Grange is situated in Hartford, a thriving village in its own right but also, in effect, an extension of the town of Northwich. Part of the Vale Royal of Cheshire, equidistant from Manchester and Liverpool, with Chester only 15 miles away, it is a delightful area to live in. Nowhere is more than a few minutes from lovely countryside; hills, coast, even mountains, are within easy reach; and the nearby cities provide terrific opportunities that supplement the cultural, sporting and commercial life of the area. There is a good variety of housing available to suit all tastes and budgets. Both staff and pupils travel to the school from a wide area and a variety of both urban and rural locations. In short, the standard of living in the area is attractive and sought after.



Our Curriculum



In most dictionaries the word curriculum is usually defined in terms of 'the courses of study offered by a school or college'. At The Grange our definition is much closer to the context in which the word –whose original Latin meaning is 'race track' or 'lap'– was originally understood in education in the early twentieth century: the 'course' represented by all those experiences through which children become successful adults in society.

Consequently, we understand that everything we do in school from which our young people learn about the world and themselves is a part of our curriculum. They learn from their studies, their involvement in activities outside the classroom, their relationships with their peers and their teachers, their successes and (often more helpfully) their mistakes.

Thus we define our curriculum in an all-embracing and holistic way. We structure it to include our Academic Programme, our Enrichment Programme and our Personal Development Programme.

Our Values



Job Description

The Role:	Junior School Head of Learning Support
Reporting:	Deputy Head Academic
Qualifications:	A recognised teaching qualification e.g. Degree plus a PGCE or equivalent and National Award SENDCo qualification (and additional specialist qualifications relating to Learning Support)
Salary:	The Grange School Upper Pay Range + additional responsibility payment including membership to the Teacher Pension Scheme

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

The Opportunity



This is a rare and exciting opportunity to lead Learning Support across one of the country's leading independent schools. Equipped with excellent communication skills and a collaborative style of working, you will be approachable and solution-focused, highly organised and behave with integrity at all times. You will be wholly committed to our aims to provide the very best educational outcomes, attentive pastoral care and a competitive, varied enrichment programme, all delivered in impressive, modern facilities. Above all else, you will understand that the caring relationships we develop with every child and their parents are the most important asset to ensuring educational success and happiness: we want every child and their family to feel valued.

The Head of Learning Support will be responsible for all learning support across the Junior school and will work closely with Head of Learning Support at the Senior School and whole school SENCo. The successful candidate will be responsible for identification of learning

support needs in both prospective and current students and for coordinating the production of support plans for all students requiring learning support. A key part of the role will be equipping classroom teachers and Teaching & Learning Assistants (TLAs) to provide effective support to SEND students. It will also be important to communicate and work with parents of students requiring learning support as well as liaising with colleagues and external agencies.

Responsibilities

This is full time role and will include teaching as part of appropriate SEND support as well as some additional teaching of the wider curriculum. The list of professional duties below is set out in addition to the expectations that The Grange School has of any member of the teaching staff, as detailed in the Job Description for Junior School Teacher.

Leadership & Management

- Line manage all Teaching & Learning Assistants including regularly undertaking performance reviews and supporting professional development of colleagues in the department.
- Establish common practices and a shared vision within the school's Learning Support Department to ensure high quality provision that meets the needs of children and young people with SEND, meeting regularly with teachers and TLAs across the Junior School.
- Stay up to date with best practice relating to learning needs, such as dyslexia, dyspraxia, ADHD, and ASD, along with all relevant areas of legislation relating to SEND students.
- Prepare and implement an annual department plan that will contribute to the overall School Development Plan.
- Provide an analysis of internal assessments on students with SEND and report to Senior Leaders, as required.
- Lead by example by being an outstanding practitioner.

