



St Mary's School  
CAMBRIDGE

# Head of Learning Support/SENDCo

**CANDIDATE  
INFORMATION  
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*“ The Head of Learning Support (SENDCo) will provide vision and direction to lead teachers in ensuring that students make outstanding progress in their learning in order to secure high standards of achievement for all. ”*

# From our Headmistress

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**Charlotte Avery**  
Headmistress

I am delighted that you are interested in the position of Head of Learning Support/ SENDCo at St Mary's School, Cambridge.

The Head of Learning Support (SENDCo) will provide vision and direction to lead teachers in ensuring that students make outstanding progress in their learning in order to secure high standards of achievement for all.

We are therefore looking for an excellent classroom practitioner with a strong understanding of pedagogy in order to support best practice in the classroom (any academic subject considered). We are looking for a leader with a vision compatible with our ethos to enable every student to achieve their best and true potential through developing their metacognition and study skills in line with their identified needs through our High Performance Learning philosophy.

# St Mary's Ethos

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St Mary's School, Cambridge is an independent day and boarding school for girls aged 3 to 18. We have a school roll of approximately 620 pupils.

Reflecting the cosmopolitan community of Cambridge, 12% of students are from overseas, from 34 countries. A Christian school in the Catholic tradition and founded on the principles of our 17th century foundress, Mary Ward, we have a unique approach to education and an atmosphere which fosters a love of life and learning, while growing the academic talents and spiritual wellbeing of each individual girl, from within. We warmly welcome girls – and staff – of all Christian denominations and other faith and secular backgrounds to join our thriving community.

At St Mary's School, Cambridge, we don't offer a one-size-fits-all education: we provide renowned pastoral care, understanding and individual support which, coupled with dedicated academic learning opportunities, encourages girls to look beyond themselves, so that they enter adulthood aspiring to be more and to give more, not just to have more. Next year, the School will celebrate its 125th anniversary. Building on our 400-year tradition, St Mary's School, Cambridge belongs to an international network of just under 200 Mary Ward schools worldwide, presenting the possibility of exciting and innovative opportunities for our students initially via digital learning.

Find out more: [www.stmaryscambridge.co.uk/about](http://www.stmaryscambridge.co.uk/about)

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# School Aims

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- **To create** an environment of love, hope and joy based on Gospel values in which friendships are developed and cherished
- **To provide** a strong moral and spiritual framework in which core values of integrity, justice and respect for human dignity are nurtured
- **To broaden** perceptions about equality and diversity through the range of role-models we promote from our school and wider communities
- **To encourage** in each girl a sense of her own worth, talents and aptitudes
- **To walk alongside** our parents, acknowledging their role as the first educator of their child(ren)
- **To provide** an excellent, challenging and innovative academic education which fosters a love of learning, intellectual curiosity and knowledge
- **To provide** an all-round education promoting creativity and enterprise and building life-long skills
- **To develop** global thinkers and citizens through promoting a strong sense of responsibility towards others, through charity and service to the local and world-wide community

# A St Mary's Education

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- **Empowers girls to dream big.** As a **World Class High Performance Learning (HPL)** School, we place no limit on what your daughter can achieve.
- **Is built for girls.** As an **all-girls' school** our education is free of gender stereotyping. Everything at St Mary's is built for girls and we excel at engaging and supporting girls through every stage of their development.
- **Offers specialist teaching from day one.** All our girls benefit from specialist teaching in **STEM, music, art, drama, sport** and more, with a focus on supporting and extending achievement.
- **Is grounded in a nurturing community.** Caring is part of our school DNA. **Our ethos** places courage, respect, compassion and integrity at the heart of school life. Our supportive community goes a long way to ensuring our girls are **happy**. Our caring teachers know girls only achieve their best, if school is a happy place to be.
- **Inspires curiosity, creativity and confidence.** Our **specialist teachers** bring energy, passion and dedication to learning. We explore subjects creatively, connecting ideas across **our curriculum**.
- **Offers every opportunity to shine.** Whatever your child's interests, from sport, drama and LAMDA, to coding, music, learning Mandarin or STEM, our co- and extra-curricular choices inspire every girl.

