



**WEST BUCKLAND**  
SCHOOL

**Head of Personalised Learning & Development**  
**(Senior Management Team Position)**  
**Appointment — Easter 2022 (or sooner)**





## The School

West Buckland is a school founded in 1858 intended to offer an excellent education based on Christian values. It stands in nearly 100 acres of grounds, surrounded by farmland, near the western edge of Exmoor. Its rural location is outstandingly beautiful. The school is now a leading, multi-cultural community for boys and girls across North Devon and beyond.

The school's buildings and facilities have developed steadily throughout its history and, in recent years, over £14m has been invested in outstanding facilities. These include an excellent sports complex, including the *Jonathan Edwards Sports Centre*, and the award-winning *150 Building*, which includes the Art and Design & Technology Departments and a Theatre. *Parker's*, a seventy bed, Sixth Form boarding house and *The Michael Morpurgo Library*, a state of the art building comprising of study facilities, library and resource centre, opened in autumn 2015.

The school is fully co-educational and has grown considerably in recent years. In total there are just under 600 boys and girls aged, 3 to 18 years, with 170 in the Sixth Form. There are also over 140 boarders and, following the substantial investment, there has been an increased demand in this area. The school has its own co-located, Preparatory School and Nursery, with pupils aged 3 to 11.

Academic standards at the school are high and, for many years, West Buckland has been one of the most consistently high-performing schools in the South West at GCSE and A-level. A-level results typically exceed 70% A\* to B and our GCSE students this year achieved 52.4% of passes at A\* and A. There is considerable emphasis on extracurricular activities at the school, with a proud record in boys' and girls' games, Drama, Music, the Combined Cadet Force, Outdoor Education and the Duke of Edinburgh Award Scheme.



# **Job Description Head of Learning Support (Personalised Learning & Development) (Senior Management Team)**

## **The Role**

### Reporting To

Deputy Head Pastoral  
Deputy Head Academic

### Direct Reports

Personalised Learning Support Assistants

This role looks to enhance the traditional demands of the Learning Support role to meet the needs of children today. As such, it is not simply limited to providing for academic needs but appreciates the complex interplay of pastoral requirements and therefore the title is likely to develop into the Head of Personalised Learning and Development. Its function is to:

To support staff and pupils to be the best that they can and work towards an environment where:

- All pupils achieve their personal bests
- Teaching and learning is consistently excellent for all pupils

The Head of LS works closely with the Deputy Head Pastoral and Deputy Head Academic.



## **Personalised Learning & Development at West Buckland**

In the Senior School, pupils with SEND in Year 7 -9 take only one modern foreign language and attend Learning Development Lessons. These classes usually consist of about half a dozen pupils and the emphasis is on acquisition of basic literacy, numeracy and study skills. In Year 10 and 11 some pupils opt for Learning Support in place of a GCSE subject to continue working on these skills, together with study skills to support their wider studies. In addition, the senior school deploys Learning Support Assistants to support pupils in timetabled lessons. In Years 7 to 11, the school will electively withdraw pupils from timetabled lessons for 1:1 work; and operates a charging tariff for additional learning support provision.

## **Job Specification:**

The post holder will be a member of the school's Senior Management Team (SMT) with the expectation that they will provide timely, qualified and authoritative information and detail into SMT meetings and debate. Operate as a recognised leader and manager and be confident to present on subject related topics to the parents, prospective families, wider SMT and Governors.

To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progress through effective assessment, direction and support of individual pupils' needs in conjunction with other relevant staff.

The Head of PLD is expected to diagnose, create and deliver learning support which totals approximately 40% of the timetable per week leaving the remainder of their timetable as non-contact allocation each week for the diagnostic assessment and psychometric testing of pupils and the writing up of reports leading to Access Arrangements for external exams.



