



Head of Learning Support and EAL

Information for Applicants

September 2017



Boarding and day preparatory school for 240 boys aged 8 – 13 years.

HEAD OF LEARNING SUPPORT AND EAL

Required for September 2017

Summer Fields is one of the premier boys' prep schools in the country, situated in 70 acres of superb grounds in North Oxford. The school enjoys an outstanding academic reputation and is extremely well resourced.

We seek an experienced and suitably well-qualified Head of Learning Support and EAL to oversee the school's Learning Support and EAL provision. The successful candidate will manage a busy and successful department, while also providing professional guidance to academic and pastoral staff in order to secure high-quality teaching and the effective use of resources, to enable all pupils to achieve to the very best of their ability.

Application Procedure

Please apply by submitting your application form, CV and letter of application either: -

- by post to Summer Fields, Mayfield Road, Oxford, OX2 7EN or
- by email to recruitment@summerfields.com

by the closing date of Sunday 5th March 2017.

Summer Fields is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening including checks with past employers and the Disclosure and Barring Service.



Message from the Headmaster, David Faber MA

Thank you for your interest in Summer Fields and, in particular, in the role of Head of Learning Support and EAL. I am delighted that you are considering our school and I hope that you will wish to apply for this position once you have found out more about us.

Summer Fields was founded in 1864 by Archibald and Gertrude Maclaren at their home in North Oxford. Mrs Maclaren was a gifted classical scholar and Mr Maclaren was a fencing master with a passionate belief in the importance of physical fitness. It is from these roots that our school motto was born: *Mens sana in corpore sano*, A healthy mind in a healthy body. The Maclarens established the importance of a breadth of education inside and outside the classroom, values which remain central to the education we offer today.

Summer Fields is a full-boarding and day school for boys aged 8 to 13; there are currently around 240 boys on the roll and the school is generally over-subscribed. We offer excellent teaching, traditional values and exceptional pastoral care. We continue to build on a strong academic legacy with an individual focus on strengthening each boy's confidence and abilities.

Summer Fields is a special place and pastoral care is very strong. The school is a vibrant, extended family of staff and boys, living side-by-side in a close, busy, caring and friendly boarding community. We aim to ensure that each boy is happy, academically challenged and taking full advantage of life at Summer Fields, with its many possibilities and opportunities.

Summer Fields celebrated its 150th birthday throughout 2014 and, as well as hosting many events to celebrate this anniversary, a major redevelopment of parts of the school is now under way. In particular, a spectacular new £3m building providing new sport changing and other facilities, was opened in January 2016. The school is thriving on all levels and we are entering an exciting new phase in our history. I do hope that you will consider applying for this job – I recognise that a great deal of thought and time goes into preparing such an application and I assure you that I will, in turn, give your application serious consideration.

Academic Record

Academic standards and outcomes are high. The principal entry point to the school is in Year 4, although a few boys join in Years 5 and 6 depending on places being available; admission is by selection. The aspirations of boys and parents are high and the school prides itself on the outstanding exam results achieved by our leavers. The school's greatest academic strength is excellent teaching at all levels and we are proud of the academic achievements of boys of all abilities. Each year boys pass Common Entrance and regularly win scholarships to the top Public Schools in the country.

Boarding

The boarding structure is horizontal, according to age, in seven Lodges (Houses), where the boys are looked after by a husband-and-wife team. Every boy has a personal Tutor, responsible for overseeing all aspects of his life at school and with whom he meets regularly, one-to one. In addition, a boy can seek help from Lodgeparents, Form Masters and Mistresses, Sister, and, of course, the Headmaster.

The school is set within 70 acres of grounds and is extremely well resourced with many outstanding and modern facilities, which are continually added to. In addition to the academic curriculum, sport plays an important part in the life of the school, as does music, art, design and technology and drama; recent results in music scholarship exams, in particular, have been outstanding. All these activities, and many others, are extremely well provided for. The Chapel is at the heart of the school, both literally and figuratively.

