



# The Beacon

Independent Prep School for boys aged 3-13  
Amersham, Buckinghamshire

## **Head of Learning Support Full-time/Part-time**

**For 2024 (ideally Spring Term start)**



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The School is committed to safeguarding and promoting the welfare of children. Applicants must be prepared to undergo appropriate child protection screening, including checks with past employers and the Disclosure and Barring Service.

The Beacon is an equal opportunities employer.

Registered in England No. 01067862. Registered Charity No. 309911.



**From Nick Baker**

**Headmaster**



Dear Applicant,

Thank you for your interest in the position of **Head of Learning Support** at The Beacon.

We are seeking to appoint an inspirational learning support teacher to lead our team in **2024** (as early as January if possible and by September 2024 at the latest). The role would ideally be on a **full-time** basis to enable maximum coverage across the whole week or there may be possibility to work on a part-time working pattern (eg **equivalent to 0.8 FTE** basis).

The successful candidate will be responsible for the implementation of the SEND policy across the whole school. They will be responsible for overall management of the department, leading a small team and championing the Learning Support provision across the school. This team also work closely with the English Department and Academic Leadership on a regular basis.

The Beacon is a large prep school for boys aged between 3 and 13, with superb facilities and resources that support a forward-looking educational environment. The school occupies an 18-acre site in Chesham Bois/Amersham and is accessible by Chiltern Railways and Met Line.

The successful candidate will ideally hold QTS accreditation and be qualified to at least OCR Level 5 or equivalent in SpLD. (It is expected that members of the Learning Support Team hold the National Award for Special Educational Needs Coordinator or be willing to undertake this training). An up-to-date Assessment Practising Certificate would be an additional advantage.

To give you a flavour of life at The Beacon please take a look around our website [www.beaconschool.co.uk](http://www.beaconschool.co.uk). You will find our Safeguarding and Child Protection Policy on the Vacancies page and other useful policies on the website too.

The Beacon is a remarkable school, and we seek remarkable people. I look forward to hearing from you.

Nick Baker  
**Headmaster**

IMPORTANT NOTE:

- *The school is committed to safeguarding and promoting the welfare of children. Safeguarding checks will be undertaken in accordance with School policy*
- *The safeguarding responsibilities of the post can be found in the job description and person specification in this recruitment pack*
- *The post is exempt from the Rehabilitation of Offenders Act 1974.*



## Professional Standards

The Following is our 'Circle of Success'. It is this which makes The Beacon a special place to be educated and work at. All our staff live and breathe by the professional principles below. If these resonate with you, you would definitely enjoy working at our School.





# The Role and Job Description

**Role:** Head of Learning Support

**Hours:** Full-time

## Job Purpose

To lead a strong and effective Learning Support Department at the school, managing a small team and providing first class advice to teachers and support to individual boys and groups of boys with particular needs as appropriate.

## Main duties and responsibilities:

### Department Management and Leadership

- Comply with all relevant statutory, legal and regulatory obligations (including that in relation to EYFS) and ensuring the same standards of compliance from the team.
- Take the leading role in communication with parents, staff and Educational Psychologists regarding learning difficulties in conjunction with relevant team SENCO.
- Co-ordinate provision for pupils, including the allocation of staff resource dependent on need.
- Liaise with feeder schools and potential parents regarding prospective pupils, working as guided by the Registrar, Academic Leadership Team and/or Headmaster.
- Liaise with local County Council on matters arising from SEND.
- Develop and utilise systems of monitoring and tracking pupil progress and support, regularly reviewing pupil progress outcomes as a team.
- Presentations (internal and to parents/other schools/at conferences).
- Recruit and induct new team members into the Department.
- Ensuring the highest standards of SEND provision and line management (as required) of:
  - SENCOs at the School, including efficient and effective deployment of their skills and time along with management of their professional development and performance reviews; organising suitable training as required.
  - specialist TAs (e.g. those for Upper School) if so required by The School; including efficient and effective deployment of the TA and their professional development and performance reviews.
- Encourage and ensure lesson observations between members of the Department are given and received on a regular basis, sharing collective learnings and tips for departmental improvements.
- Hold regular departmental meetings and produce minutes.
- Draw up and manage the departmental budget.



- Produce an annual Departmental Review in line with School guidelines and other reports for Managements as so required.
- Lead the sharing of Learning Support best practice within the Department and teaching body.
- Attend Heads of Department/Section/Pastoral Care/Management meetings as required.

