



BADMINTON
SCHOOL



Badminton School

LEARNING SUPPORT &
SEND COORDINATOR
VACANCY 2023



Message from the Head

Dear Candidate

Thank you for taking an interest in the role of Learning Support and Special Educational Needs & Disability Coordinator at Badminton School. We are a thriving day and boarding school, which has remained at the forefront of girls' education for over 160 years, and we are excited to see how the successful applicant for this role will bring forward their ideas and energy to support the Learning Support Department.

I hope that you find this brochure helpful and informative, but, should you require any further guidance, please do contact our HR team who will be happy to assist further.

I look forward to receiving your application.



Mrs Jessica Miles
Head



Learning Support and SEND Coordinator Job Description

Hours

This is a full-time role, 40 hours per week, Monday to Friday.

Salary

Badminton operates its own pay scale. Staff joining Badminton School are assimilated on to the Badminton Scale at a point appropriate to their qualifications and experience and the post to which they are appointed.

The School offers membership of a contributory pension scheme and has a contractual sick pay scheme. Please note that although this is a boarding school, the role does not come with any offer of accommodation.

The Role

The post-holder will be a committed individual able to lead the Learning Support Department and the postholder will oversee the administrative side of SEND / EAL provision across the whole Senior School age range, as well as providing tailored individual and very small group tuition (Year 7 and 8). They should also be available daily for elective drop-in study skills support sessions. The daily drop in sessions would be considered to be instead of extra-curricular commitments, covers, Tutor role and other associated duties expected of a teacher. and the postholder should be qualified to assess Sp/LD (Dyslexia) and prepare up-dates to previous educational psychologist assessments in accordance with JCQ regulations. The postholder will need to apply for GCSE and A Level exam access arrangements.

Specialist language support and appropriate private tuition is currently available from three peripatetic EAL tutors, arranged and supervised by the this postholder. Some small groups and individuals may receive a differentiated curriculum, substituting an academic subject for curriculum-based courses in Learning Support or English for Academic Study, as appropriate for their needs. These groups are taught in both the Junior and Senior School by one of the qualified Learning Support staff members.

The postholder will have their own teaching room / office. The Department is well resourced with a full range of assessment and teaching materials and equipment.

Meet the Department

Badminton has a flourishing and vibrant Learning Support Department, providing individually tailored programmes of support for students with a wide variety of Special Educational Needs and Disabilities as well as offering English Additional Language support.

The Learning Support Department enjoys close and cooperative relationships with other academic departments, the School's medical and pastoral support teams and with a range of other external support services and SEND and medical professionals.

Aim of the Role

The Learning Support and Special Educational Needs and Disability Coordinator (SENDSCO) will oversee provision for all pupils with SEND and EAL in the Senior School.

Accountability

The SENDSCO reports directly to the Deputy Head (Pastoral). All teachers are responsible to the Senior Deputy Head on academic matters, to the Deputy Head (Pastoral) on matters of welfare and discipline, and ultimately to the Head.

Learning Support and SEND Coordinator Job Description

Key responsibilities

The Learning Support and Special Educational Needs and Disability Co-Ordinator will:

- Be responsible for the screening, monitoring and support of all pupils on the SEND register according to their needs;
- Oversee, and provide support with, the referral process for staff to refer a pupil who may have SEND;
- Liaise with staff, parents and external agencies/assessors to ensure pupils with SEND obtain the support they need;
- Working with the Senior Deputy Head to plan and deliver, using existing School systems, a school-wide Study Skills and Revision Skills programme to all pupils to foster individual responsibility for independent learning;
- Draw up, submit and monitor the department budget and development plan;
- Line manage the Junior School SENDCO, the SEND Administrator and teachers within the department ensuring the effective management of them in the performance of their duties and all aspects of their administration;
- Work with the Exams Officer to ensure Access Arrangements are properly administered - and in line as needed with all JCQ regulations - for each pupil who qualifies, ensuring you keep up to date with any changes in the regulations to the awarding and administration of access arrangements;
- Attend Heads of Department meetings and other Department Meetings as necessary;
- Line manage and support the EAL teacher(s) in the screening, monitoring and provision for EAL pupils to ensure that all EAL pupils receive the support and provision that is required;
- Provide a daily (weekday) drop-in clinic for pupils who have immediate concerns they wish to raise;
- Support, through INSET and day-to-day guidance, colleagues in fulfilling their statutory obligations in supporting SEND/EAL pupils they work with;
- Work with the Admissions team to ensure effective systems are in place for applicants with SEND and to foster direct communication with parents of prospective SEND pupils and their child's previous school;
- Liaise with the Junior School SENDCO during transition of Year 6 to Year 7 and on training and resource issues;
- Attend appropriate training courses to ensure that their own professional development is nurtured and that the department is able to fulfil its commitments to pupils and parents;
- Participate positively in their own appraisal (formal and informal) and provide on-going and regular feedback to Senior Leadership to enhance contribution to School delivery;
- To ensure that all aspects of SEND / EAL provision and record keeping are 'inspection ready' and meet the requirements of all inspecting associations such as ISI and JCQ.

