



BALLARD

BESPOKE EDUCATION



Appointment of Head of Learning Support (SENDCo)

Information for candidates

“Simply the best school everyday.” (Parent)

Independent Co-Educational School of the Year
2024/25 (ISOTY)

Introduction - *“Simply the best school every day.”* Parent

Ballard is a thriving co-educational day school from Nursery to GCSE, set in 34 acres on the Dorset/Hampshire border. Ballard's dynamic leadership has turned 'excellent & outstanding' (ISI) into exceptional. Putting families first, Ballard has pledged to absorb the VAT charge on school fees for the Spring and Summer terms in 2025, before phasing it in gradually over the coming years. With lots of exciting plans in place, there has never been a better time to join.

Ballard has been recognised, once again, by the prestigious Independent School of the Year Awards, winning their **Co-educational School of the Year Award 2024**. This follows Ballard reaching the finals for Sport in 2023 and Performing Arts in 2022. We have also reached the finals of the Independent School Association's Award for Fine Arts and Design. So, what makes an award-winning education?

At Ballard, we believe abilities and intelligence are not fixed – all can flourish and excel when given the tools and environment to develop self-knowledge and resilience. We provide a vast array of opportunities, including over 150 co-curricular weekly activities, but it is how we empower and inspire our pupils to seize them, that we believe, sets us apart.

Co-education is at the heart of our inclusive philosophy. All pupils are equal - boys and girls learn with and from each other, through collaboration and lively competition. In an atmosphere of inclusivity and kindness, every child is stretched in their talents and encouraged to tackle what doesn't come easily. Boy, girl, expert, novice - no subject nor interest is beyond reach.

We pride ourselves on our forward-thinking curriculum, providing an aspirational, academic and holistic education. Our staff inspire and guide our young people, challenging and supporting them in equal measure. The School's drive to deliver a first-class education, with a close eye on the future, is shaping our ambitious investment and development plans.

Our pastoral care is rooted in kindness and respect and underpinned by Christian values. The Ballard family's wellbeing is central to the ethos of the School. Our inclusive approach to school life values individuality and fosters generosity of spirit; our young people look out for each other and the wider community. Ballard educates the whole child, providing a wide range of sporting, cultural, artistic and academic clubs and activities. Our aim is to ignite passions and develop skills, identifying and unlocking every child's inner genius.

It is an exciting time to be joining Ballard, with our Leadership Team moving the School forward with confidence. The School places great emphasis on supporting and developing its staff so that the best possible educational provision is provided throughout the three pillars of the School; Pastoral, Academic and Co-curricular. We are already seeing excellent results, including another great set of record-matching GCSE grades last Summer. Furthermore, we are still gaining enquiries from prospective parents across all age groups, with waiting lists in some year groups.

“Pupils are reflective and have high levels of self-esteem and empathy. They are highly successful in displaying these characteristics through academic study as well as the wealth of sporting, performing arts and extra-curricular opportunities in which they participate.” ISI



Mission Statement and Aims

Our mission:

To provide a supportive and caring environment for learning, and excellent teaching designed to ensure all pupils achieve their academic best.

Our aims:

1. To identify and build on strengths to help each individual pupil reach their potential within a secure, caring community and to equip our young people to be well-behaved, resilient, rounded and resourceful members of society and prepared for their future working lives
2. To aim for academic excellence, so that each individual pupil may achieve his or her personal best. We believe all our pupils are entitled to an education that extends beyond the purely academic. Pupils are actively encouraged to take part in a wide range of artistic, creative, cultural, musical, sporting and other co-curricular activities.
3. To recognise the worth, dignity and contribution of each member of the Ballard Family and to foster self-discipline, self-esteem, mutual respect and co-operation within an atmosphere of friendship and trust promoting an appreciation of the needs and gifts of others.
4. To offer scope for spiritual, moral and personal development within a disciplined and mutually supportive environment which affirms Christian values.
5. To expect high standards of achievement by developing in pupils the ability to manage change, to think and research independently and communicate confidently and effectively.
6. To celebrate our achievements, gifts and diversity irrespective of individual differences.
7. To respond to the wider needs of society through community projects, charitable fundraising and outreach and by increasing awareness of local, national and world issues.