### **Main Duties as a SENCO**

- Screen and monitor new entrants to the School for Learning Support issues.
- Arrange (and undertake as applicable) assessments in response to referrals from teachers, parents or pupils and give informed advice as to whether further professional or other assessment is needed.
- Summarise key findings and advice from Educational Psychologists' (or other professional) reports and publish information to all relevant teaching staff along with recommendations for support.
- Keep electronic records up-to-date
- Keep lists of SEND pupils up-to-date and ensure that the appropriate documentation is completed to satisfy relevant regulations regarding access arrangements.
- Ensure that all legal requirements and statutory responsibilities are met for pupils with SEND.
- Evaluate supporting evidence, help make decisions about the appropriate access arrangements for pupils and support such access arrangements (e.g. a reader, scribe for exams).
- Attend individual meetings with parents and School Parents' Meetings.
- Set targets for improvement and monitor the results by producing and reviewing Support Plans.
- Undertake a level of teaching consistent with the other responsibilities of the role, including group, individual and some classroom teaching.
- Help find ways of supporting pupils beyond contact time (e.g. social skills club etc.).
- Communication - liaise with pupils, parents and teachers to ensure that they are clear on learning support issues, needs, progress and any access arrangements.
- Have a broad knowledge of the requirements for next schools (e.g. common entrance, 11 plus...etc.) and understand the problems faced by pupils with SpLDs.
- Get to know the pupils well and, where appropriate, act as a mentor in a wider sense in order to bolster pastoral support in terms of well-being and resilience.
- Show a commitment to ongoing training and INSETs, including attendance at local and national Learning Support events/meetings.

### **General Additional Duties/Responsibilities**

- To ensure, at all times, absolute commitment to the safeguarding and promotion of the welfare of the boys at our school
- To undertake break time and lunchtime duties on a rota basis
- To assist with the organisation of both residential and day trips and events
- To contribute to the Clubs programme, and to help with the Prep and Late Stay programme
- To take part in INSET and other professional training and development available



- To attend school events, Parents Evenings and other meetings
- In all areas of school life, staff are expected to lead by example and demonstrate and uphold the values that we wish the boys to learn.

## **Safeguarding**

Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact; following the School's safeguarding policy at all times and using the internal systems/contacting the DSL for monitoring safeguarding, wellbeing and pastoral issues

### **Note:**

- The role will involve daily contact with children and a high level of responsibility for children. The role constitutes regulated activity with children.
- In the role, you may also be required to undertake such other duties as the Head reasonably requires from time to time.



## Person specification

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Educated to degree level</li> <li>• Suitable teacher qualification, e.g. QTS</li> <li>• Qualification - at least OCR Level 5 or equivalent in SpLD</li> <li>• Hold the National Award for Special Educational Needs Coordinator, or be willing to undertake this training</li> </ul>	An up-to-date Assessment Practising Certificate
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Professional experience in a similar or relevant role</li> <li>• Strong understanding of pupil needs for ages 3 to 13</li> </ul>	Relevant experience of working with pupils at both primary and lower secondary level  (Note: it is not essential to have worked in the independent sector)
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Passionate about SEN and excellent knowledge of the raft of learning differences and support needs</li> <li>• Good interpersonal skills and collaborative working style that promotes good working relationships between the team, teachers/TAs, pupils and parents.</li> <li>• Ability to plan several steps ahead to ensure long term goals, objectives and strategies are met</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• Able to quickly settle in to new environments</li> <li>• Drive, commitment and enthusiasm</li> <li>• Willingness to work flexibly, as and when required</li> <li>• Highly organised</li> <li>• Strong pastoral skills</li> <li>• Unwavering commitment to maintaining the highest standards in SEND support</li> <li>• Friendly and approachable</li> <li>• Ability to remain calm and professional in all situations</li> <li>• Excellent role model</li> <li>• Desire to contribute to school life beyond immediate classroom</li> <li>• Highly professional with positive outlook</li> <li>• Team player</li> </ul>	





## The Process

The school is committed to safeguarding and promoting the welfare of children.

All applicants must be prepared to undergo appropriate child protection screening, including checks with past employers and the Disclosure and Barring Service. The Beacon is an equal opportunities employer. References will be required and any relevant issues arising from such will be taken up at interview or a suitable point during the process.

Candidates who have a disability or any other special requirements should let the school know if there are any reasonable adjustments they would like the school to make as part of this recruitment process.

**There is a requirement to complete the school's Application Form which can be downloaded from the website. Please send a copy of your completed Application Form and covering letter to [recruitment@beaconschool.co.uk](mailto:recruitment@beaconschool.co.uk)**

The closing date for receipt of applications is **9:00 am on Monday 20 November 2023** and interviews will be held the following week.

**We would encourage you to submit your application early as we reserve the right to close vacancies earlier than the deadline – if, for example, we receive a number of applications of interest early on.**

(Please note that whilst an interview is to be used as the primary feature of the selection process, if invited for interview you will be advised as to whether any additional selection methods will be required to supplement the interview. This may include a lesson, presentation and/or other task. Whatever methods are chosen, the panel will use these to assess the merits of each candidate against the job and person specification).

