



Learning Support Coordinator Junior School Recruitment Information

Employment Status

Full Time

Required From

September 2020

Job Location

Junior School

Salary

£25,000

Application Closing Date

Tuesday 7 July 2020

Interview Date

Friday 10 July 2020



WELCOME TO ST DUNSTAN'S COLLEGE

Welcome to St Dunstan's!

We are very proud of this community and believe we offer something genuinely different and exciting for the families and staff who join us. Our Lewisham setting allows us the privilege of working in a diverse and vibrant school that, combined with our co-educational ethos and smaller size, engenders a culture that genuinely cherishes individuality and celebrates open-minded thinking.

Underpinned by a liberal, Christian heritage, we deliberately embellish the values embodied by St Dunstan, using the life of that great polymath to guide our own educational narrative. We are a dynamic institution, encouraging creativity and innovation in all we do. We want all our pupils to embrace the richness of the broad and cutting-edge education we offer here and our staff to be excited by what we are able to provide for the children under our care.

As a Nursery to Year 13 College, we pride ourselves on genuinely knowing our children and families, and we hope that everybody who joins us will feel an important part of this exciting community.

Mr N Hewlett
Headmaster

ST DUNSTAN'S COLLEGE

The history of St Dunstan's College can be traced back to 1408, making it one of the oldest schools in the country. It still retains strong links with the City of London, from where it originated. For the last 130 years the College has been located in Catford, within the Borough of Lewisham, in South East London. The location of the College is a key element in defining its identity and the College is proud of its reflection of the diverse and vibrant community in which it is located. The Headmaster is a member of HMC (The Headmasters' and Headmistresses' Conference) and the Head of the Junior School a member of IAPS (The Independent Association of Prep School Heads). The College Leadership Team, chaired by the Headmaster, consists of the Bursar, the Head of Junior School and the Deputy Heads of Senior School. Admission to the College is competitive at all entry points.

St Dunstan's has a truly coeducational ethos, following the admission of girls in 1994, for over 940 pupils aged from 3 to 18 years. The Pre-preparatory Department was established in 1995 and a Nursery followed in 2008. Both now form part of a flourishing Junior School which sits within the College site and, by extension, is an essential component of College identity. Most Junior School children transfer on to the Senior School as a natural transition. Parents like to commit to the whole-College 'family' and a large proportion of parents have more than one child at the College. The social life of the College is therefore an important feature of its ethos and our 'Friends of St Dunstan's' is as important in name as it is in what it achieves.

The College has enjoyed considerable development and refurbishment over recent years, with an investment of several million pounds and a significant programme of capital works planned for the next few years. The relatively recent acquisition of 30 acres of playing fields, just 500 metres away from the College buildings, provides an exciting opportunity for further development on both sites.

The size of the College is small compared to many of its competitors, offering all pupils cohesive community that celebrates individual talents, strengths and approaches to learning and development within a friendly, inclusive and nurturing environment. The diversity of the College is furthered by the inclusion of international students from a whole range of different countries around the world. The College has a particularly special link with Hangzhou, China.

The ethos of the College is welcoming, without pretence, and draws upon the liberal Christian values of its foundation. Relationships between all members of the community are based upon mutual respect and this is well embedded. St Dunstan's is a happy place in which to learn and teach, where great careers are launched and genuine friendships are forged.



SEND AND LEARNING SUPPORT AT ST DUNSTAN'S

SEND and Learning Support is integral to an inclusive and enriching educational experience for all pupils admitted to the College. The SEND Department aims to celebrate diversity and inclusivity in all aspects of College life.

A number of pupils at the College are registered as having a Special Educational Need or Disability. The majority of these pupils are supported within the mainstream classroom using priority strategies as detailed on their Learning Support Profiles (LSPs). In the exceptional circumstance, a small number of pupils including those with EHCPs require regular individual or small group intervention as directed by the College SENDCo. The Junior School employs Learning Support Assistants for some in-class support, but most support is incorporated into the planning and delivery of all lessons. The Junior School Learning Support Coordinator may coordinate or run smaller group or 1-1 interventions, which are arranged in agreement with form teachers. The Junior School Learning Support Coordinator will work closely with all teachers to ensure that SEND support remains at the optimum and provides the highest possible standard.

THE ROLE

This position is ideal for a candidate who is ambitious and looking to progress in SEND. Candidates should be both organised and enthusiastic, with some experience working with pupils with a variety of SEND in a school or educational setting as well with access arrangements for examinations. The successful candidate will be an excellent team player, as well as demonstrating the skills and attributes outlined in the Job Description below. Collaborative approaches, further professional learning opportunities and coaching are readily available, and the successful candidate should be looking to grow as part of this dynamic team. The ideal candidate will be able to encourage and advise teachers whilst maintaining the highest standards of collaborative and collegial practice.

