



Headmaster T N M Lawson MA (Oxon)

Head of Learning Enrichment and SENCo

September 2021

Introduction

The College seeks to appoint a dynamic, collaborative and enthusiastic Head of Learning Enrichment from September 2021. This role will incorporate that of Special Educational Needs Co-ordinator (SENCo) The right person will have a marvellous opportunity to work in a stimulating environment where resources, buildings, colleagues and pupils all strengthen the process of teaching and learning.

The College

Eastbourne College is a co-educational HMC independent school of approximately 650 pupils, of whom half are full-time boarders. It is a strong community with excellent links with local schools and the remarkable town in which it is located.

Academic standards are very high with an average of over 80% of A-level grades being awarded A*, A or B in recent years. At GCSE approximately two thirds of all grades awarded are 9 to 7 (the equivalent of A* or A). The College recruits from a wide ability range and value added outcomes are exemplary. The majority of College leavers enter higher education in leading universities at home or abroad.

The College is run as a seven day week, full boarding school. Day pupils share the same wide curriculum as boarders and enjoy equal access to the physical and human resources of the school. Day pupils can complete their prep in houses; buses run at both 18:00 and 20:00 on weekday evenings.

We are proud of our rich cultural and sporting traditions. The Birley Centre is a hub of music practice, performance, composition and recording. There is an established partnership with Glyndebourne and links with Ballet Rambert, local artists and musical ensembles. College artists exhibit in London, actors have starred in film and TV; the design & technology department wins an extraordinary number of Arkwright scholarships. We have an enviable reputation for sport both regionally and nationally. Eastbournians frequently represent the county in hockey, rugby, cricket, netball and tennis; several old Eastbournians have earned professional contracts and international honours. There are also thriving CCF, D of E and service programmes.

As we celebrated our 150th year, the College completed the most ambitious development project in its history. *Project 150* saw the delivery of over 30 state of the art classrooms, ICT suites, a new swimming pool, café, school shop, dance studio, sports hall, squash courts, dining hall and fitness suite. We believe that the College

has some of the best facilities of any school in the UK. For further information about Project 150 and our future development plans, please visit the website:

<https://www.eastbourne-college.co.uk/about-us/our-future/>

Eastbourne College places great emphasis on the importance of developing a school in which education is built on core values and positive, supportive relationships. These central qualities will endure long after a student moves on from the College. The five key values of participation, the pursuit of excellence, integrity, courtesy and kindness are, it believes, the bedrock upon which every child's education should stand, providing them with the wherewithal to flourish both at school and beyond.

More information about the College may be found by visiting the website:

www.eastbourne-college.co.uk

News of latest events can also be found by visiting our Facebook page:

<https://www.facebook.com/EastbourneCollege>

The Post

The Head of Learning Enrichment will take responsibility for the day-to-day operation of the College's provision for pupils with specific learning needs. This may be by providing for those pupils with learning difficulties, but working alongside the Head of Enrichment, may also involve supporting those who are gifted or talented, seeking ways in which to nurture and develop their skills. The Head of Learning Enrichment will provide professional guidance to pupils and colleagues in order to secure the highest quality provision such that all pupils are able to achieve their full academic potential.

The Head of Learning Enrichment will also act as the College's Special Educational Needs Co-ordinator (SENCo) and will be expected to be qualified as such.

He or she will be able to cope with administration competently yet speedily, leaving him or her free to concentrate on inspiring teachers and motivating young people. The Head of Learning Enrichment will have opportunity to take the time to reflect and plan, and when appropriate they will be able genuinely to enjoy the exuberant life of the College. All members of the Common Room are expected to play an additional part in the boarding life of the school, e.g. by acting as tutors in one of the day or boarding houses, by offering their expertise in coaching team sports, or contributing to music, drama, debating etc.

The College has its own salary scale and the successful applicant will be placed on the scale at a level commensurate with their qualifications and skills. There is also a generous responsibility allowance for this important management role. Accommodation may be available for single or married applicants, including those with families. Teachers benefit from a generous rate for the education of their own children, and there are similar arrangements with St. Andrew's Prep.

The Department

The Learning Enrichment department is situated at the heart of the academic site in a suite of rooms overlooking College Field. Where specialist support lessons are recommended these will be taught individually in the department. Such lessons are dove-tailed into the demands of a pupil's academic timetable and co-curricular activities. Currently there are three members of staff within the department.

Where pupils are identified as needing learning support intervention the department liaises closely with pupil, tutor, teachers and Hsm (Housemaster/mistress) to ensure that appropriate strategies are in place; an individual education plan is drawn up and disseminated to the pupils' teachers.

