



## JOB DESCRIPTION

Job Title:	Head of Learning Support
Hours:	This is a full-time teaching role
Salary:	Salary is according to the Stormont School Teaching Salary Scale, dependent on qualifications and teaching experience, with an expected salary range of £44,590 - £48,366 pa for this role.
Benefits:	Pension contributions into the Stormont School pension plan Medical insurance Life Assurance Cover Critical Illness Cover Lunch during term time
Responsible to:	The Deputy Head
Overview:	The Head of Learning Support is responsible for the School's Learning Support provision ensuring that every pupil achieves their full potential and that every special educational need or disability is appropriately supported.
Start date:	Flexible

**Role will include but not be limited to the following duties:**

### **Responsibilities**

#### **General**

- Promoting and safeguarding the welfare of children and young persons for whom you are responsible and come into contact with;
- To provide a secure environment where the pupils can develop intellectually, socially and emotionally and achieve their full potential;
- Attend full staff meetings, parents' evenings and any assemblies or school meeting as required.

#### **Teaching**

The responsibilities of the post are to be performed in accordance with the provisions of the **Duties of a Stormont Teacher** which can be found at **Schedule A**.

**Core duties include but are not limited to:**

- Maintaining standards by overseeing the work of colleagues, ensuring effective and appropriate teaching and assessment methods at all levels;
- Providing guidance, advice and support for colleagues;
- Managing the department budget and effective allocation of resources;

- Liaising with the appropriate member of staff re timetabling;
- Overseeing the effective and punctual writing of reports for pupils with individual needs;
- Line management and appraisal of two direct reports (teaching assistants);
- Supervising the provision of INSET training, as required;
- Liaising with other departments;
- Promoting ICT as a learning tool throughout the department;
- Planning and development for SEN on a short, medium and long term basis;
- Ensuring the department is up to date with inspection material including maintaining an up to date Departmental Handbook containing details of all departmental procedures and policies;
- Reporting to the Deputy Head and Head of Pre-Prep on SEND assessments;
- Develop, monitor and review of IEPs for effectiveness and support to pupils.

## **Management**

- Lead and manage all SEN teaching and practice, ensuring that teaching is differentiated according to the needs of all pupils and in line with the school's ethos and policies;
- Monitor, evaluate and consistently develop Schemes of Work with particular emphasis on short, medium and long term planning;
- To prepare and review all risk assessments associated with the department;
- To be responsible for the budget allocated to the subject area, and prioritise resource needs as indicated in the School Development Plan;
- To be a source of advice for SEN subject knowledge and teaching throughout the school;
- To maintain up to date and fit for purpose policies for this subject, in particular leading on the SEND Policy and Accessibility Plan;
- To keep up to date with relevant training and educational insights as they relate to SEN.

## **Pupils and Parents**

- Ensure that assessment procedures are effective and beneficial to pupils, staff and parents;
- To be able to set clear targets, based on prior attainment, for pupils' learning;
- Monitor pupils' work and evaluate against national standards;
- To keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning;
- Ensure the effective dissemination of information regarding pupils' progress both within the department and across the staff body;
- Liaise with parents at formal meetings, and also informally as required on the development, progress and attainment of pupils;
- Work with the Head of Admissions and Deputy Head to assess in year applicants across the school and liaising with pupils' current schools where necessary;
- Promote the use of technology and ensuring the department is aware of the latest initiatives within the subject.

## **Liaison and Events**

- To formulate the information for Parents Information Evening each September;
- Develop cross-curricular links wherever possible;
- Work closely with all parts of the School to clearly understand each other's roles in the School's vision for educational provision;
- Build positive relationships with independent and maintained feeder schools locally;
- To communicate and co-operate with specialists from outside agencies;
- To organise and participate in enrichment events.

## **Person Specification**

The successful candidate will be a qualified teacher of SEND. They will be fully committed to ensuring that every pupil achieves their full potential. Demonstrating vision, drive and excellent judgement and the ability to manage a small team effectively.

### **Qualifications**

- Degree educated and QTS;
- National Award for Special Educational Needs leadership.

### **Experience**

- Evidence of teaching experience at EYFS, KS1 and KS2;
- Evidence of working within a Learning Support team;
- A commitment to serving the various needs of pupils and particularly SEND pupils – academic, pastoral and physical.

### **Skills**

- Strong IT & data management skills;
- Familiar with the full range of MS products;
- Excellent judgement;
- Excellent communication, organisational and interpersonal skills.