The Junior School Learning Support Coordinator will work alongside and be line managed the College SENDCo and will coordinate SEND within the Junior School. They will work collaboratively with the Junior School teachers and teaching assistants, to encourage the appropriate implementation of strategies in the classroom. They will collaborate with staff within the SEND and pastoral teams to ensure that those pupils with complex individual needs, both pastoral and academic, are given sufficient consideration and have access to a variety of strategies which reflect the wide range of support mechanisms available. The Junior School Learning Support Coordinator will be based in the Junior School and will be supported and guided by the College SENDCo and will have access to some administrative support.

JOB DESCRIPTION

Responsible to: College SENDCo

- To disseminate information from the College SENDCo as appropriate.
- To ensure that the implementation of key strategies for SEND pupils is consistent and visible in the Junior School.
- To coordinate and timetable interventions with advice from the College SENDCo that best support the needs of individual pupils and support progress.
- To ensure that all teachers are aware of pupils who receive additional time or other non-standard exam accommodations.
- To ensure that all documentation for additional time and other arrangements are updated regularly.
- To collaborate positively and in line with policy, with Junior School pupils, families and staff as required by the College SENDCo.
- To ensure that all external SEND reports for Junior School pupils are read and to assist teachers and all relevant staff including Learning Support Assistants to confidently implement the recommendations.
- To be aware of the SEND Development Plan and contribute towards the effective completion of all Junior School relevant actions.

Learning Support:

- To inform the College SENDCo and liaise with staff regarding the identification and assessment of pupils with additional needs in the Junior School.

- To have a secure knowledge of all Junior School pupils with SEND on the Register and assist in updating the Learning Support Profiles.
- To offer feedback to the College SENDCo regarding the effectiveness of Learning Support Profiles and Action Plans.
- To ensure pupils have access to the full range of learning experiences, both inside and outside the classroom, and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
- To provide learning support (differentiating as appropriate) for pupils in class, as agreed with the Form Teacher or the College SENDCo.
- To contribute towards information required by the College SENDCo regarding any EHCP applications and Annual Reviews of Junior School pupils.
- To take part in pupil observations where there are suspected SEND needs, keeping evidence of observational notes and follow up action taken.

Professional Development and Staff Training:

- To support all staff to understand their roles and responsibilities with regard to pupils with SEND.
- To attend section and staff meetings, including INSET, as identified on the College calendar.

- To attend Junior School Parents' Evenings throughout the year in order to be available to meet with parents of pupils with SEND.
- To attend ongoing training courses/meetings and report back to the SENDCo and key staff on the essential issues relating to SEND.

Parental and External Liaison:

- To support and promote the high aspirations, ethos and culture of the College to all stakeholders – both internal and external.
- To support, attend and participate fully in appropriate school events including Junior School Parents' Evenings, Admissions Assessments, Welcome Evenings and Open Days.
- To meet with parents as necessary to discuss progress and needs of Junior School pupils with SEND or those taking part in intervention sessions.
- To communicate clearly and professionally with external agencies.
- To communicate respectfully and compassionately with parents.
- To maintain a calm and supportive manner when dealing with parents, being mindful of the anxiety and concern that parents may have about their children.

Record Keeping, Administration, and Communication:

- To have excellent personal organisation and be able to work as part of a team and independently.
- To maintain professional communication when liaising with the College SENDCo, the SEND administrative assistant and all staff.
- To provide regular feedback to the College SENDCo and, where necessary, relevant external agencies about any pupil's difficulties and progress when directed.
- To ensure that up to date SEND information is included in the Inclusion and Enrichment Register.
- To contribute to the monitoring and tracking of pupils' progress by keeping records of pupil progress in class and during interventions.
- To keep up to date records of any actions/outcomes from meetings with all parents and teachers, communicating this information with the College SENDCo.
- To ensure that all meetings and communication is filed and kept up to date at all times.

1. PERSONAL AND PROFESSIONAL ATTRIBUTES

1.1	I am courteous to colleagues, parents and young people
1.2	I am consistent in manner and attitude
1.3	I am discreet and professionally sensitive
1.4	I demonstrate professional stamina
1.5	I am resilient and recover quickly from professional setbacks
1.6	I am keen to explore new ideas
1.7	I am flexible in my work ethic
1.8	I come up with new and creative ideas
1.9	I take decisions carefully and after sound consideration
1.1	I am patient with people
1.11	I am honest and demonstrate professional integrity
1.12	I am aware of my own strengths and weaknesses
1.13	I meet deadlines and respond promptly to emails
1.14	I am able to maintain perspective and to make sound and balanced judgements

2. ORGANISATIONAL VALUES

2.1	I am compassionate in my dealings with pupils and staff and can empathise with the challenges life presents, whilst not allowing emotions to drive my engagement and response to situations
2.2	I am curious about my subject, myself and others, wanting to improve my own knowledge and demonstrate self-awareness, a desire for improvement and a motivation to want to develop and help others
2.3	I am courageous enough to take informed risks in my work and to think differently, bringing creative ideas to the table. I embrace taking myself out of my comfort zone, looking at change positively and with a growth mindset
2.4	I am creative in my thinking and am driven by finding creative solutions to problems. I am a proactive shaper of our environment rather than a recipient or victim of it
2.5	I am confident enough to articulate my views and feelings, as well as to try new things and put myself forward for activities that might be of benefit for the organisation

