



# QUEEN'S COLLEGE PREPARATORY SCHOOL

## JOB DESCRIPTION

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### HEAD OF LEARNING SUPPORT (SENCO), PSHE & SMSC

**Line Manager:** Deputy Head (Academic)

**Salary:** Teacher Pay Scale + M1

This job description sets out the main roles and responsibilities of the Head of Learning Support at QCPS.

#### JOB ACCOUNTABILITIES

The Head of Learning Support's chief aim is to challenge pupil underperformance at all levels and to ensure effective intervention, monitoring and evaluation of progress, liaising with parents, teachers and the SLT as appropriate. Furthermore, the Head of Learning Support oversees the development and monitoring of the PSHE/SMSC curriculum.

#### Key Responsibilities

##### Policy and Development

- To write, implement and update as necessary the school's Learning Support and Gifted and Talented policies
- Produce improvement plans and policies for the development of the Learning Support Department
- To write, and annually update, Learning Support Guides for common SpLD for parents and staff
- To understand, along with the Learning Support Assistant, the learning experiences of girls at QCPS, by visiting lessons and subject areas, and to use these to inform learning support policy and practice in the school
- To continue to develop the capacity of QCPS to screen for common learning difficulties in school
- Manage the budget and resources of the Learning Support Department and PSHE/SMSC
- Foster the development of new and emerging technologies to enhance and extend the learning experiences of all pupils

##### Record Keeping and Reporting

- Oversee the IEPs for SEND and G&T pupils as required
- Hold overall responsibility for keeping records, in particular:
  - Monitor Records of Observation (ROBs)
  - Ensure that the Learning Support List is available to all staff online, and updated promptly with new information
  - Create Learning Profiles for pupils on the Learning Support List, and cascade this information to all staff at the beginning of each year, with updates as they occur
  - Educational Psychologist's Reports
  - Evidence of need, and 'normal way or working' to inform applications for extra-time and computer use in external and internal examinations

- Report to the Deputy Head (Academic) every year on the academic performance of those pupils on the Learning Support List

### **Interventions and Assessments**

- Provide learning support lessons to individuals or small groups dependent on their needs as discussed with class teachers and parents
- Assist with the admissions process for new entrants to the school
- Organise and co-ordinate the ongoing diagnosis of any girl referred to the department in the course of the year
- Use internal testing to supplement external tests, where appropriate

### **Outside Agencies and Parents**

- Maintain links to outside support agencies such as Educational Psychologists or Speech and Language Therapists
- Liaise with outside agencies, such as EPs, or local councils re: statemented pupils
- Meet with parents and/or Educational Psychologists to discuss findings in EP reports and to discuss recommendations
- Arrange an individual meeting with the parents of all girls on the Learning Support register every year to discuss progress
- Advise staff and parents with regard to access arrangements for all external examinations
- Develop an understanding of the level of Learning Support available in London Senior Schools, to assist parents as they select schools for their daughters

### **Staff**

- Line manage and oversee the teaching timetable of the Learning Support Assistant
- Meet regularly with the Learning Support Assistant
- Check Learning Support Department pupil reports for accuracy and quality
- Provide INSET to teaching colleagues, either as a whole-school or through visiting departments

### **Teaching and Learning**

- Lead the development, organisation and monitoring of PSHE and SMSC in the whole school, to include the provision of long term planning for staff

### **KEY EXPECTATIONS**

#### **All staff are expected to:**

- Be aware of and committed to the ethos and values of QCPS
- Take an active role in the development and implementation of school policies and in the whole life of the School
- Ensure that there are equal opportunities for all
- Follow school procedures as outlined in the staff handbook
- Be fully committed to safeguarding and promoting the welfare of children

**SIGNED BY POST-HOLDER**

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**SIGNED BY LINE MANAGER**

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**DATE TO BE REVIEWED**

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