## **Leading the department by maintaining a focus on teaching and in learning, in particular:**

- Ensuring there are high standards of teaching which meet the needs of all pupils in Learning Development Lessons and Learning Support classes.
- Contributing to the continuing professional development of members of the department (including those who teach a part timetable) by participating fully in the school's professional development procedures including lesson observations, departmental reviews and appraisals.
- Contributing to the induction of new members of the department in departmental processes, and liaising with the Deputy Head over induction of new staff in whole school matters.
- Attendance at professional conferences and meetings.
- Introducing appropriate technological aids to teaching and learning, and ensuring they are used effectively.
- Maintaining departmental schemes of work and ensuring these are delivered effectively to the pupils.
- Developing departmental marking and assessment policies, and ensuring that marking is consistent with school and departmental policies.
- Providing a departmental development plan to the Headmaster and Deputy Head Pastoral
- Ensuring student SEND records/profiles are regularly updated and stored securely and in accordance with the school's data protection policy.
- Planning, preparation and delivery of programmes of study in basic literacy and numeracy, study skills, ICT and the organisation of work, revision timetables and exam technique.
- As part of contracted hours provide 1:1 teaching and support before school, in lunch breaks and after school.
- To effectively manage, resource and deploy teaching/support staff, Teaching Assistants, financial and physical resources relating to SEND pupils to support the designated curriculum.
- To liaise with other staff including EAL Lead, DSL to ensure all needs are being met.
- To review prospective applicant papers, assessing the child when necessary, to advise the admissions registrar.
- To be accountable for leading on SEND development across both schools to ensure that it meets the needs of all pupils
- To keep up-to-date with national and local developments in SEND and implications for teaching practice and methodology.
- To be responsible for delivering or coordinating personalised learning/SEND CPD for academic staff to ensure all staff are able to meet pupil's needs.
- To work closely with Educational Psychologists, CAMHS, Counsellors, allied health professionals (e.g. OT, speech and language therapists) and GPs to ensure school and parents are suitably informed of individual children's needs and how these can best be supported.
- To work with the Local Authority to access and work in line with Devon's graduated response and local procedures and protocols signposting staff to services.



## **Management Information:**

- Lead on the Departmental strategy to inform wider policy and procedures across the school
- Responsible for the writing, submission and annual reviewing of all EHC plans.
- To work with relevant agencies on formal assessment procedures as part of the EHC Plan process.
- To identify a suitable programme to input and store necessary data relevant to pupils' needs and is maintained up to date, accurate and regularly reviewed (termly).
- To develop and regularly review individual plans for all children with SEND needs, detailing each pupil's primary need(s) and the targets and strategies to support the next stage of their learning and development.
- To ensure the SEND summary data is up-to-date, accurate and in turn available for census purposes.
- To evaluate any performance data provided, and use this to inform and refine SEND practice and policy.
- To identify and take appropriate action on issues arising from individual and summary pupil data.
- To promote the development of effective subject links.
- To be responsible for upholding high standards of pupil behaviour in line with the school's behaviour policy.
- To engage with parents and carers to support pupil's well-being, achievement and attitude to learning in line with school policies.
- To work and liaise with the Prep School SENCO to ensure uniformity of provision and also for transition of pupils to the senior school

## **Development of the role to drive a personalised learning programme:**

To expand and develop the role of the department so that it aims to raise standards of pupil attainment and achievement across the curriculum and to monitor and support pupil progress. Specifically by:

- Leading on the identification and monitoring of the learning styles and requirements of all pupils.
- Developing, in conjunction with the Deputy Head Academic, Deputy Head Pastoral and librarian, a curriculum to identify and embed effective independent learning and individual coping strategies.
- Working alongside the pastoral team of Deputy Head Pastoral, School nurse and Housemaster or Housemistresses in ensuring all student learning and social and emotional needs are met and coordinated.
- Attending and contributing to the Teaching and Learning committee.
- Developing individual pupil profiles to assist staff in delivering teaching and learning activities differentiated to meet their individual needs.



