



Sidcot School

Job Description and Person Specification Head of Learning Support Department & SENCO

<p>The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p>	
<p>Job Title</p>	<p>Head of Learning Support Department</p>
<p>Summary of the role</p>	<p>Provide professional leadership of the Learning Support Department and implement and ensure the deliverance of high-quality teaching to students, which provides students with the opportunity to achieve their individual potential whilst guaranteeing internal and external quality standards.</p> <p>Act as school SENCO to ensure compliance with relevant statutory requirements and co-ordinate provision for pupils with SEND.</p>
<p>Line management responsibility</p>	<ul style="list-style-type: none"> • Learning Support Department
<p>Safeguarding requirements</p>	<ul style="list-style-type: none"> • Engage in regulated activity relevant to children • Promote and safeguard the welfare of children and young persons for who you are responsible and with whom you come into contact.
<p>Duties and Responsibilities</p>	
<p>Line management duties and responsibilities overview</p>	<ul style="list-style-type: none"> • Lead and manage the Learning Support team taking responsibility for the strategic development of all aspects of Learning Support, disseminating good SEND practice across the school and ensuring that all members of staff recognise and fulfil their statutory responsibilities to pupils with SEND. • Provide support and guidance on SEND Policy and procedures to Learning Support staff. • Work with Heads of Department to ensure efficient and effective use of Teaching Assistant support. • Undertake effective screening for SEND students to identify those in need of differentiation, intervention and exam access. • Co-ordinate provision for pupils with SEND, ensuring that strategies on Pupil SEN Profiles are integrated into teaching

	<p>and learning across the school.</p> <ul style="list-style-type: none"> • Manage the provision of one to one and small group targeted interventions to support the needs of SEND students. • Maintain records of all students with SEND. • Develop and implement procedures relating to exam access arrangements, including identifying students, gathering evidence of need, initiating assessments, communicating with students, parents/carers, teaching colleagues and exams staff. Make applications to JCQ/BTEC/IB, ensuring that all paperwork is fully compliant with exam board regulations. • To ensure that the Annual Review Process for students with EHCPs is carried out, in consultation with students, parents/carers, external professionals and local authorities. • To support parents/carers in seeking an EHCP needs assessment where appropriate. • To ensure that local authority consultations for students with EHCPs are responded to in line with the SEND Code of Practice and within given time constraints. • To initiate referrals to NHS services for ADHD/ASD assessments in consultation with parents and students. • Liaise with the Admissions Department, summarising Educational Psychology reports, EHCPs and other information for prospective pupils, and advising on suitability to Sidcot's offer. • Liaise with external professionals including Educational Psychologists, Speech and Language Therapists and Occupational Therapists to facilitate assessments and interventions where required. • Accountability: responsible for decisions made and actions taken. • Change management: assist staff to navigate their way through change. • Knowledge management: develop a consistent way of disseminating knowledge firstly through your team and subsequently through the School. • Organisational involvement: help grow the School through decision making and planning. • Performance targets/modification of behaviour: work with staff to achieve their best in accordance with the culture of the School.
<p>Teaching</p>	<ul style="list-style-type: none"> • To work with Heads of Department to ensure that Quality First Teaching strategies are embedded in teaching and learning throughout the school. • Prepare individual learning programmes for each student in accordance with their needs; prepare Individual Education Plans and Pupil Profiles. • Provide individual tuition on a 1:1 or small group basis to develop key maths and literacy skills, reinforce curriculum

	<p>content and promote the progress of students with SEND.</p> <ul style="list-style-type: none"> • Liaise with subject teachers to promote understanding of individual student need; provide guidance on teaching strategies for SEN students; and support the curriculum content. • Carry out standardised assessments to identify student needs, track, monitor and report on student progress; and to establish entitlement to Access Arrangements and Reasonable Adjustments for exams. • Identify and adopt the most effective teaching methods which will stimulate learning appropriate to student needs and the demands of the syllabus. • Work with colleagues to promote the stretch and challenge of all students, including the most able. • Ensure a high-quality learning experience for students which meets internal and external quality standards. • Assess, record and report on the attendance, progress, development and attainment of students and keep such records as are required. • Provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students. • Undertake assessment of students as requested by external bodies, departmental, faculty and school procedures. • Prepare and update subject materials. • Maintain discipline in accordance with the School's procedures and encourage good practice with regard to punctuality, behaviour, standards of work and homework. • Ensure the health and safety of students and undertake risk assessments as appropriate. • Provide extra-curricular opportunities throughout the School to allow students to gain self-improvement at all ability levels. • Meet the Teachers' Standards as appropriate. • Undertake such other comparable duties as the Head requires from time to time.
<p>Communication</p>	<ul style="list-style-type: none"> • Communicate effectively with members of SLT and SMT as appropriate. • Communicate effectively with the parents/guardians of students as appropriate including attendance at parent consultations. • Where appropriate, communicate and co-operate with persons or bodies outside the School.