This is not an exhaustive list of tasks. This job description is subject to regular discussion and review. This job description is subject to regular discussion and review.

Person Specification

Education and qualifications

Applicants must have appropriate academic qualifications for the role. It is highly desirable that the SENDCo holds:

- A degree in a relevant subject and secondary QTS;
- An additional qualification in a relevant area of Special Needs Teaching;
- A Level 7 Specialist Access Arrangements Assessor qualification.

Knowledge and understanding

Applicants should demonstrate a clear understanding of the secondary curriculum and its assessment, have an ability to employ a range of effective teaching, learning styles and assessment methods and possess the ability to use assessment data to inform planning and set targets.

In addition, applicants will have excellent knowledge of SEND and experience of supporting pupils with additional learning needs. They will have a thorough understanding of the statutory requirements in this area including JCQ and ISI regulations.

Teaching and learning

Applicants must be motivated to work with young people, be able to form and maintain appropriate relationships with pupils and establish personal boundaries, have emotional resilience and be able to maintain good order. They will be thorough in preparing lessons and in assessing and monitoring progress. They will keep full records and write detailed reports.

Personal qualities

Applicants will be personable, of smart appearance and have good social skills. They will be organised, punctual and efficient in organising their workload and managing their time effectively. They will be competent in the use of IT. They will work well in a team and be responsive to advice and guidance.

All applicants are expected to share the School's vision of the benefits that single sex education provides. The successful applicant will contribute widely by taking on the role of tutor and by playing a full part in the sporting and extra-curricular activities of the School and in the boarding life of the School.

In addition to the above, the successful applicant will be expected:

- To promote the safeguarding and welfare of children and young persons for whom they are responsible or come into contact with;
- To be supportive of and committed to the School's policies on Child Protection;
- To be supportive of the School's policies on Equal Opportunities;
- To be mindful of their personal responsibilities relating to Safety, Health and the Environment;
- To be mindful of the need to treat all sensitive information relating to pupils, fellow employees and the business of the School as confidential;
- To be accepting of the need to follow all other School policies and procedures as appropriate and relevant to their post.

Application Process

For information about the Application Deadline for this vacancy, please visit the Careers Page on our website [here](#). Candidates should download the Application Form on this page too.

Suitable candidates may be interviewed before the closing date and the School reserves the right to withdraw the position if an early appointment is made. Applicants are therefore strongly encouraged to apply early.

All applications are to be sent to the Deputy Bursar (HR & Compliance): hr@badmintonschool.co.uk

Applicants should also complete the Supplementary Information Form and return this along with their application.

Please be aware that we do not accept or review curriculum vitae, so please do not enclose these. All applications will be acknowledged upon receipt.

Please note that if you are unsuccessful at the interview stage, we will not provide feedback on your performance.

References & Employment History

It is School policy that we request employment references for all short-listed candidates prior to interview and we may approach any previous employers for information to verify particular experience or qualifications, before interview. All applicants will be asked the reason for leaving previous roles if this is not explained on the Application Form. Applicants will be asked to confirm that they have not been disqualified from working with children. Any gaps in employment will be explored at interview.

Online Searches

Badminton School will conduct online searches for shortlisted candidates in accordance with the requirement set out in Keeping Children Safe in Education 2022, in order to ensure the suitability of individuals to work within our School. These checks will be conducted by an external third party to ensure objectivity, and HR will only share the results of this check with the panel if and when findings are of concern. The panel will explore any concerns passed to them as part of our due diligence process.

Further Checks

The offer of a post will be made subject to satisfactory written references, health declaration and enhanced DBS check.

Further information about the application and recruitment process can be found in our Recruitment Policy [here](#).

Thank you once again for your interest and we look forward to receiving your application.