## St Mary's Community

- Above all, St Mary's School, Cambridge is a very happy place. We have an excellent local reputation for being very friendly and nurturing and yet ambitious for the young women in our care enabling strong progress to next steps at university, the world of work or a GAP year. Our girls are genuinely delightful, the teachers and support staff are exceptionally dedicated: we are a very close-knit, loving, joyful and purposeful community.



# School Facilities and Setting

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There has been major investment in new facilities at the School over the past decade: a new Junior School; a new Sixth Form Centre; new provision of Art & Photography; the creation of our Science Hub and our new boarding facility, Mary Ward House.

We have invested in our Long Road playing fields through an ambitious collaboration with Homerton College, University of Cambridge and Junior School pupils from Year 3 upwards are enjoying the use of these state-of-the-art facilities. We have also invested in a new boat house in a joint partnership with the City of Cambridge Rowing Club (CCRC) and Homerton College.

Our Junior School, located in Chaucer Road, overlooks Coe Fen and offers a dynamic, tranquil and

safe learning environment. Excellent facilities support innovative, engaging learning experiences.

The Senior School is currently undertaking an exciting refurbishment and development project which will see the Bateman Street frontage transformed and four new state of the art classrooms. The project is due to be completed for September 2023. The dining hall was refurbished for the start of Autumn Term 2022. There is an ongoing programme of classroom refurbishments.

Our Senior School and Mary Ward boarding house overlook the University of Cambridge Botanic Gardens.

Find out more: [www.stmaryscambridge.co.uk/about](http://www.stmaryscambridge.co.uk/about)

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# Cambridge Location

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Our School offers a secure and welcoming learning environment for girls: we are delightfully situated in the heart of the academically and culturally vibrant city of Cambridge.

Cambridge is an outstanding place to live and work. As a university centre and renowned seat of learning, the city has the cultural advantages of a much larger settlement but with a population of just 128,000 it is a safe, clean and attractive location.

The city has an international reputation owing to its world ranking University with which the school has multiple growing links. This is

an area for ongoing exploration. Addenbrookes is a key teaching hospital and again the school has excellent links. At the heart of Silicon Fen, the school benefits from the digital and enterprise communities in the various high-tech science parks and enterprise hubs. This is another area for whole school development. We are within easy travelling distance of London just 50 minutes by train, and 30 minutes from Stansted Airport.





# Digital Strategy at St Mary's

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St Mary's is a digital school. Technology is a means of underpinning St Mary's core purpose and values. It supports our School in its goals through:

- Developing a community of staff and students which learns in, responds to and engages with an ever-changing digital world
- Preparing students for their future by giving them the confidence to work in a digital environment
- Establishing creative teaching and learning environments
- Employing teaching staff who are trained and supported to be technologically and digitally skilled.

All members of St Mary's work digitally using Microsoft 365 as a platform. This is further organised into an interactive learning and working platform through a system called St Mary's Cloud (SMC).



# High Performance Learning

## at St Mary's

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As an all-girls' school, we excel at ensuring every girl experiences the right balance of support, inspiration and challenge. Our broad, **innovative curriculum** delivered in specialist learning spaces, enables pupils to establish their preferred learning styles as they prepare for Senior School.



We empower all our students to aim high which is why we have chosen to become a High Performance Learning (HPL) school. Academic year 2022-3 marks the sixth year of our HPL journey and there has never been a more exciting time to join our team, given the re-accreditation as a World Class School in Summer Term 2022.

High Performance Learning (HPL) is a research-based, pedagogy-led philosophy that responds to our growing understanding of human capability. It sees all students as

potential high performers who are not limited by 'ability'. Some may take longer to reach high performance, but most are capable over time. HPL makes the goal of high performance the expectation for all students and uses a unique teaching and learning framework to systematically grow minds and develop the cognitive skills, values, attitudes and attributes needed to reach success.

