



**JOB DESCRIPTION: Director of Learning Support**

**JOB PURPOSE**

1. To extend the leadership of the Headteacher
2. To lead teaching and learning in the Learning Support Faculty.
3. To provide professional leadership and management for the area of Special Needs throughout the school, including the development of policy and practice. and the effective use of resources
4. To Co-ordinate provision with the inclusion manager of JMS+ Inclusion Unit
5. To develop an effective, consistent and inspiring faculty

**OBJECTIVES:**

To be accountable for:

- The achievement of students on the Special Needs register
- Fostering students' enjoyment and satisfaction in their learning
- The effectiveness of support and intervention for students with behavioural or learning difficulties
- Staff confidence and competence in providing support for SEN students.

**PRINCIPAL RESPONSIBILITY AREAS**

**A. Teaching and Learning**

- A1 Monitor the quality of teaching and learning for SEN students and for students in JMS+ through regular monitoring and evaluation, including lesson observation, work scrutiny, SEF, QA, and any other appropriate means.
- A2 Plan, monitor, review and implement the delivery of an appropriate, personalised curriculum for SEN students that meets the needs of all learners, supports the school's values and drives forward whole school development priorities.
- A3 Plan, monitor, review and implement schemes of learning and courses, in liaison with other Directors or SLT as appropriate, ensuring that lesson planning meets the needs of all learners.
- A4 Lead on best practice and current pedagogy, to ensure that all teachers engage learners actively, and that teaching addresses cross curricular themes (e.g. literacy, I.C.T., citizenship)
- A5 Manage behaviour and its impact on learning in Learning Support and JMS+, in accordance with whole school policies.
- A6. Ensure that effective cover work is set when staff are absent, in line with school policy.

**B. Achievement and Standards**

- B1 Set challenging targets for students using all available attainment and achievement data.
- B2 Ensure that students who need support or alternative provision are identified
- B3 Ensure that Pupil Profiles are kept up-to-date and that these are added to and used regularly by staff, students and parents.
- B4 Evaluate and track student progress through the use of assessment and regular analysis of data
- B5 Report on the progress and attainment of learners to the Headteacher, SLT, governors and Raising Achievement Panels, as required. (Including analysis and reporting of exam results)
- B6 Plan, deliver, record and measure the impact of intervention activities for students who are underachieving in liaison with SLT, Directors/subject leaders, HOY, tutors, and any other appropriate agencies or personnel.
- B7 Ensure effective communications with parents and carers.
- B8 Ensure that appropriate moderation and standardisation of assessment takes place at all levels, so that data is robust; ensure that teachers submit data punctually and in line with school or consortium arrangements.
- B9 Liaise with the school's Exams Officer to ensure that all students are entered for the appropriate examination and exam tier, and that any information regarding exam entries or exam requirements is effectively communicated to students, teachers and parents.

### C. Personal development and well being

- C1 Ensure that appropriate support and direction is given to all students through assessment for learning, and that appropriate information, advice and guidance is given about opportunities and progression within school and beyond.
- C2 Develop opportunities for students to extend their learning e.g. through trips, visits and extra curricular activities and competitions
- C3 Ensure that all students are included in the social and extra curricular aspects of the school

### D. Community

- D1 Maintain links with partner primary schools, and other organisations to ensure that communication regarding student progress is effective.
- D2 Encourage links with the community beyond John Mason as appropriate, e.g. with local businesses, leisure facilities, in order to enrich the curriculum
- D3. Produce effective and inspiring publicity materials as required, e.g. Options Booklet, prospectus.

### E. Leadership and Management

- E1. Lead the strategic direction of Learning Support Faculty, in line with whole school priorities, including writing, costing and reviewing development and action plans
- E2. Liaise with other Directors, SLT and Governors to meet the aims and SDP objectives of the school, including taking an active part in middle leader meetings.
- E3. Monitor and ensure the consistent application of whole school policies and systems within the Faculty, and challenge underperformance
- E4. Lead and support the professional development of all staff within the subject, in accordance with the school's Performance Management Policy, including induction of new staff, or those with new responsibilities.
- E5. Monitor the health and well being of the team; intervene and refer where appropriate to support the needs of colleagues.
- E6 Manage the deployment of staff, ensuring that teaching assistants' loading is balanced and meets the needs of all learners.
- E7. Contribute to the appointment of staff.
- E8. Manage the budget effectively, ensuring that expenditure is linked to raising achievement and strategic priorities.
- E9. Ensure an inspiring and safe learning environment.
- E10 Lead by example, creating a positive ethos and modelling high standards of professional behaviour.
- E11 To be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject.

**Accountable to:** The Head teacher

**Line managed/supported by:** Assistant Headteacher, Personal Development, Behaviour and Welfare

**Responsible for the Performance management of:** Teaching Assistants

Learning Support Administrator

**Line management of:** All Teaching Assistants/Learning Support Administrator  
All teachers who deliver alternative provision for SEN students

**TLR:** 1a

**Last updated:** May 2017

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown overleaf will be under the reasonable direction of the Headteacher; and the Headteacher, or other Senior Manager if appropriate, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually and any changes will be subject to consultation. The