Department of Enhanced Learning (DEL) Overview

At Ballard, the Department of Enhanced Learning (DEL) provides comprehensive support for pupils from Nursery through to Year 11. This includes both individual and small-group interventions, as well as in-class and homework support, ensuring that every learner has the opportunity to thrive.

Support is delivered by a dedicated team comprising the Head of Learning Support, Specialist Teachers, Personal Learning Support Assistants, and Teaching Assistants. The DEL also incorporates the English as an Additional Language (EAL) provision, enabling a cohesive and inclusive approach to learning support across the school.

The Head of Learning Support plays a central role in coordinating high-quality provision and ensuring that all associated policies are up-to-date and fully compliant. The department also offers diagnostic assessments and manages examination access arrangements, carried out by trained assessors within the school.

Each pupil on the Learning Support register has an Enhanced Learning Plan, Pupil Passport and their needs are identified on iSAMS. Pupils with Education, Health and Care Plans (EHCPs) require further monitoring to ensure inclusive practice is maintained throughout the school and compliance with the SEND Code of Practice and relevant legislation. These records are maintained by the Head of Learning Support (SENDCo) and her Assistant, to ensure tailored and effective support. We are seeking a passionate and knowledgeable colleague who is enthusiastic, energetic, and eager to contribute to a vibrant and dynamic school community. The ideal candidate will be committed to providing a broad and enriching curriculum experience for all pupils.



The Role

General

Reporting to the Director of Teaching & Learning, a well-qualified, dynamic and enthusiastic teacher and leader is required to drive forward and co-ordinate innovative and effective support for pupils with special educational needs, helping them to develop learning strategies which will enable them to make the most of their individual abilities.

The Head of Learning Support (SENDCo) is a co-ordinator and must ensure that academic departments and class teachers recognise their responsibilities towards pupils with identified learning needs and provide high-quality information to enable teachers to be in a position to help in the identification of such children. The Head of Learning Support will have strategic oversight of SEND and EAL as a provision across the school and will be responsible for ensuring that this is a visible and effective area of school life. In addition, the Head of Learning Support will line-manage and support all members of the Learning Support department, including Specialist Teachers and Teaching Assistants, and undertake an agreed teaching commitment within the school. This will involve leading departmental meetings, CPD and performance management, overseeing curriculum planning and intervention programmes and monitoring pupil progress, evaluating the impact of specialist teaching.

The Head of Learning Support (SENDCo) is a specialist teacher assessor and conducts diagnostic assessments for learning difficulties and disabilities. They are responsible for identifying and recommending appropriate Exam Access Arrangements (EAAs), maintaining up-to-date records and ensuring JCQ compliance for annual inspection. Staff training must be provided on current legislation, inclusive teaching strategies and EAA implementation.

As an active member of the Pastoral Team, the Head of Learning Support is Deputy Designated Safeguarding Lead (DDSL) and supports the Designated Safeguarding Lead (DSL) in all safeguarding matters, meeting weekly with Deputy Heads of Section to respond to safeguarding concerns making referrals where necessary.

As part of the Senior Management Team, the Head of Learning Support contributes to whole-school strategic planning and decision-making, supports the development and implementation of school policies, leads on SEND and inclusion matters and participates in school inspections and quality assurance processes.

Main Responsibilities

The applicant will be expected to fulfil the usual professional responsibilities of a teacher at Ballard including:

- Attend staff and departmental meetings.
- Maintain up-to-date records of attendance, assessment, planning, reports and communication with parents.
- Participate in ongoing professional development related to new developments
- Deliver lessons which are of high quality, with focus on pupil learning and with an emphasis on positive reinforcement.
- Provide a stimulating working environment for pupils in the classroom.