Operational and strategic planning and operational management	<ul style="list-style-type: none"> • Plan and prepare courses and lessons. • Assist in the process of curriculum review, development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the School’s strategic objectives. • Assist in the review of methods of teaching and programmes of work. • Responsible for implementing the strategic development of all aspects of Learning Support in the School. • Take part in, and lead when required, departmental and whole school staff development programmes. • Manage the process of the ordering and allocation of equipment and materials. • Manage the supply of relevant curriculum resources and maintain the efficient and effective use of resources.
Marketing	<ul style="list-style-type: none"> • Take part in marketing activities such as open days. • Contribute to the development of effective subject links with external agencies.
Staff management and Staff Development	<ul style="list-style-type: none"> • Lead and manage the department’s staff, ensuring the terms of the School’s staffing policies are applied consistently and fairly within the department. • Lead and manage arrangements for further training and professional development for the department’s staff. • Participate in the School’s further training and professional development. • Engage actively in the School’s performance management process • Lead and manage the performance management / appraisal and review process for the department’s staff. • Continue personal development in relevant areas including subject knowledge and teaching methods. • Ensure the department’s staff are made aware of the staff policies when applicable and understand their entitlements, ensuring that any requests are considered sensitively and dealt with reasonably and as a matter of urgency. • Responsible for the health and safety of the department’s staff. • Complete relevant and accurate information relating to the department’s staff. • Assist with the recruitment of the department’s staff. • Ensure the effective and efficient deployment of classroom support.
General duties	<p>A general contribution to the work of the rest of the school across the ability and age range is expected. There is considerable emphasis on “extra-curricular” activities at Sidcot, and some day, evening and weekend duties are required from all main professional grade teachers. All staff are expected to offer at least one extra-curricular club, society or activity, and to undertake some evening duties, as well as a share of the weekend duty and activity responsibilities (currently the equivalent of nine blocks of four hours per year each for full time staff, subject to review). Main professional grade teachers will have a tutorial group and a share of cover arrangements for absent colleagues. These duties are included in the Sidcot salary scale and they are carried out pro rata by part time staff.</p>

Remuneration	<p>Remuneration is at the appropriate point on the Sidcot scale points 1 to 8 (£28,521 to £46,135) depending on qualifications and experience. Remuneration is paid pro-rata to part time teachers. The children of staff may be educated in Sidcot Junior School and Sidcot School at reduced rates, subject to satisfying our standard Admissions criteria.</p> <p>This role attracts Management Allowance Point 2, (£4,946).</p>
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Person Specification

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
Qualifications	<p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></p> <ul style="list-style-type: none"> • Graduate in a relevant discipline • Qualified Teacher Status (or equivalent qualification/experience) • Post-graduate qualification in SpLD/assessment at or equivalent to Level 7 	<p><i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</i></p> <ul style="list-style-type: none"> • SpLD Assessment Practising Certificate, AMBDA or equivalent 	<ul style="list-style-type: none"> • Applicant’s certificates • Discussion at interview • Independent verification of qualifications
Experience	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role</i></p> <ul style="list-style-type: none"> • Relevant teaching experience • Experience of specialist assessment methods for diagnosis of SpLD • Experience of appropriate teaching methods for SEND students 	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role</i></p> <ul style="list-style-type: none"> • Experience of managing SEN processes in school and with external professionals, ie, Exam Access, Educational Psychologists, EHCPs, NHS referrals • Experience of providing 1:1 or small group support for SpLD/SEN students • Experience of the pastoral care of students • Experience of leading students in extra-curricular activities 	<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references

		<ul style="list-style-type: none"> • Teaching experience in other subject areas • A previous successful leadership role • Experience of leading an initiative to improve progress • Experience of successful implementation of curriculum planning or assessment procedures 	
<p>Skills, abilities and competencies</p>	<p><i>The skills, abilities and competencies required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Strong effective classroom management skills • Ability to uphold all school policies effectively, consistently and fairly • Ability to work well in a team • Highly organised and motivated • Ability to inspire and motivate staff and students • Ability to meet deadlines and targets set by managers • Ability to use data and strategic information to raise student achievement • Ability to apply ICT in order to enhance teaching and learning 	<p><i>The skills, abilities and competencies that would enable the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Proven leadership skills • Ability to lead on wider school initiatives/projects 	<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references

<p>Knowledge</p>	<p><i>The knowledge required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Excellent subject knowledge • Knowledge of effective teaching strategies and pedagogy for SEND students. • Knowledge of specialist assessment methods and diagnosis. 	<p><i>The knowledge that would enable the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Other relevant training, for example in safeguarding, careers education, etc • Other relevant SEND knowledge and experience: for example ASD, ADD/ADHD, SLCN 	<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references
<p>Attitude and behaviours</p>	<p><i>The attitude and behaviours that the Applicant requires to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people.</i></p> <ul style="list-style-type: none"> • Strong interpersonal skills and self-awareness adapting to situations with particular reference to children. • Appreciation and understanding of the core Quaker values of peace, truth, integrity and equality. • Emotional resilience in working with challenging behaviours. • Positive attitude to use of authority and maintaining discipline. • A willingness to engage fully in the extra-curricular life of the School. • A willingness to develop and support new initiatives. 	<p><i>The attitude and behaviours that would assist the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Extra-curricular interests and a willingness to share them. 	<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references