Teaching at Summer Fields

The school recognises that its teachers are its most valuable asset and seeks to recruit and retain well-qualified and enthusiastic academic staff, who can communicate their knowledge and passion for a subject to the boys. Our teachers' primary aim is to develop the boys' intellectual curiosity, interest and enjoyment in an atmosphere of respect and discipline. The supportive boarding community is particularly conducive to developing these qualities.

All members of staff are expected to show a willingness to play an important part in the life of a busy boarding school and to assist with, and contribute to, games, the boarding routine and other duties and activities within the wider school community.

The salary offered will depend on ability and experience. Members of staff who have children attending the school will be eligible to receive a significant discount on the fees. Other benefits include a contributory private healthcare scheme, access to a childcare voucher scheme and the entitlement to membership of the Teachers' Pension scheme.

The Learning Support Department

Summer Fields gives comprehensive but sensitive support for all pupils with learning difficulties, and the school is determined that these pupils should have full access to the curriculum. The Learning Support Department is an integral part of the school's academic provision and we regard learning support skills as relevant to the whole school. We are proud of our role in securing places at the school of first choice even for pupils with significant learning difficulties.

The Learning Support team consists of five part-time teachers who are qualified to teach children with Specific Learning Difficulties and some have experience as class teachers across the prep school range. The school has a visiting Occupational Therapist, Speech and Language Therapist and teacher of EAL. Close links are maintained with other professionals such as educational psychologists.

The Learning Support Department recognises the need for pupils to have a positive and confident attitude to learning in order to ensure success in the classroom. Our first aim for any pupil receiving Learning Support is that he feels valued, supported and able to talk about any difficulties experienced in the classroom. The department is placed at the heart of the school, which means that members of staff are able to liaise closely with the rest of the staff about pupils, and it offers a quiet, welcoming environment where pupils feel secure in their learning.

Contact with parents is maintained at Parents' Receptions, by email and by telephone; reports are written every term.

Quote from ISI Inspection Report 2014

'Pupils with SEND and EAL are well supported by learning support staff and also make excellent progress. Evidence of this is seen in the comprehensive monitoring that is done by the school and the very high level of success in their entrance tests to senior school.'

Application Procedure

Please apply by submitting a fully completed application form and a CV together with a letter of application addressed to Mr David Faber, Headmaster.

To satisfy the requirements for safer recruitment, we need to ask you for your full employment record. Details of any gaps between jobs or between finishing education and employment must be provided.

Applications should either be:

- posted to Summer Fields, Mayfield Road, Oxford, OX2 7EN or
- emailed to recruitment@summerfields.com

by the closing date of Sunday 5th March 2017.

JOB DESCRIPTION

Job Title: Head of Learning Support and EAL

Reporting to: Director of Studies, Headmaster

Purpose of the Job

To be responsible for the school's Learning Support and EAL provision for all pupils with specific learning difficulties (SpLD), for the implementation of the SEND Policy across the school, and for the managing and oversight of the Learning Support/EAL department.

To provide professional guidance to academic and pastoral staff in order to secure high-quality teaching and learning, and the effective use of resources to enable all pupils to achieve to the very best of their ability.

The role is a full-time post and has all the school responsibilities of other full-time members of staff.

Main duties

General

- Provide leadership and direction for the department and ensure that it is managed and organised to meet the aims and objectives of the school and the Learning Support/EAL department.
- Be responsible for ensuring high standards of teaching and learning across the department.
- Stay abreast of the latest educational research into SEND teaching, have an in-depth knowledge of dyslexia and dyspraxia, and a working knowledge of the work of other SENs.
- Have experience in delivering individual and multi-sensory literacy programmes.
- Be familiar with assistive technology available to pupils with SEND.