All pupils are screened in Year 9 using the Lucid EXACT (Examination Access Test). This is a suite of computerised tests designed for the assessment of literacy skills in the age range 11 to 24 years. The Lucid Exact suite comprises standardised tests of the following areas of attainment:

- Word recognition
- Reading comprehension and reading speed
- Spelling
- Writing to dictation: Typing speed and handwriting speed

As pupils approach public examinations, additional support covering study skills – including revision and examination techniques – is offered. The College also offers an innovative IPAP (Improving Personal Academic Performance) scheme which delivers short-term one-to-one support, at no extra charge, to any pupil in the College needing to improve their study skills. This links closely with the College's aim of 'Pursuit of excellence' and take up in the 6th form has been particularly encouraging.

Lessons typically last 55 minutes and are divided into two parts: 25 minutes individually working with a LS teacher and 25 minutes on an independent task monitored by staff in the department. In the case of pupils studying for GCSE or A-level, the independent task may take the form of coursework or other examination related activity.

Job Description

- 1. Job Title:** Head of Learning Enrichment and SENCo
- 2. Responsible to:** The Head of Enrichment, reporting to the Headmaster
- 3. Job Summary:** To be responsible for the day-to-day operation of provision made by the school for pupils with specific learning needs.
- 4. Duties and Responsibilities**

In addition to the duties expected of Assistant Staff, specific responsibilities of the Head of Learning Enrichment include:

Academic

- To have influence, as appropriate, to promote aspects of inclusivity in teaching and learning for pupils with identified learning needs.
- To identify and adopt the most effective teaching approaches for pupils with learning support needs and share such approaches with colleagues across the school.

- To monitor, and advise on, teaching and learning activities to ensure school-wide provision meets the requirements of pupils with learning support needs such that they are being challenged with realistic expectations.
- To identify and teach study skills that will develop pupils' ability to meet the demands of the College curriculum and enable them to succeed in their public examinations.
- To establish effective systems to identify and meet the needs of pupils, whilst ensuring that such systems are coordinated, evaluated and regularly reviewed.
- To work with colleagues to develop effective ways of bridging barriers to learning through: assessment of need; target setting; establishing IEPs / provision maps etc.
- To maintain and develop resources, coordinate their deployment and monitor their effectiveness in meeting the teaching and learning objectives of the school.
- To support individual departments in the development of their specific strategies for meeting the needs of pupils with learning difficulties.
- To collect and interpret specialist assessment data to inform practice, disseminating such information as to be most effective across the school.

Staff Management

- To provide professional guidance to staff to secure high quality teaching for pupils with learning support needs.
- To advise on, and contribute to, the professional development of staff with regard to learning enrichment, including whole school INSET provision.
- To assist teaching staff in the identification of pupils with learning support needs through emergent signs / indicators.
- To hold regular meetings for all members of the Department.
- To assist in, and advise on, the appointment of any new members of staff working within the Department.
- To be responsible for the work, attendance, training and monitoring of any other staff working in the Department.
- To ensure equal access and opportunity for students by appraising the work and lessons of teachers within the department as part of the annual department review.

Financial Management

- To submit an annual draft budget to the Deputy Head (Academic) and to ensure that expenditure is kept within the approved budget.
- To order equipment, materials and books as appropriate, and to keep an up-to-date record of all expenditure.
- To keep an inventory of equipment and plan for future needs.

Administration

- To build relationships with feeder schools, particularly St. Andrew's Prep, such that information regarding learning support needs of new pupils is timely, transparent and formative.
- To ensure that the school IEP register is up to date and that all stakeholders are fully informed about the support programmes in place.
- To ensure that IEPs are monitored regularly, are live documents and their impact is assessed, and progress can be evidenced.
- To submit an annual report of the work of the department to the Head of Enrichment as part of the annual department review.

- To be the specialist assessor for access arrangements, assisting the Examinations Officer to ensure that all pupils with learning support needs receive appropriate entitlement in public examinations.
- To liaise, as appropriate, with any external agencies or educational psychologists to ensure that provision is focused on individual need.
- To attend Heads of Department meetings, and to represent the department in all discussions concerning the curriculum.