HPL significantly improves student academic outcomes, creates students who have the values, attitudes and attributes that enable them to meet the challenges of adult life and enables school to achieve these outcomes consistently. HPL provides a shared philosophy and language for teaching and learning which smooths transition and enables professional collaboration.

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# High Performance Learning

## at St Mary's

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Based on research from across cognitive psychology, gifted education and neuroscience, and on 30 years of practical experience of educators in over 16 countries, the HPL philosophy stems from the following key principles:

- High performance is an attainable target for everyone
- We can systematically teach students how to succeed in school
- The best schools produce students that are intellectually and socially confident, workplace and life-ready with a global outlook and a concern for others
- There are 20 generic characteristics which students need to develop if they are to be high performers in cognitive domains (ACPs) and 10 values, attitudes and attributes (VAAs) that develop the wider learner dispositions needed for cognitive and lifetime success

- Schools can only become really strong by fostering a professional community of practice among their educators

Here at St Mary's, as a World Class School, we are proud to be developing our own approach to HPL and welcome applications from like-minded colleagues who are ambitious for their students and committed to research-based approaches to teaching and learning.

Find out more: [www.highperformancelearning.co.uk](http://www.highperformancelearning.co.uk)

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# Job Description

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## Roles and responsibilities

- Keep up to date with national policies and papers relating to SEND including ensuring that the requirements of the Equality Act (2010) are met in terms of reasonable adjustments and access arrangements and cascade information to colleagues
- Develop and oversee the day-to-day implementation of the School's SEND strategy and policy
- Work closely with all teaching colleagues, SLT and the Learning Support department to ensure the learning needs of students are met
- Lead and manage the Learning Support department in such a way that the very positive profile of the department is maintained
- Keep the school's information management system, iSAMS, up to date regarding the needs of students, recommendations for teaching and examination access arrangements
- Ensure that LSAs are deployed effectively
- Identify training needs for colleagues in the Learning Support department and also the wider school community
- Chair the termly SEND Committee meetings, made up of key members of SLT, Head of EAL, Head of Boarding, School Nurse, Head of Junior School and Head of Learning Support in the Junior School
- Attend school-based meetings and statutory annual reviews or other related meetings regarding students on the SEND register
- Ensure that the SEND budget is used effectively

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# Job Description

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## Identification, assessment and ensuring progress

- Analyse data generated from screening assessments to help in the identification of students with possible SEND and take any follow-up action
- Carry out assessments of students with SEND to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents
- Summarise specialist reports so that staff have important information in a working document which is GDPR compliant
- Contribute to the INSET programme
- Encourage dialogue between teachers and members of the Learning Support department to further help with the identification of students
- Work with classroom teachers, tutors, Heads of Department and Heads of Year to develop strategies to support students' needs so that they are enabled and independent learners
- Provide professional guidance to staff to enable them to provide excellent teaching for SEND students
- Work with the Academic Deputy Head re Teaching and Learning strategy in order that every student is given the tools to be empowered and use their strengths
- Work with the Director of Digital Learning to facilitate the use of special equipment and new technologies to enhance learning as part of our digital strategy
- Work with the Pastoral Deputy Head to ensure that students are supported in all areas of school life where social, emotional and mental health issues are impacting on learning
- Implement and monitor individual support/learning plans
- Monitor the provision and progress of students and provide regular updates through written reports and meetings with parents for students with special needs

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# Job Description

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## Working with parents, students and outside agencies

- Work in partnership with parents of students, as the first educators of the child, with SEND to maintain the excellent relationships that exist
- Attend Parents' Evenings to keep parents informed about their daughter's progress and arrange additional meetings as required
- Maintain excellent relationships with students
- Provide contact details of appropriate specialists for parents if needed e.g. Specialist Teachers, Educational Psychologists, Psychiatrists, Occupational Therapists, Health and Social Care Professionals etc.
- Liaise with outside agencies as required