3. DEMONSTRATION OF INITIATIVE, PROACTIVITY & LEADERSHIP

3.1	I fully and proactively support College policies
3.2	I readily respond to advice and feedback
3.3	I set and model high standards
3.4	I am proactive in keeping my professional practice up to date and relevant
3.5	I act with due care and consideration of the facts
3.6	I am able to self-start and take initiative
3.7	I act safely and with due consideration of others within the College community
3.8	I am open minded to change and new ideas

4. PASTORAL CARE EXPECTATIONS

4.1	Fair - I ensure pupils are treated in a consistent, reasonable and fair manner
4.2	Proactive - I am aware of pupils' circumstances, and am able to intervene early to prevent issues from arising or worsening
4.3	Involved - I have positive and open relationships with pupils. Pupils feel that I know and understand them, and are comfortable speaking with me even about sensitive issues
4.4	Responsive - I react quickly to pastoral concerns, informing the relevant pastoral lead as appropriate, and provide the immediate attention that a pupil may need to feel reassured
4.5	Consistent - I am consistent in my expectations of high standards of behaviour and academic conduct from pupils. I hold pupils accountable for their actions, rewarding positive behaviours and applying sanctions in a fair and prescribed way when behaviour falls short of expectations
4.6	Knowledgeable - I am knowledgeable of school processes and procedures, enabling me to respond to the pastoral needs of children in a consistent and effective manner
4.7	Inclusion and enrichment - I am mindful of pupils' individual needs (SEND, medical, pastoral, EAL, more able) and respond to those, in line with relevant priority strategies

5. PROFESSIONAL KNOWLEDGE & EXPERTISE

5.1	I have the appropriate, and up to date, skills required to fulfil my duties
5.2	I regularly review the skills and knowledge I require to fulfil my duties and request support where necessary
5.3	I am up to date with College developments and respond accordingly
5.4	I use my skills and experience to have a positive impact on the success of my department
5.5	I use my skills and experience to have a positive impact on the success of the College

6. QUALITY AND EFFECTIVENESS OF WORK

6.1	The work I do contributes positively to the success of the College
6.2	I understand the impact of my work on others
6.3	I routinely meet deadlines
6.4	I complete tasks well, thoroughly and accurately
6.5	I work effectively and calmly under pressure
6.6	I work in a clear and organised way and can prioritise my workload
6.7	I communicate well with others

7. WORKING WITH OTHERS AND CONTRIBUTION TO THE TEAM

7.1	I have excellent working relationships with my colleagues
7.2	I know when to seek help and support
7.3	I support and collaborate well with all teams across the College
7.4	I have an appropriate and helpful demeanour which supports high morale and a success culture
7.5	I am sympathetic to the views of others and understand my responsibilities under the equality act

8. PROFESSIONALISM

8.1	I treat others with dignity and respect
8.2	I understand my responsibilities regarding safeguarding, health and safety and equality
8.3	I am up to date with College developments and respond accordingly
8.4	I have good levels of attendance and punctuality
8.5	I am discreet, honest and have integrity
8.6	I am appropriately loyal to the organisation
8.7	I adhere to College policies, procedures, rules and frameworks
8.8	I dress appropriately for my post and have high standards of appearance and cleanliness
8.9	I am comfortable about holding myself to account and admit when I have made a mistake

9. SUPPORTING TEACHING & LEARNING

9.1	I have clear rules and routines for behaviour in the classroom and around the College
9.2	I manage classes effectively, using approaches which are appropriate to pupils' needs, in order to involve and motivate them
9.3	I have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these
9.4	I have a clear understanding of the needs of all pupils, including those with particular educational or health needs



PERSON SPECIFICATION

The following Experience and Skills are Essential/Desirable	Essential	Desirable
Thorough knowledge of the Equality Act 2010, and how this relates to Independent Schools	X	
Thorough knowledge of the SEND Code of Practice 2015 and how this relates to Independent Schools	X	
Recent experience of supporting pupils with Special Educational Needs	X	
Evidence of continuing professional development within SEND		X
Excellent communication skills both written and spoken	X	
Proficiency in regard to workplace ICT packages and school MIS	X	
Experience of working with colleagues to raise their inclusive teaching		X
Experience of working in different school settings or sectors, and able to adapt practice and experience to diverse school frameworks and structures		X

THE PACKAGE

Salary: £25,000

Hours: Full Time

Pension: Contributory Pension Scheme ISPS (DC)*

Benefits: Tuition fee remission (which is means tested and capped) and no registration fee*
 Private Health Care Insurance (50% paid by employer)
 Health Cash Plan*
 Free lunch and beverages during term time
 Staff Accommodation (*subject to availability; competitive market rate*)
 Free off-road parking
 Reduced health club membership
 Salary Sacrifice Schemes
 Season Ticket Loan
 Free winter and summer social events
 Annual flu immunisation
 Use of College leisure facilities including gym, tennis courts and pool*
 Private Health Care Insurance (50% paid by employer)

(* Conditions apply)