Pastoral

- a) To promote and uphold the College's core values and reflect them in the leadership of learning enrichment in the school.
- b) To support the development of all pupils through the unspoken curriculum (the way pupils learn to treat each other and the way they are expected to behave).
- c) To be a tutor in a day or boarding house as directed by the Deputy Head (Pastoral).
- d) To act as tutor to a group of tutees as directed by the Hsm.
- e) To hold regular meetings with tutees to discuss academic progress and any pastoral issues.
- f) To discuss eRCs with tutees and comment as appropriate.
- g) To support the Hsm and House by attending house activities and events.
- h) To support tutees in their wider College lives.
- i) To attend chapel alongside tutees at weekly chapel services and any other school congregational events as requested by the Second Master.

Co-curricular

- a) To play an active role supporting the co-curricular programme as directed by the Deputy Head (Co-curriculum) or the Director of Sport.

General

- a) To represent the department at Heads of Departments meetings.
- b) To hold regular meetings of the Learning Enrichment department.
- c) To attend staff meetings as requested by the Headmaster.
- d) To carry out any other duties associated with the role as requested by the Headmaster or Senior Management Team.

Other duties

- a) The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School's Safeguarding and Child Protection Policy Statement at all times.
- b) If in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the School s/he must report any concerns to the School's Designated Safeguarding Lead or, if he/she is the School's DSL, to the Headmaster and relevant agencies.

In making the appointment the Headmaster will have regard to the experience and potential specifically exhibited by candidates. The exact delineation of responsibilities will be determined by the strengths and interests of the appointee.

This job description may be altered to meet changing educational context at the discretion of the College.

Person Specification

Applicants should be able to demonstrate the following:

Attribute	Essential	Desirable
Education and Training	<ul style="list-style-type: none"> • Educated to good degree standard (or equivalent). • Evidence of continuous personal and/or professional development • A SENCo qualification such as the UK National Award for Special Needs Coordination. 	<ul style="list-style-type: none"> • Teaching qualification • Post graduate degree • Experience in leading provision for pupils with learning support needs • Experience of assessing access arrangements for public exams
Knowledge and Experience	<ul style="list-style-type: none"> • An understanding of the learning needs of pupils in secondary education 	<ul style="list-style-type: none"> • Schools experience • Experience of working in a residential environment • Management experience in a school context
Skills	<ul style="list-style-type: none"> • A dynamic and skilled leader with the ability to manage people towards a common goal • Excellent communication and listening skills • Strong organisational and administrative skills • A high level of ICT competency • An inclusive manner and the ability to work in a team • The ability to interpret quantitative and qualitative feedback; to monitor and evaluate 	
Personal Qualities	<ul style="list-style-type: none"> • A belief in the College's core values and the determination to uphold them • An ability to set deadlines, meet them and manage expectation against them • An ability to build, foster and sustain positive relationships with all in the College community • Patience, compassion, courage, resolve and objectivity • Dedication, loyalty, commitment and positivity • Capacity for hard work • Enthusiasm that inspires others • To positively embrace change and development • Being a positive role model for all in the College community by 	

	virtue of approachability, personal conduct and standards of expectation. <ul style="list-style-type: none"> • To be a lead learner 	
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Salary and Conditions

The College has its own salary scale and the successful applicant will be remunerated at a level representing their qualifications and skills. Specifics of this can be discussed with the Headmaster at interview.

The College offers generous packages of additional benefits and pay; all staff are on a salary scale above the national average and have opportunities for salary progression.

Accommodation may be available. The successful candidate will also benefit from a generous rate for the education of their own children, both at the College and at St. Andrews Prep.

All appointments are made subject to a satisfactory medical disclosure, an enhanced check with the DBS and any other pre-employment checks deemed necessary by the College.

The College is a non-smoking establishment and an equal opportunities employer.

How to Apply

To apply, please visit <https://www.eastbourne-college.co.uk/contact/employment-opportunities/> and click the **Apply Now** button to complete the mandatory application form.

A letter of application (addressed to the Headmaster), evidencing your suitability for the post against the job description and person specification described above, and an up-to-date CV should be uploaded with this online application form.

For further information please contact applications@eastbourne-college.co.uk

All applications must be received by noon on Friday 29 January 2021

All candidates will be contacted shortly after the closing date with interviews taking place at the College thereafter.

Postscript

There are many attractions to teaching at Eastbourne College, not least its location on the south coast in the sunniest part of the country.

The College provides a safe urban environment in an attractive part of a peaceful town where pupils have easy access to shops, cinemas and theatres at appropriate times, and this strengthens the boarding experience. The railway station is close, with easy travel to Gatwick (one hour) and London (under 90 minutes). The beach and sea are a five minute walk away and the South Downs (the newest National Park) are literally on our doorstep.

The school is a strikingly happy, cohesive and coherent community. We look forward to meeting you.

January 2021