**Person Specification:**

- SpLD Assessment Certificate at Level 7 or BPS equivalent – training can be provided if necessary. It may be possible to consider outsourcing this element of work as the demands in this area expand.
- To hold the National Award for Special Educational Needs Co-ordination.
- Ability to teach and qualified to work with children Qualified Teacher Status.
- Working knowledge of the impact of social, emotional and mental health needs on academic progress.
- Recognises the importance of learning environments and different styles of teaching and learning.
- Able to help students identify their personal learning style.
- Knowledge of managing safeguarding situations in schools and therefore able to work closely with the Deputy Head Pastoral in leading TAF meetings.
- Lead and regularly review curriculum support through resourcing and delivering guidance to all students from Key Stages 3-5 and assist the Prep SENDCO at KS1-2.

**Desirable Qualifications and Skills:**

- Education to degree level.
- Qualified Teacher Status.
- Either AMBDA Associate membership or Postgraduate SpLD Certificate at Level 7 or equivalent.
- National Award for SEN coordination.
- Record of high level of achievement in teaching of own subject area and an understanding of current practice and challenges in teaching and learning.
- Experience in leading teachers and teaching assistants, managing, appraising and developing specific expertise in teaching assistants and in developing provision for pupils with SEND.
- Experience of implementing a graduated response to SEND.
- Broad and detailed knowledge of SEND in children 2 – 18 years including all recent developments.
- History of relevant SEND INSET courses.
- Knowledge and understanding of the SEN Code of Practice.
- Knowledge and understanding of a broad range of learning differences, including Specific Learning Difficulties (SLD), Cognition and Learning (C&L) and Autistic Spectrum Condition (ASC).
- Ability to employ a range of appropriate screening and assessment tools to identify potential learning differences and individual needs.
- Experience of working with outside agencies (OT, S&L, therapists, Ed Psych) and of local authority procedures for applying for EHC plan assessments.
- Experience of monitoring the work of colleagues is desirable.
- Manage effectively the administration for effective delivery of support.

The successful candidate will be expected to contribute to the wider life of the school and its community; this will be discussed at interview.

This is a full-time post for a suitably qualified candidate, and applicants are requested to make their availability for early appointment clear at the application stage.

If you would like to discuss the position with the Deputy Head Academic, Mr Rob Paler, please contact via: [rjp@westbuckland.com](mailto:rjp@westbuckland.com) or Deputy Head Pastoral, Mrs Caoimhe Pettingell via [cp@westbuckland.com](mailto:cp@westbuckland.com)

## The Interview

Interviews will be held the week commencing 6th December 2021 or earlier if a candidate is available.

Candidates invited for interview will be shown around the school by the Deputy Head, and shown the Learning Support Department by the current Head of Department. There will be an opportunity to meet other members of staff and to see the school at work. Candidates will be required to teach a lesson whilst being observed. Details of this will be discussed with the candidates some days beforehand. There will be a series of interviews with the Headmaster and other members of the Senior Leadership Team and the Head of Department. The school's operates its own salary and pension schemes which can be discussed at interview.

## Applications

The application should include a completed application form, full curriculum vitae, and a cover letter. The deadline for receipt of applications is 3rd December 2021. Applications should be received before midday on the closing date, addressed to :

Assistant Bursar (Recruitment)

West Buckland School

Barnstaple

Devon EX32 0SX

[recruitment@westbuckland.com](mailto:recruitment@westbuckland.com)

The school reserves the right to appoint ahead of the application closure date if a suitable candidate is identified at interview prior to the application closing date.

Applications may be e-mailed and it is not necessary to also send by post. Further information may be found on our website at [www.westbuckland.com](http://www.westbuckland.com).

## Safeguarding Policy Statement

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact, will be to adhere to and ensure compliance with the school's Safeguarding and Child Protection Policy at all times. 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, s/he must report any concerns to the school's Designated Safeguarding Lead or to the Headmaster.

West Buckland School 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 reference checks with past employers and the Independent Safeguarding Agency.

This post is identified as being within the scope of Regulated Activity and requires a cleared Enhanced Disclosure from the Disclosure and Barring Agency. As such all previous criminal convictions deemed to be expired under the Rehabilitation of Offenders Act are required to be declared, this may not negate the applicant from being appointed.



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**[www.westbuckland.com](http://www.westbuckland.com)**