## Working in partnership at transition periods

- Liaise closely with the Head of Learning Support in the Junior School to support transition at 11+
- Liaise closely with the Head of Admissions to explore Reasonable Adjustments which may be required to support applications for SEND students
- Take any follow up action necessary for SEND students so that they have a smooth transition

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# Job Description

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## Examination Access Arrangements

- Work closely with the Exams Officer to ensure that access arrangement applications are processed on time, no later than published deadlines and that the full supporting evidence is in place for access arrangement prior to making an online application
- Work with the Deputy Head (Data & Operations) to ensure that internal examination arrangements are appropriate for SEND students

## Other

- Participate in the St Mary's induction programme
- Participate in reviews and appraisal of your performance and that of other teachers and LSAs
- Periodically review the departmental handbook and scheme of work

- Undertake such training as may be reasonably required by the school to enable you to adapt to the changing requirements of the school and your role, or as may be necessary to fulfil the school's statutory or regulatory obligations
- Maintain good order and discipline among the students and safeguard their health and safety both when they are on the school premises and when they are engaged in authorised school activities elsewhere
- Attend assemblies, Open Morning, Entrance Exams morning and other related duties as directed by the Headmistress, Senior Manager or Line Manager

# Person Specification



Specification	Essential	Desirable
<b>Qualifications</b>	<p>Teaching Qualification</p> <p>A recognised qualification in at least one area of SEND from the desirable list, or equivalent</p>	<p>Level 5 Diploma in Teaching Learners with Dyslexia/Specific Learning Difficulties</p> <p>Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties or equivalent</p> <p>Advanced Diploma in SEND</p> <p>MA in SEND</p> <p>National Award for Special Educational Needs (SEN) Co-ordination</p>
<b>Experience</b>	<p>Previous experience of teaching students with Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia, ASD, ADD/ADHD and those with social, emotional and mental health difficulties</p> <p>Experience of working with different technology to support the needs of students</p>	<p>Experience of holding a SEND-Co position or Deputy/Assistant SENDCo position</p> <p>Experience of the EHCP process, submitting applications and the review process</p> <p>Working knowledge of Read&amp;Write</p> <p>Experience of using EXACT as a literacy screening tool</p> <p>Working knowledge of JCQ Access Arrangements and experience of assessing students for examination access arrangements and completing all relevant paperwork</p>

# Person Specification



Specification	Essential	Desirable
<b>Personal qualities and abilities</b>	<p>Strong knowledge base of SEND, including knowledge and understanding of the SEND Code of Practice (2015) and Equality Act 2010</p> <p>Passion for supporting students with SEND and enabling them to achieve their best</p> <p>Ability to successfully lead a team and motivate all teaching colleagues to ensure that best endeavours are made to support students with additional needs and SEND</p> <p>Excellent interpersonal and communication skills to be able to work effectively with students, parents and outside agencies</p> <p>Show empathy and understanding</p> <p>Excellent organisational skills</p> <p>Strong IT skills</p>	

# Person Specification



Specification	Essential	Desirable
<b>Teaching and learning</b>	<p>Evidence of excellent class-room practice which leads to learning for every student</p> <p>Ability to prepare and share high quality teaching resources</p> <p>Ability to motivate and inspire students</p> <p>Commitment to creative and innovative approaches to teaching and learning</p> <p>Encourage and support the use of ICT within lessons</p>	
<b>Philosophy and Ethos</b>	<p>Commitment to the ethos of the school</p> <p>High expectations for students' attainment, personal development and conduct</p> <p>Commitment to helping with extra-curricular activities and curriculum enrichment including accompanying school trips</p> <p>Commitment to best practice in pastoral support and student welfare</p>	

# Recruitment Process

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**Closing date for applications:**

9.00am on Wednesday 22nd February 2023

**Interviews** to be held on Tuesday 28th February 2023