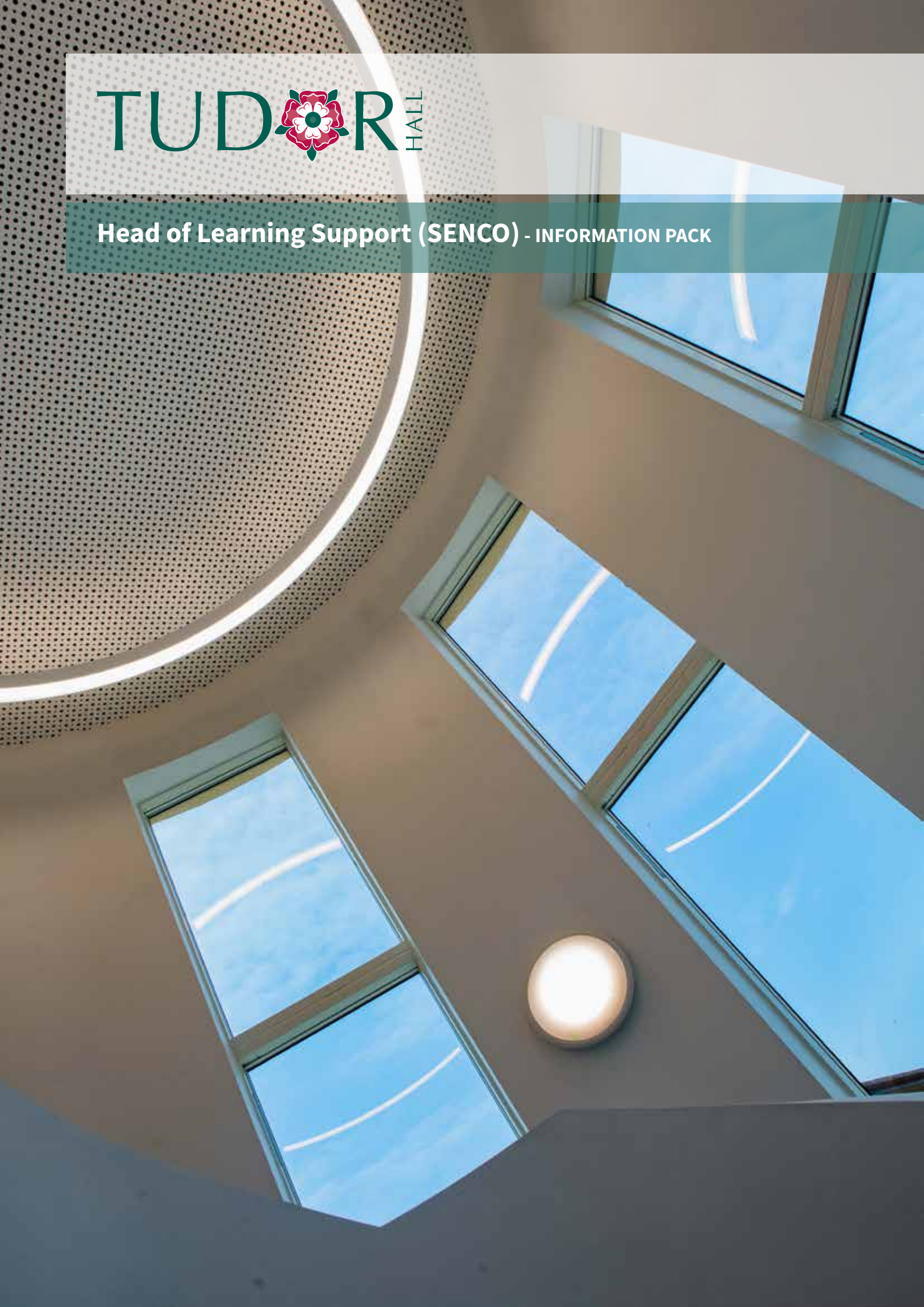




Head of Learning Support (SENCO) - INFORMATION PACK





The Schools

Tudor Hall

Tudor Hall is an independent boarding and day school of approximately 330 girls, of whom 75% are full boarders. The school is situated in parkland surroundings approximately one mile outside Banbury.

