***Head of Learning Support*  
Job Description**

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| **Job Title:** | *Head of Learning Support for the whole school* |
| **Department:** | *Learning Support* |
| **Reports to:** | *Head of Secondary School, Head of Primary School, Head of School.* |
| **Location:** | Sotogrande International School, Spain |

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| ***Purpose of Role:***  *The Head of Learning Support should be an adaptable educator and innovative department leader. He/she should be a great teacher, motivator, communicator and administrator and should be capable of managing an area of learning and supporting students in an international environment. He/she should be able to provide professional leadership for colleagues to secure high quality teaching and learning, make effective use of resources, and ensure improved standards of achievement for all students.* | | |
| **Budgetary**  *The Learning Support Department is self-sustaining internal business.* | **People Management**  *Learning Support Teachers (Primary & Secondary)*  *Learning Support Assistants (Primary & Secondary)*  *Interns - Learning Support Assistants* | **Key Relationships**  *To forge relationships between other Leaders of Learning to develop the needs of all learning support students.*  *Head of Secondary, Head of Primary, Head of Primary Pastoral Care, Head of Secondary Pastoral Care, IB DP Coordinator, IB MYP Coordinator, IB PYP Coordinator*  *Student Counsellor*  *Child Protection and Safeguarding Team*  *Students*  *Parents*  *External Supporting Agencies (Psychologists, Psychiatrists)* |
| ***Primary Responsibilities/Activities:***   * 1. *To design, develop, implement and review policy documents and strategic plans.*   2. *To coordinate, and deliver effectively, the teaching and learning of his/ her area of learning throughout the school, in particular he/she should liaise with the Head of Secondary, Head of Primary, Head of Primary Pastoral Care, Head of Secondary Pastoral Care, IB DP Coordinator, IB MYP Coordinator, IB PYP Coordinator.*   3. *To design, develop, implement and review assessment, tracking and monitoring, reporting and record-keeping systems for students.*   4. *To administer rewards, sanctions and safety policies and procedures relating to students.*   5. *To design, develop, implement and review Professional Development for staff in his/her area.*   6. *To design, develop, implement and review staff performance and development procedures in his/her area.*   7. *To manage the budget and resources, in particular the ordering, maintenance, inventory, record keeping and advice on resources and equipment, including publications, hardware, software and facilities.*   8. *To develop a positive attitude towards his/her area of learning in the school and wider community through cooperative relations, publications, competitions, etc.*   9. *To hold regular meetings, represent his/her area of learning at the Leaders of Learning meetings and communicate the proceedings of all meetings to colleagues.*   10. *To collect and disseminate all information relating to his/her area of learning throughout the school.*   11. *To enhance the professional standing of the teaching body.*   12. *To integrate and lead the use of platforms such as Managebac, iSams and MyConcern within the department.*   13. *To constantly keep abreast of technological developments with regards to their subject.*   14. *To continuously develop Hybrid models in line with Inspired policy.*   15. *To capture images and videos to market their subject.*   16. *To take part in open days and other events to market the school.*  1. ***Specific Responsibilities.*** *The successful candidate will assume this post at a crucial stage in the development of SIS. The following list gives an indication of some of the specific current issues to be addressed.*    1. *Develop personalized learning strategies within the department.*    2. *Integrate new technologies to enhance learning for students, including blended learning.*    3. *Develop the use of ATL skills to enhance learning within the department.*    4. *Develop and update the ATL planning chart, which shows progression within the department.*    5. *Contribute to the on-going IB/CIS/NEASC accreditation process.*    6. *Develop the use of Managebac within the department.*    7. *Develop effective AFL strategies for students within the department.*    8. *Find avenues to develop links with other departments to enhance interdisciplinary learning experiences for students.* | | |
| ***Knowledge/Expertise/Qualifications:***   1. ***Knowledge and Skills.*** *He/She should:*    1. *Model the behaviours and values promoted by the school.*    2. *Possess excellent communication skills and be willing to adapt to the demands of an international school, in particular he/she should be able to communicate effectively both verbally and in writing in English and/or Spanish.*    3. *Manage, lead and develop an area of learning and, in particular, develop the team spirit in that area.*    4. *Have the ability to manage a diverse and demanding workload.*    5. *Provide support and guidance for colleagues in academic and pastoral matters.*    6. *Act as a role model for students.*    7. *Be able to teach mixed culture and ability classes using a variety of styles to create appropriate learning opportunities for all students.*    8. *Have a high level of understanding of current research as to how children best learn and possess the ability to motivate students to perform to their best.*    9. *Be familiar with relevant IB PYP, MYP and Diploma courses.*    10. *Have a high level of awareness of current developments in his/her area of learning.*    11. *Lead, manage and develop the day to day running of the school's student support service across primary & secondary.*    12. *Carry out screeners of students who have been referred to student support, to identify individual student needs and monitor, review progress - including observations in the classroom and meeting with teachers and parents.*    13. *Provide 1:1 individual support lessons, small group support lessons - offering bespoke programmes to meet individual student needs.*    14. *Work with teaching teams, the school leadership team, pastoral teams, parents and relevant external agencies to develop, implement and monitor individual support programmes/learning plans.*    15. *Provide regular updates on student progress through the use of ILPs, written reports and meetings with students, parents, teaching teams and external agencies.*    16. *Make referrals and liaise with external agencies and professionals - this could include psychologists, medical teams, speech and language therapists and occupational therapists.*    17. *Provide advice, guidance and training to classroom teachers on supporting students with additional learning needs.*    18. *Work with the school’s finance team to ensure accurate invoicing for learning support, maintaining accurate up to date records.*    19. *Develop and maintain systems (iSAMS) for keeping student records, ensuring information is accurate and up to date.*    20. *Work with admissions to monitor student applications, new students, identifying potential needs to ensure development of appropriate strategies and interventions for students joining SIS, including meeting new students & parents as part of the admissions process and developing and implementing transition plans.*    21. *Liaise with schools and universities on behalf of students transitioning into and out of SIS.*    22. *Manage and support the student support team - specialist learning support teachers, learning support assistants, student counsellor to improve student progress and attainment through the use of staff assessment.*    23. *Liaise with the school nurses to track, monitor and identify students presenting with ongoing illness absences, long term sickness and medical conditions*    24. *Liaise with the boarding house team to track, monitor students with identified needs under boarding house supervision.*    25. *Take a proactive role on the school’s safeguarding committee, contributing to regular meetings to track, monitor and support students on the school’s My Concern system, liaising with external support where appropriate.*    26. *Contribute to the school’s pastoral programme, promoting awareness of additional learning needs, social & emotional, wellbeing, etc. for example, Autism Awareness, Dyslexia, Study Skills, Mental Health.*    27. *Contribute to the induction of new staff, students joining SIS.*    28. *Ensure that all students have access to both internal and external tests and examinations with the implementation of appropriate accommodations/assessment access requirements for both the IB & A Levels.*    29. *Use the school’s chosen assessments to collect student data for tracking & monitoring purposes and the identification of students with additional learning needs including gifted & talented.* 2. ***Qualifications and experience.*** *The school expects teachers to have:*    1. *Qualified teacher status appropriate to the teaching duties to be undertaken.*    2. *Preferably at least 5 years teaching experience in international schools.*    3. *Prior experience of Middle Management within an international setting.* | | |
| **Business Area**  *He/she will be working in a dynamic teaching team. There is a high degree of professionalism within the school and departments. Help should be sought where needed from other Leaders of Learning. He/she will be able to hold and be responsible for the department budget.* | | |