Identification of Learning Support Needs

- Ensure clear procedures (incl. screening) to identify and register children whose academic, physical, social, or emotional development is giving cause for concern.
- Monitor the effectiveness of internal SEND referral system, advising colleagues on procedures to raise SEND-related concerns.
- Maintain and update the SEND register and share with all staff in conjunction with Deputy Head Academic and whole school SENCo.
- Assist with the admissions assessment of prospective students and advise if the school can meet an applicant's needs.
- Liaise with the pastoral team, when needed, logging action taken on CPOMs.
- To lead staff meetings / INSET with an SEND focus to help create positive solutions for learners with Special Educational Needs.



Support for SEND students

- Monitor where students with SEND are in their learning and development and ensure decisions are informed by the insights of parents and those of children and young people themselves, having high ambitions and setting stretching targets for them.
- Coordinate the production and dissemination of pupil passports for students on the SEND register.
- Track the progress of students with SEND monitoring and reporting on progression and amend support as required.
- Identify and ensure adoption of the most effective teaching approaches for pupils with SEND and update strategies accordingly so that additional or different provision is made for them.
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress using empirical and holistic evidence.
- Plan and prepare SEND support for the transitions between Key Stages of education and preparation for Senior School life.

Other Duties

- To work as a member of a whole staff team, positively and enthusiastically contributing to effective working relationships within the school.
- To contribute to the school's enrichment programme, providing at least one hour a week to this busy and active programme.
- To attend Open Mornings, Reception Assessment, Parents' Evenings, annual Awards Evening and other official school events.
- To address and report safety issues to relevant colleagues within the school and to undertake risk assessments and training where necessary.

- To undertake supervisory duties as required, attend pre-term staff meetings and INSET days.
- To monitor all resources for maintenance, requisition and health and safety reasons.
- To ensure that all school policies and procedures are adhered to.

The Person

Key to Recruitment Activity: A = Application, I = Interview, E = Experience review, T = Task, R = Reference.

Qualifications:	Essential	Desirable	Activity
Post Graduate Certificate of Education (or equivalent)	√		A
National Award SENDCo qualification	√		A
Additional specialist qualifications related to learning support provision		√	A
Qualified teacher status	√		A
Experience, Skills & Abilities			
Working knowledge and experience of high-quality learning support and SEND provision within a Junior / Primary setting	√		I/A/E
Experience of team management		√	I/A/E
Experience of working as part of a multi-disciplinary team	√		I/A/E
A commitment to the academic progress and the welfare and safeguarding of students	√		I
Outstanding communication skills and sensitivity when handling difficult conversations and an understanding of the need for confidentiality	√		I
Ability to work under pressure	√		I
Knowledge and understanding of recent educational developments and best practice	√		I
Qualities:			
Ability to inspire children with a love of learning whilst ensuring the curriculum is accessible for all	√		I
Energy, charisma, resilience, flexibility, and dynamism with the vision and drive to create productive learning environments and excellent outcomes for all children.	√		I, R
Strong personal-relations and team-working skills to engage with staff, along with rigorous can-do attitude as a positive team player with a sense of humour	√		I
To be able to support the school's mission and values	√		I
To be able to demonstrate excellence in one's professional work	√		I
To be committed to continuous professional development at all levels	√		E, I

The Process

To apply for the role of Head of Learning Support at The Grange Junior School, please write a letter of application (no more than two sides of A4) to support a fully completed application form (that can be downloaded from our website), with current salary details and names of two referees to:

Head of Junior School
C/o The Grange School
Bradburns Lane
Hartford
Cheshire
CW8 1LU

Alternatively, applications are also accepted via e-mail to recruitment@grange.org.uk.

The closing date for applications is **Monday 15th April 2024 at 12:00pm**

Candidates selected for interview will be informed by email on Tuesday 16th April 2024 and interviews are currently scheduled for **Wednesday April 2024**.



The Grange School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. The successful candidate will be subject to a DBS check. This post is exempt from the Rehabilitation of offenders Act 1974.

The Grange Junior School
Beechwood Avenue, Hartford
Cheshire, CW8 3AU
T 01606 539039
E office@grange.org.uk