Additional Information

Compliance

The School underwent an ISI Regulatory Compliance Inspection in October 2022; the full report is available via a link from our website [here](#) or from the ISI website [here](#). We hope that the report will enable you to understand more about Badminton School and encourage you to submit an application.

All posts in the School are offered subject to the receipt by the School of a satisfactory Enhanced DBS Disclosure, Criminal Records Declaration, satisfactory references, verification of any qualifications cited and proof of the right to work in the UK. A probationary period will also apply to any offers made. Candidates are advised to disclose any possible impediment to appointment at the time of applying and failure to do so could result in an appointment not being confirmed or being withdrawn.

Commitment to Safeguarding

In the education sector, we have a responsibility to safeguard young adults and children in our care. Under current legislation, we are required to obtain full employment and education history including dates, as such please ensure that any gaps in your employment history since the age of 16 years are explained. We are also required to undertake a number of other compliance checks as well as seeking and verifying references. Candidates are therefore asked to read the full requirements on the Application Form and to provide all of the information requested in order to avoid their application being delayed or rejected.

Badminton School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. All staff have a responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, and are required to adhere to the School's Safeguarding Policy and related procedures.

If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the School, he or she must report any concerns to the Designated Safeguarding Lead or other appropriate person as set out in the Policy.

To read the Badminton School Safeguarding Children Policy, please click [here](#) where you can download the policy.



Badminton Benefits

What it is like to work at Badminton School

Big enough to matter,
small enough to care

Cycle to work
scheme

Staff induction
programme
and mentoring
scheme

Friendly
colleagues

Boarding and
Day School

Homely environment

Beautiful grounds and
well-maintained buildings

Girls aged
3 – 18 years
on one site

Central Bristol location

Free use of sports
centre, pool, gym
and tennis courts

Ambitious and
high-achieving pupils

Generous
holidays

Social
calendar

Consultation and communication
via our Staff Forum and Council

Diverse and international
yet also local

All girls

Free School lunch

Pension scheme
from day one

Internal and external
professional development

On-site parking

Online learning/training

Dedicated
support staff

Supportive culture

Initiatives to
support and
promote staff
wellbeing

Disciplined
yet informal
teaching
environment

Quality IT environment
for teaching staff

Line management
opportunities

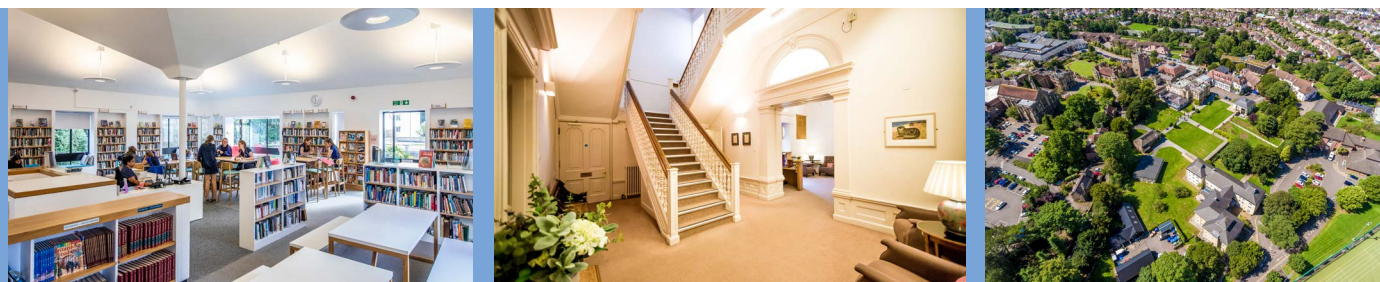
Concessionary School fees for staff with daughters

Badminton School



Badminton School is an independent day and boarding school for girls aged 3 – 18 years. Its location in Westbury-on-Trym on the leafy outskirts of the university city of Bristol provides all the amenities and opportunities of a diverse city, mixed with the green open space of the surrounding areas. The School itself has an enviable sense of community, which is felt the moment you step through the gates to the enclosed campus of beautiful buildings and pleasant gardens.

The School consistently achieves impressive academic results, which enables the girls to access a wealth of world-class universities, music conservatoires and art colleges. Badminton has a holistic approach to learning and girls are encouraged to develop as individuals, pursue their own interests and expand and explore their ambitions, both in their academic work and co-curricular activities. The aim at Badminton is to encourage the pupils to become curious, confident and enthusiastic learners within a community that is supportive, friendly and fun!