Teaching and Learning

- Influence the Curriculum Policy to promote aspects of inclusive teaching.
- Organise the provision for pupils with SEND; organising and monitoring learning support coaching, literacy skills, study skills, mathematics.
- Provide teachers with the relevant SEND information to help them support pupils in class.
- Encourage and establish high expectations and ensure that clear targets are set for pupil achievement, including for those with special educational needs, and/or English as an additional language
- Organise and liaise with the visiting Occupational Therapist over the extra Handwriting Club; ensure that all staff are familiar with attendance times.
- Be aware of the needs of pupils with English as an additional language; supervise and work with the EAL teachers as necessary.
- Support children in overcoming their learning difficulties, focusing on, for example, literacy, numeracy, written expressive language, comprehension and essay-writing skills, study skills, personal organisation and/or subject specific work.
- Use a variety of methods and approaches to ensure effective progression for pupils; use the assessment of pupils' progress to inform future planning
- Support pupils' exam preparation (both school and external exams) and assist in the provision of reading assistance and scribing for specific pupils as necessary.

- Identify and adopt the most effective teaching approaches for pupils with SEND, assess need, monitor teaching quality and pupil achievement, set targets (including IEPs) and develop a recording system for progress.
- Monitor teaching and learning activities to meet the needs of pupils with SEND.
- Liaise with other schools' Learning Support departments to ensure continuity of support and learning when transferring pupils with SEND.
- Undertake one-to one teaching as a member of the department.

Recording, Assessment and Tracking

- Collect and interpret specialist assessment data and use it to inform best practice.
- Set up systems for identifying, assessing and reviewing SEND, liaising with external agencies to ensure that the school is providing appropriate support for individual pupils when required.
- Monitor the implementation of all EHC Plans.
- Co-ordinate Annual Review of EHC Plans.
- Liaise with classroom teachers about the needs and progress of individual pupils; where appropriate, provide advice on teaching strategies to assist specific pupils.
- Set targets in conjunction with Heads of Department and the pastoral team for raising achievement among pupils with SEND.
- Interpret and disseminate the recommendations of educational psychologists, occupational therapists, speech and language therapists and other external professionals; ensure that those recommendations are effectively implemented both within the Learning Support department and across the school.
- Use school assessment data to inform future planning.
- Co-ordinate the annual testing of pupils on the SEND register and disseminate this information to all staff.
- Update the Headmaster on the effectiveness of provision for pupils with SEND.
- Attend parents' meetings, and generally keep parents informed about their sons' progress.
- Be responsible for the administration of the use of laptops for pupils with permission to use a laptop.
- Be responsible for the administration of Kindle use for pupils with permission to use a Kindle, to download appropriate books for the pupils.

Leadership

- Ensure that the Summer Fields Learning Support Policy is compliant and is being effectively administered.
- Ensure that the Accessibility Plan is regularly updated and reflects the needs of the school.
- Attendance at the Academic Management Team meetings
- Monitor the quality of SEND support delivered by both Learning Support and classroom teachers.
- Encourage all members of staff to recognise and fulfil their responsibilities to pupils with SEND.
- Promote staff development in relation to SEND; keep informed of new research, issues, resources and policies by attending courses and conferences.
- Disseminate good practice in SEND across the school.
- Provide training/CPD opportunities for Learning Support/EAL staff.
- Identify resources needed to meet the needs of pupils with SEND.
- Write the Departmental Plan and ensure the objectives of the Learning Support Policy are adequately reflected.
- Liaise with the Deputy Headmaster, Director of Studies and Head of Pastoral Care concerning pupils' needs and welfare.

- Co-ordinate access arrangements for exams (both internal and for senior school) for all pupils who qualify subject to JCQ guidelines.
- Liaise with the HR Manager to co-ordinate the recruitment and selection of staff for the department.
- Plan, implement and record induction training for new staff.
- Be involved with the appraisal of all members of the Learning Support/EAL department and assist in the identification of further training and CPD needs; write references for members of the department as required.
- Draw up, and manage effectively, the annual departmental budget.

Communication and Reporting

- Write termly reports for parents on the pupils you teach.
- Monitor pupil reports written by Learning Support/EAL teachers.
- Attend relevant parent consultation meetings.
- Liaise proactively with parents and carers about pupil progress and concerns.
- Make recommendations to parents about the use of external agencies to identify SEND.

Professional Knowledge and Development

- Maintain a thorough understanding of the current SEND Code of Practice and of the school's curriculum and policies.
- Participate in school inset session and, where appropriate, to lead staff inset on SEND issues.
- Keep records of inset sessions attended.