### **Attributes**

- Ability to build effective working relationships with staff, pupils and parents;
- Flexibility in approach to people and working arrangements;
- Effective time management;
- Patience and a good sense of humour;
- Approachable to other members of staff and parents.

### **Safeguarding, Discipline, Health & Safety**

- Be aware of the safeguarding requirements in place in the School and abide by them at all times;
- Be aware of the School's Aims & Ethos and ensure that actions taken are not in conflict with them;
- Be aware of and adhere to all other School policies;
- Assist with the promotion of good order and discipline among the pupils;
- Be responsible for taking reasonable care of personal safety and that of pupils, parents, colleagues, visitors, volunteers and contractors;
- Co-operate with the Head, Bursar and members of the SLT in order to enable the Governors to comply with safeguarding and health and safety duties, reporting any risk or defect to the Bursar.

## **The School and Individual Needs Department**

Stormont School is a highly successful, independent girls' preparatory day school in Potters Bar, Hertfordshire for girls aged 4 to 11 years. Girls are prepared for many of the best senior day and boarding schools in Hertfordshire and London reflecting the high quality of teaching and learning and the opportunities the girls have to flourish. The School has approximately 140 girls and 50 staff.

Stormont believes that all pupils are different and learn in different ways and it is our responsibility to consider the needs of individual students.

Some need that extra help, both academically and pastorally, and we provide all the help that is needed to ensure progress is made and each child is happy.

Support in the classroom and outside of the classroom (1:1 or as part of a small group) is provided to achieve positive outcomes and cater for individual needs.

Pupils may only need a short period of dedicated support or a longer-term approach where required specialist teachers, speech and language therapists, occupational therapists and educational psychologists are also consulted.

*Stormont 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 checks with past employers and the Disclosure and Barring Service.*

## **Teaching**

The responsibilities of the post are to be performed in accordance with the provisions of the **Duties of a Stormont Teacher**

### **Exercise of general and particular professional duties**

A teacher shall carry out his/her professional duties as required by the Headteacher and the School, in accordance with the School's Code of Conduct for Employees and other policies relating both to professional conduct and the welfare and safety of children and young people.

A teacher shall perform, in accordance with any directions which may reasonably be given to him/her by the Headteacher from time to time, such particular duties as may reasonably be assigned to him/her. The following shall be deemed to be included in the professional duties which a school teacher may be required to perform:

#### **Teaching**

- Planning and preparing courses of study and lessons
- Teaching, according to their educational needs, the pupils assigned to him/her, including the setting and marking of work (including homework), to be carried out by the pupil in school and elsewhere
- Assessing, recording and reporting on the development, progress and attainment of pupils

In each case having regard to the curriculum of the School

#### **Other Activities**

- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her
- Providing guidance and advice to pupils on educational and social matters in accordance with School policies
- Making records of and reports on the personal and social needs of pupils
- Communicating and consulting regularly with the parents of pupils
- Communicating and co-operating with professional persons or agencies outside the School
- Participating in meetings arranged for any of the purposes described above
- Taking an appropriate share of collective staff responsibility to supervise the pupils on arrival at and departure from school and during the school day (including mid-morning and lunchtime breaks)
- Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions
- Providing a secure environment where pupils can develop intellectually, socially and emotionally and achieve their full potential
- Maintaining the positive ethos and values of the School, both inside and outside the classroom

#### **Assessment & Reports**

- Providing or contributing to oral and written assessments, reports and references relating to pupils and groups of pupils

**Staff Appraisal**

- Participating in the Stormont Appraisal programme

**Further training and development**

- Reviewing from time to time his/her methods of teaching and programmes of work
- Participating in arrangements for his/her further training and professional development as a teacher, including CPD

**Educational Matters**

- Advising and co-operating with the Head and other teachers in the preparation and development of courses of study, teaching materials, assessment and pastoral arrangements

**Behaviour Management & Child Safety**

- Maintaining and promoting good behaviour among the pupils, taking all necessary steps to ensure their safety and wellbeing both when they are at school and when they are engaged in school activities elsewhere

**Staff Meetings**

- Participating in meetings at school which relate to the curriculum or the administration or organisation of the School, including pastoral arrangements

**Cover**

- Supervising, and so far as practicable, teaching any pupils whose teacher is not available to teach them

**Administration**

- Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the School and the ordering and allocation of equipment and materials