Tudor Hall is a successful school in many different ways – academically excellent from a broad intake with high levels of achievement in all areas of school life including art, drama, music and sport. We are progressive and outward looking in our vision for the school. The size of the school allows us to give our girls an individual education and provide the best possible platform for the next phase of their lives. The school has been well resourced over recent years and departments generally have their own teaching space and, within reason, whatever resources they need for teaching the curriculum.

Entry into the school occurs at 11+, 13+ and 16+. The school is selective, but strengths beyond the classroom are valued and consequently there is a range of ability in each year group. The ethos of the school is to foster the strengths of the individual, both in and out of the classroom, as is evident by the excellent examination results – over the last three years (2019–21) the girls have achieved 80.3% A* - B grades at A level and 69% 9-7 grades at GCSE with 98.5% achieving 9-4.

Carrdus School

Carrdus School is the Tudor Hall preparatory school. It is an independent co-ed day school for pupils aged 3 to 11 years old. Highly respected in the locality, it has a long record of academic success coupled with outstanding pastoral care. The School is situated just outside Banbury in a rural setting. It has approximately 110 pupils, single class entry and a staff of 30.

Both schools are committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service.



For further information about the schools, please visit
www.tudorhallschool.com and www.carrdusschool.co.uk



Head of Learning Support (SENCO)

Job description

The Head of Learning Support (SENCO), reporting to the Deputy Head, leads a department of learning support teachers, learning mentors and teaching assistants.



Personal qualities required

The SENCO is expected to:

- be a positive, professional role model inspiring pupils to achieve the highest standards;
- be a good team player with a flexible and positive approach;
- have clear and effective communication skills;
- demonstrate an ability to manage discipline in a calm, fair and uniform manner;
- have enthusiasm and interest in the education and welfare of young people;
- have a good Honours degree and experience of handling children with SEN;
- have a natural ability to get on with, support, understand and command the respect of girls aged 11-18;
- have a strong work ethic;
- be highly organised;
- be committed to the full boarding ethos of the school;
- be able to support and extend the co-curricular life of the school;
- be in sympathy with the Christian ethos of the school;
- be an ambassador for Tudor Hall at all times.

The specific responsibilities of the Head of Learning Support (SENCO) include, but are not limited to:

Teaching and learning

- Ensuring the highest standards within the Learning Support Department;
- Demonstrating great enthusiasm for Learning Support, promoting it throughout the school and encouraging departmental colleagues to do so too;
- Leading and sharing strategies with subject teachers for effective teaching of pupils with SEND;
- Demonstrating strong knowledge and understanding of the concepts and skills involved in Learning Support;
- Inspiring and motivating children, stimulating real interest and involvement in learning, especially for those with SEND;
- Developing pupil confidence, self-esteem, determination and positive behaviours so that each pupil is able to achieve her full potential;
- Interpreting educational assessments and devising personalised programmes of suitable support and intervention;
- Liaising closely with the Deputy Head over Learning Support matters;
- Being familiar with schemes of work and examination specifications for external examinations for girls with Learning Support;
- Ensuring thorough assessment of students' progress by monitoring performance in assessments, internal and external exams;
- Being familiar with, recommend, monitor and support the use of assistive technology;
- To produce specific programmes of study based on assessment.

Management

- Responsibility for the monitoring the quality of SEND teaching and learning and for the effectiveness of Teaching Assistants supporting individual pupils in the classroom;