General

- All staff share the responsibility for safeguarding and promoting the welfare of children and must adhere to, and comply with, the school's Safeguarding Policy.
- Be responsible, where appropriate, for health and safety matters in the departmental area and understand the typical health, hygiene, safety and security risks that exist, or may exist. Know how to assess the risks associated with these hazards and how to minimise these risks.
- Ensure that the school's Health and Safety Policy is followed as it applies to the Learning Support/EAL Department.

Essential Qualities

- A recognised teaching qualification and SpLD qualification.
- Experience of the teaching of pupils with learning difficulties and/or disabilities within primary education.
- An ability to create a warm, positive and motivating learning experience for children.
- The ability to communicate clearly – verbally and in writing – and to take into account, where appropriate, the views of others.
- Excellent interpersonal skills.
- The ability to establish and develop good relationships with parents, teachers and other professionals.
- A good understanding of, and empathy with, the difficulties of children with learning difficulties and/or disabilities.
- Excellent organisational skills.
- Ability to influence the teaching and learning across the curriculum
- Excellent ICT skills, particularly in regard to how ICT can be used to support dyslexic and dyspraxic pupils.
- Awareness of current trends and best practice in the field of EAL provision.

APPLICATION AND RECRUITMENT PROCESS GUIDANCE NOTES

Summer Fields is committed to safeguarding and promoting the welfare of every child at the school and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.

Application

- Applications will only be accepted from candidates completing the application form in full. CVs will not be accepted in substitution for completed application forms in the absence of a good reason. However, they may be sent in addition to the application form.
- You are required to provide your complete employment history from leaving education to the present, ensuring that there are no gaps. Any gaps in your employment record will be verified during interview and employment dates will be verified with your referees.
- Candidates should be aware that all posts in the school involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Please see the job description for the post. If you are invited to attend a formal interview your suitability to work with children will be assessed.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore any unprotected spent convictions, cautions, reprimands and final warnings, must be declared.
- All successful applicants will be required to apply for an Enhanced Disclosure from the Disclosure and Barring Service. Applicants with periods of overseas residence and those with little or no previous UK residence will also be asked to apply for the equivalent of a disclosure, if one is available in the relevant jurisdiction.
- The school will carry out a Barred List check to ensure that applicants are not unsuitable for working with children. The school is also required to check that anyone appointed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State.
- We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Please indicate on the Application Form if you would prefer us not to contact your current employer until later in the recruitment process. We do not accept open references, references from relatives or from someone known to you solely as a friend.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues. Where neither your current nor previous employment has involved working with children, your current employer will still be asked about your suitability to work with children, although it may, where appropriate, answer not applicable if your duties have not brought you into contact with children or young persons.
- The provision of false information is an offence and could result in the application being rejected or summary dismissal if the applicant has been selected and possible referral to the police and/or the Department for Education.

Conditional Offer of Appointment

Any offer to a successful candidate will be conditional upon the following criteria:

- receipt of at least two satisfactory references (if these have not already been received), which have been personally verified;
- verification of original identity documents and right to work in the UK;
- verification of documents confirming any educational and professional qualifications that are necessary or relevant to the post (e.g. the original or certified copy of certificates, diplomas, etc.) Where originals or certified copies are not available, written confirmation of the relevant qualifications must be obtained from the awarding body;
- a satisfactory DBS Enhanced Disclosure, a check of the Barred List and whether anyone appointed to a teaching post is not subject to a Prohibition Order or EEA sanctions or restrictions;
- where the successful candidate has worked or been resident overseas, such checks and confirmations as the school may be required to undertake in accordance with statutory guidance;
- verification of medical fitness in accordance with DfE Circular 4/99 Physical and Mental Fitness to Teach.

WARNING

Where a candidate is:

- found to be on DfE's Barred List or Prohibition Order, or the DBS disclosure shows s/he has been disqualified from working with children by a court, or,
- found to have provided false information in, or in support of, his/her application, or
- the subject of serious expressions of concern as to his/her suitability to work with children,

the facts will be reported to the police and/or the local Safeguarding Children Board.