In the recently published and highly influential Sunday Times “Parent Power” report, Badminton was once again in the top 20 Independent Schools for girls in the country and was ranked eighth best Independent School of any type in the South West.

The happiness and welfare of our pupils is paramount to everyone at Badminton. We currently have around 550 pupils in our strong community; small class sizes mean that there is a focus on the pupils as individuals, leaving no opportunity for anyone to be anonymous. Awareness of responsibility is cultivated and the community code of conduct makes pupils aware that other people matter. The pupils’ mutual respect and support for not only their peers, but also for the whole community, goes right to the heart of the School’s ethos.

In the Junior School there are approximately 130 girls, most of whom are Day Pupils; in the Senior School there are over 375 girls of whom approximately half are Boarders.

The School's Vision and Values

Vision

“Badminton provides the best preparation for girls living and working in a global society.”

Values

- To provide an education which nurtures intellectual curiosity and which is challenging and fun, balancing academic excellence with fulfilment of individual potential in the arts, sport and co-curricular activities.
- To provide pastoral care which teaches respect and tolerance for the whole community and requires each girl to take responsibility for herself and others. To create opportunities for every girl to make a contribution to the wellbeing of the School and genuine mutual support.
- The international mindset of the School aims to create an awareness of the needs and concerns of society at local, national and global levels.
- Badmintonians leave the School as curious, confident and courteous individuals who will thrive in a competitive, global society.
- Badminton respects the past and looks to the future, ensuring good stewardship of the Badminton name, the campus and the School's world-class reputation.

School Results and Achievements


A Level (Upper Sixth)	2022	2021	2020
Grades A*/A	73%	79%	67%
Grades A*, A, B	86%	92%	90%
Average subjects per candidate	3.3	3.4	3.1

GCSE (Year 11)	2022	2021	2020
Grades A* - A/9 - 7 (includes 9-7 for 2017/18 onwards)	80%	77%	85%
Grades A* - B (includes 9-6 for 2017/18 onwards)	92%	90%	94%
Average subjects per candidate	9.8	9.8	10.1

Junior School to Senior School	2022	2021	2020
Retention rates	86%	79%	79%

Why Bristol?

7 reasons why it is one of the best cities in which to live and work*



1 Quality of life

Bristol has something for everyone, from idyllic landscapes to a host of trendy bars and restaurants. In recent years, this has been supplemented by low unemployment, excellent public services and falling crime rates. The city is a hub of cultural activity, home to a thriving technology scene and a host of big-name companies.



2 Local economy

Continued investment in Bristol shows confidence in the area remains high. The local economy is expected to keep growing for the next few years.

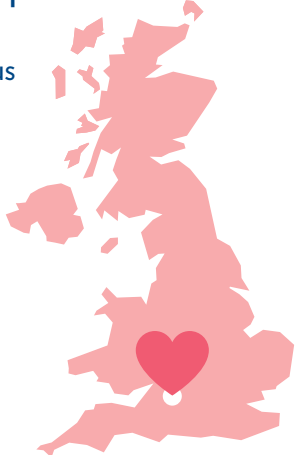
3 Cycle everywhere

Bristol was the UK's first cycling city. You only have to look outside to see how cycling mad the city of Bristol is. There is an impressive number of urban cycle routes and the first bit of the National Cycle Network was built right here in our city.



4 Location and transport

In Bristol you are only ever a short drive away from gorgeous beaches and scenery, whilst journeys to London, Cardiff, Plymouth and Birmingham can all be made in under two hours via the train. The M32 runs directly into the centre, with the M4 and M5 close by. Buses serve the city centre well too.



5 Culture

There are plenty of attractions in the city, notably Bristol Zoo, Brunel's SS Great Britain and the Clifton Suspension Bridge, along with a host of parks, museums, religious sites and activity centres. Looking for somewhere to eat and drink? Bristol has long enjoyed a reputation as having one of the best food scenes in the UK.



6 Parklife

Bristol has got some of the best green spaces around; from Brandon Hill to the Downs, take your pick. And the city works hard to keep them nice and clean.



7 Sustainability



Bristol was the first British city to be named European Green Capital in 2015. Bristol is a place where people care, where you can do your bit to protect the environment by learning more about sustainability. Join one of many sustainability campaigns or local charities and grab the opportunities to get involved and make a difference.

*According a Survey in the Sunday Times in 2017, Bristol was the best place to live in the UK.



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