



FULNECK SCHOOL Head of Learning Support (SENCO)



For September 2019

A qualified and experienced specialist in dyslexia is sought to run a well-established and successful Learning Support Unit (LSU) in a school inspected by CReSTeD and graded at DU for the quality of its provision for dyslexic pupils. There are a small number of EHCP pupils and pupils with other learning difficulties, including dyspraxia, ADD and ASD.

Pupils are taught individually on a withdrawal basis with follow up lessons in small groups. Currently approximately 65 pupils from age 6 to 18 are receiving guidance from the Unit which is housed in a prominent position in the school, in a suite of rooms, providing comfortable, well resourced (including ICT facilities) accommodation in which staff and pupils can work. There are 3 other teachers working in the LSU and a team of 6 Learning Support Assistants

The Role

The Head of Learning Support must have good organisational skills, be able to liaise effectively with parents and with colleagues, showing tact and sensitivity. He/she should be an effective and experienced teacher of SEND pupils, with specific experience in assessing and teaching pupils with dyslexia. He/she should be able to assist the Senior Management Team, Principal and Governors accordingly. The person appointed should be able to demonstrate that they hold the respect and confidence of pupils and their parents. The Head of Learning Support should have an understanding and concern for SEND requirements, and will develop a vision for the provision and future development of SEND provision at Fulneck.

The Head of Learning Support is a member of the School's Senior Management Team and is responsible through the Vice Principals (heads of the Junior and Senior Schools) to the Principal and will also liaise with a named member of the Governing Body.

Specific responsibilities of the post

Leadership and Management

1. Lead a team of colleagues in providing support for pupils with Special Educational Needs and Disabilities, teaching a substantial timetable across junior and senior schools.
2. Raise the standards of achievement of pupils with SEND.
3. Maintain a clear, up-to-date and accessible SEND register.
4. Plan and provide appropriate support for pupils with Special Educational Needs and Disabilities, across the whole School, in conjunction with external specialists where appropriate, establishing and up-dating the special needs register.
5. Review and update the special educational needs policy, the departmental handbook and the staff handbook section on SEND on an annual basis.

6. Ensure that provision falls within such regulations and guidelines, as may from time to time be in force, specified by the DfE or other regulatory body.
7. Advise the Vice Principals and Principal on changes to guidelines or regulations.
8. Liaise with the Vice Principals, day and boarding staff, parents and outside agencies and professionals, regarding the work and progress of pupils with SEND, preparing, disseminating and regularly reviewing IEPs for pupils.
9. Promote the school and LSU to prospective parents of children with SEND as well as meeting parents who have concerns about their children.
10. Communicate regularly with parents, ensuring that they are aware of the support provided for each pupil and are involved with setting targets for improvement.
11. Fulfill the role of reviewer in Performance Management of staff within the LSU. Prepare the Learning Support Unit for inspection by ISI, or other bodies (e.g. CReSTeD).
12. Ensure that the LSU continues to meet the criteria to retain its CReSTeD DU status.
13. Manage the budget allocated to Special Needs and ensure furniture, fabric and resources of the Unit are kept in good condition. Monitor the resources devoted to special educational needs and make cases for funding where necessary. These resources include books, software licenses, other teaching materials and practical teaching and technological aids.
14. Provide the Finance Office with information about LSA's hours of work and fees to be charged to pupils' accounts.
15. Build relationships with pupils' previous settings to create transition plans that facilitate continuity for supporting learning.
16. Liaise with the Special Needs Governor. A termly or half termly meeting will ensure that the governor is informed of special needs practice and issues.

Assessment

1. Organise diagnostic testing for Special Educational Needs and Disabilities as required.
2. Monitor any screening or baseline assessments in order to pick up children who are falling behind and listen to and advise colleagues who might have concerns about individual students.
3. Carry out annual and interim reviews of EHCP pupils, conduct post-statement planning meetings to form short term targets and annual objectives, ensuring compliance with legal requirements. Prepare pupil reports and keep records up-dated.

4. Advise the Examinations Officer and Director of Studies on access arrangements for examinations for SEND pupils, including any special requirements. Record keeping in connection with this for examination boards.

Staff Development

1. Monitoring teachers' classroom practice and pupils' work to ensure that pupils with learning needs are being appropriately supported.
2. Assist in the Induction programme for new staff and PGCE staff, ensuring awareness of the importance and implementation of the school's SEND provision.
3. Advise colleagues about evidence-based strategies for individual students.
4. Attend departmental meetings to advise staff, Heads of Departments meetings, and Pastoral meetings.
5. Advise and train teaching staff on the provision for SEND pupils where appropriate, in conjunction with outside agencies. Help staff to understand the educational implications of various conditions and the needs of individual children, and suggest ways in which they might adapt the curriculum, teaching or classroom to suit them.
6. Initiate in-service training for the whole staff in order to update knowledge and strategies.
7. Advise the Learning Support Assistants in techniques and materials to enable them to implement Individual Educational Plans and manage the targets set in them. This often includes providing or arranging training in aspects of their role and mentoring them on a regular basis.
8. Advise the Vice Principals and Principal on training needs for the staff of the Support unit and oversee induction of new Support Unit staff.

**Fulneck School
Head of Learning Support
Person Specification**

| CRITERIA | ESSENTIAL | DESIRABLE |
|-------------------------|---|--|
| SKILLS | <ul style="list-style-type: none"> • Ability to think strategically • Ability to relate well to pupils with SEND across the full range – nursery to sixth form • Excellent communication skills to liaise with colleagues, governors, parents and outside agencies • Competent ICT skills – able to maintain database, SEND register, pupil profiles, as well as making effective use of ICT in teaching • Excellent organizational and administrative skills • Good lesson planning with multi-sensory teaching skills | <ul style="list-style-type: none"> • Willing to contribute to additional activities based on own areas of strength/interest |
| EXPERIENCE | <ul style="list-style-type: none"> • Experience of teaching dyslexic students in a school setting • Experience of leading a team and/or developing others | |
| OTHER ATTRIBUTES | <ul style="list-style-type: none"> • Ability to promote the dyslexia-friendly ethos of the school • A flexible approach to meeting pupils' needs • Reliability and commitment to the school • Well organized with an ability to prioritise • Pleasant personality and a sense of humour • Professional approach in terms of conduct and dress | <ul style="list-style-type: none"> • Sympathy with the Christian traditions of the School |