

Job Description: Head of Learning Support

“Twickenham Preparatory School seeks to create a safe, caring and happy Christian environment in which all pupils are valued and can thrive personally, socially and academically.”

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. They are committed to promoting the general progress and wellbeing of individual pupils and of any class or group of pupils assigned to them.

Job Summary

We are seeking a well-qualified, experienced Head of Learning Support to lead our well established and highly regarded department. This is a key role in supporting the ethos of the School, by ensuring we cater for the needs of all our pupils. Managing a team of external specialists and support staff, you will provide leadership and direction for the department and ensure that it implements strategies for Learning Support across the School.

1. Teaching and Supporting Pupils

- Offer small group Literacy and Maths support to pupils who have been identified as requiring support, both within and outside of timetabled lessons
- Plan appropriate specific targets for each pupil with reading and spelling as a priority. When basic literacy skills are established the emphasis is on comprehension skills, planning, writing and proof reading. Study skills are developed with older pupils
- To use data effectively to identify pupils who are underachieving and draw up appropriate IEP
- Complete regular assessments on pupils taught and keep appropriate records in order to monitor their progress
- Liaise with parents and staff regarding specialist lessons
- Discuss timetable requirements and issues with the Director of Studies and individual staff as appropriate.

2. Assessment

- Be actively involved in the identification and assessment of children throughout the School
- Manage any pupils with EHC Plans, including organising annual and transitional reviews
- Keep staff informed of individual pupil needs, both written and informal.

3. Monitoring

- Be actively involved in the monitoring and screening of pupils in the School including pupils considered for admission
- Furnish all staff with a list of the pupils who are being monitored and keep this regularly updated

- Keep records of the results of year group standardised tests/exam results and compare the progress of all unsupported pupils with supported pupils
- Liaise with staff to ensure that those pupils entitled to extra time in exams are given additional time.

4. Staffing

- Plan individual and group work for pupils requiring support
- Organise the timetabling of support staff, working with colleagues as appropriate.

5. Liaison with English and Maths Departments

- Work closely with the English, Maths and Pre-Prep Department regarding pupils causing academic or developmental concerns
- Liaise with the pupil's English and Maths teacher when giving individual support in order to provide appropriate and relevant intervention.

6. Liaison with Staff

- Furnish all staff with a list of the pupils who are being supported. Keep this regularly updated. At the start of each term advise staff of pupils with very specific needs
- Keep Senior Management and all relevant staff fully informed of any matters that arise with pupils being supported
- Liaise regularly with Teaching Assistants and support them in the most effective teaching approaches for pupils with additional support needs
- Ensure that a synopsis of specialists' reports received, (EP reports etc), is given to relevant staff. When necessary, coordinate the collation of information in order to complete forms requesting information on a pupil about to have an outside assessment
- Liaise with visiting Dyslexia Support Teachers, Clinical Psychologists, Educational Psychologists, Occupational Therapists and Speech and Language Therapists regarding pupils receiving their support. Make referrals when necessary
- Work closely with staff when supporting individual children
- Liaise with the Head of Pre-Prep regarding pupils with specific needs
- Offer advice and assessments when required, regarding pupils wishing to join the school. Liaise with the school Admissions secretary
- Liaise with the Deputy Head and Director of Studies when pupils with SpLDs are approaching 11+, Scholarship and Common Entrance. Ensure that the appropriate information is given to staff and the Deputy Head
- Keep abreast of new developments in special needs education and share these with other members of the team and other staff when appropriate. Attend appropriate INSET courses and organise SEN INSET for the school when required.

7. Liaison with Parents

- Keep in close touch with the parents of pupils who are supported in the Department.
- Meet with parents regarding outside assessments and discuss results
- Hold regular (termly) meetings with parents of pupils receiving significant support to discuss progress and future planning.

8. Head of Department Responsibilities

In running the department the Head of Department is responsible to the Director of Studies regarding curricular issues and the Headmaster regarding staff matters.

Heads of Department are expected to work collaboratively with colleagues to carry out the following duties:

- Proposing annual budgets to the Headmaster
- Auditing, prioritising and ordering resources within a set budget
- Ensure resources and testing materials are relevant and up to date
- Applying to the Headmaster for additional funding for special items, and liaising with the School Business Manager
- Organise all specialist timetables and review and change as appropriate, liaising closely with staff and parents.
- Update the SEND list and pupil profiles termly
- Informing staff of new developments and resources
- Organising and/or distributing resources
- Working positively and co-operatively with colleagues in operating mark schemes, researching materials, keeping abreast of new developments and developing new courses
- Completing and maintaining full subject inventories and texts of equipment, keeping the information on a shared area with the ICT network and on paper
- Attending and initiating formal and informal departmental meetings
- Attending relevant training courses and disseminating information to other staff
- Ensuring new staff are familiar with the curriculum, resources and assessment strategies of the department
- Being available to colleagues to offer support and advice
- Being available to enjoy pupils' excellent work from any class within TPS ensuring appropriate reward strategies
- Being pro-active within the subject throughout all year groups within TPS
- Keeping evidence of pupil progress and attainment as appropriate.

9. Other Requirements

- Uphold and at all times adhere to all school policies and procedures, including those relating to Child Protection and Safeguarding
- Set a good example to the pupils through your presentation and personal and professional conduct
- Check the SEND Policy annually and update when necessary.
- Take responsibility for your own professional development
- Work collaboratively within the department and wider school
- Participate in meetings, briefings and other school activities and/or carry out any other duties that the Headmaster, Deputy Head or Head of Pre-Prep reasonably requires and considers to be relevant to the role.

Additional Note

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.

The 'Teachers' Standards' define the minimum level of practice expected of all teachers. The Standards will be applied as appropriate to the role and context within which a teacher is practising. The Job Description should, therefore, be read in conjunction with the following 'Teachers' Standards'.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/283566/Teachers_standard_information.pdf

Candidate Profile

The experiences, skills and qualities set out below capture the ideal requirements for successful fulfilment of the role described. In practice, if a candidate does not meet all these requirements but demonstrates the potential, adaptability and ambition to grow into the role, this may still enable them to be successful.

Qualifications and Experience	<ul style="list-style-type: none"> • Good academic education to degree level (ideally in a related subject) • Qualified teacher status (essential) • Qualification in SpLD or equivalent • Strong subject knowledge required with an understanding of the National Curriculum requirements • Experience of teaching pupils with learning needs
Personal Qualities	<ul style="list-style-type: none"> • Hard working, with a positive and enthusiastic attitude • A team player, with a sense of humour • Proactive - ability to follow and lead new initiatives • Eager to improve personal professional skills • Understand and respect the principles of confidentiality • High professional standards for yourself and pupils • Ability to think creatively and demonstrate initiative, dealing calmly with different situations as they arise • Personal warmth, good rapport with pupils, colleagues and parents • An appreciation and enthusiasm for teaching pupils with learning needs
Skills	<ul style="list-style-type: none"> • Excellent communication skills, particularly when addressing staff, pupils or parents directly • The ability to lead and manage a small team of specialists • Confident in the use of ICT and/or the ability to learn quickly when using unfamiliar packages • Excellent time management and organisational skills • A commitment to getting to know each pupil as an individual learner • The ability to work flexibly, using own initiative and prioritising effectively • The capacity to work accurately under pressure with attention to detail
Philosophy and Ethos	<ul style="list-style-type: none"> • A commitment to safeguarding and promoting the welfare of children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children • A commitment to the ethos and strategic direction of the School