- Responsibility for the EHCP Process for any pupil applying for an EHCP or in receipt of one; being able to provide the required provision for individuals, liaising with the Local Education Authority and complete all relevant paperwork;
- Assessing pupils with suspected learning difficulties and liaising with parents and the Educational Psychologist as appropriate;
- Ensuring staff are aware of the girls with learning difficulties and are able to access all relevant information;
- Keeping clear administrative records of pupils' needs and provision, such as IEPs, Provision map and SEND register;
- Having the leadership skills and commitment to support the professional development of colleagues within the Learning Support Department;
- To liaise with Head, Deputy Head and Admissions regarding admission requirements for pupils with SEND;
- Working effectively with teachers, tutors, Heads of Year and Director of Studies to monitor pupil progress;
- Effectively liaising with outside agencies and professionals;
- Ensuring records are kept centrally;
- Ensuring access arrangements for girls requiring these are processed for public examinations and that the data is kept up to date;
- Liaising with the Examinations Officer on girls requiring access arrangements in public examinations;
- Ensuring that the department performs at the highest level through strong leadership, regular monitoring and excellent communication;
- Ensuring that the aims of the department support the aims of the school;
- Evaluating the work of the department and planning future developments;
- Monitoring and furthering the professional development of all colleagues in the department and monitoring the induction of new colleagues within the department;
- Supporting and fostering the curriculum of the school where there is a cross-curricular link;
- Managing the departmental area and requesting new resources as required;
- Attending Heads of Department meetings and reporting back to departmental colleagues;
- Chairing regular departmental meetings and ensuring minutes are taken and published as appropriate;
- Maintaining and annually reviewing the departmental handbook;
- With the Deputy Head, ensuring that policies are updated annually and implemented in line with the whole School policy, the latest educational research and national regulations;
- Allocating staff to teaching groups and rooming if appropriate;
- Promoting the department by supplying suitable material for school publications, maintaining departmental areas both electronic and physical;
- Fostering and maintaining links with feeder schools and secondary schools within the area;
- Keeping abreast of new developments in Learning Support and reviewing and implementing as appropriate.

General

- Reporting termly to parents in writing, completing them by the published deadlines;
- Supporting the school's Rewards and Sanctions policy;
- Ensuring appropriate standards of behaviour of the pupils in their care at all times;
- Maintaining an attractive teaching environment, reporting any problems concerning buildings or equipment;
- Attending all functions and meetings as are appropriate to the role including whole school events, Inset, Parents' Meetings and events, and Staff Meetings;
- Adhering to Health and Safety regulations at all times;
- Undertaking any other duties as may reasonably be required by the Headmistress.

Duties for all Teaching Staff

- Tutoring a small group of girls where appropriate;
- Attending meetings and functions which may include weekends or evenings;
- Supporting the co-curriculum through their personal interests;
- Working with house staff and pastoral staff to enrich the full boarding life of the girls through trips and activities;
- Supporting house staff one evening per week in house where appropriate;
- Sharing general supervisory duties;
- Supervising prep two evenings per week;
- Supervising pupils one Saturday morning per term;
- Covering the professional duties of absent staff, the number depending on the timetable commitments and responsibilities of individual staff.

All staff share the responsibility for safeguarding and promoting the welfare of the children and must adhere to, and comply with, the school's Safeguarding Policy.

All full-time teaching staff have an afternoon or part of a morning as protected planning and preparation time.



Employment information

Post:	Head of Learning Support (SENCO)
Hours:	During school terms the employee shall work all school hours while the school is in session and at any other time (including during school holidays, at weekends and before and after the school's normal starting and finishing times) as may be necessary in the reasonable opinion of the Headmistress for the proper performance of his/her duties.
Salary:	Subject to experience. Salaries are paid monthly in arrears not later than the last working day of the month and are reviewed annually on the 1st September each year.
Probation period:	One year
Holidays:	The employee shall be entitled to take as holiday all school holidays in accordance with the published dates in the school calendar. Public and Bank Holidays occurring during school terms may well be working days.
Pension:	Your service with the School is pensionable under the Teacher's Pension Scheme, to which you and the School shall both make the appropriate contributions based on your pensionable salary.
Retirement:	The post currently has no normal retirement age but the School reserves the right to set a retirement age at any time in accordance with the applicable law from time to time.
Sick pay:	The employee's benefits during periods of authorised absence through illness or injury are the same as teachers in the maintained sector.
Notice:	During the first year of employment the employee's appointment may be terminated by either party giving the other eight weeks' notice in writing expiring at any time. In the second and subsequent years of employment the employee's appointment be terminated by either party giving to the other not less than one full term's notice in writing.
Benefits:	Free meals when available, 60% day fee pupil discount, 60% discount at Carrdus School (pro rata for part-time staff).

How to apply

Please send a covering letter addressed to Ms Emma Bell, Deputy Head summarising your suitability for the post along with the completed application form. Applications will be assessed in order of receipt and interviews may occur at any stage after applications are received. Please apply as soon as possible and not later than 13:00 on Monday 20th September, 2021.

Applications to be sent to: Nicole Hamilton at Tudor Hall, Wykham Park, Banbury, Oxfordshire OX16 9UR, pa2bursar@tudorhallschool.com.