- Be an active and reliable team member in all aspects of the life of Ballard School, including the co-curricular activities programme.
- Monitor pupil standards, progress and achievement against targets.
- Record and report on pupil progress in accordance with the policies of the school and advise at Parents' Evenings, as required, in order to nurture positive, supportive and effective home-school communication with parents.
- Ensure a range of teaching strategies are utilised to facilitate the learning of all pupils and ensure there is appropriate continuity and progression in planning, teaching and learning.
- Maintain good order and discipline in the classroom and around the school by promoting the Ballard Key Values and keeping current with safeguarding and health and safety training.
- Liaise regularly with the Heads and Deputy Heads of Pre-Prep, Lower Prep and Upper Prep, as well as the Academic Team and Pastoral Team.
- To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact.

Tasks Specific to Head of Learning Support

- Identify and co-ordinate support for pupils with special educational needs, helping them to develop learning strategies which will enable them to make the most of their individual abilities.
- Lead and manage a team of full and part-time staff and Teaching Assistants.
- Regularly liaise with the Heads of Sections, Registrar and Admissions Manager in order to assess and meet the needs of pupils across the school.
- Liaise with relevant staff to prepare timetables for all Specialist Teachers, Teaching Assistants and EAL teaching staff for the beginning of the academic year.
- Offer a range of support through group and one to one lessons.
- Liaise with Heads of Sections at the beginning of the year, to ensure that all new entrants receive 1:1 support if this has been recommended on their entry letter.
- Carry out individual screening and literacy attainment assessments arising from internal referrals
- Analyse results from the annual standardised ability tests for all year groups and maintain liaison with Heads of Section, Deputy Head Pastoral and Director of Curriculum & Assessment and Director of Teaching & Learning to ensure support and tracking is in place.
- Produce the SEND Register and update as required.
- Liaise with the MIS & Data Insights Manager and Director of IT and other colleagues to ensure that the school's Management Information System is updated with necessary information and to alert staff when it is available.
- Provide training (via departmental and whole staff CPD) and information to teaching staff, in general, on the specific pupil difficulties they may encounter, for example written information on supporting pupils with ADHD, Autism, dyslexia etc., along with guidance on differentiation, QFT, adaptive learning and strategies for support.
- Check that all ELPs/Pupil Passports are completed, available on iSAMS and updated regularly.
- Have overall responsibility for updating the list of candidates with Access Arrangements and liaise regularly with the Examinations Officer.
- Ascertain whether any other specialist assessment is needed for an individual pupil and liaise with external assessors accordingly.

- Co-ordinate provision for all SEN pupils and manage the budget for testing and assessment materials as well as computer software and other aids for learning.
- Have responsibility for the implementation of SENDA (Special Educational Needs Disability Act) with regard to pupils and to encourage regular updating of knowledge available on special educational needs and disability by sharing expertise and by attendance at CPD courses
- Ensure that all departmental documentation meets statutory and ISI requirements
- Act as an advocate at staff meetings for pupils on the Learning Support Register.
- Attend weekly Pastoral Team Meetings and Heads of Department meetings to ensure staff across the school are up to date with current SEND pupil needs and appropriate strategies to meet these needs.
- Follow up issues raised about pupils via the referral system on My School Portal, and at staff meetings and by colleagues throughout the year to see whether assessment and extra support are required.
- Offer support for individuals who come to seek advice about learning issues and follow up with Heads of Section, Form Tutors and parents as necessary.
- Attend all Parents' Evenings, Staff briefings, staff CPD, INSET and other meetings.
- Organise and chair weekly departmental meetings.
- Seek pre-emptive information for new entrants with established SEND and EAL.
- Manage the regular updating of specialist teacher and teaching assistant timetables as new pupils come in and liaise with the various parties to communicate those changes.
- Monitor the writing of reports within the Department and oversee whole school reports for pupils with SEND.
- Have overall responsibility for the departmental budget.
- Dissemination of information on differentiation, classroom teaching and extended curriculum to all staff via faculty based INSET and database.

Other

- Promoting high standards of work and behaviour inside and outside the classroom.
- Contributing to the pastoral and co-curricular life of the school.
- Carrying out the normal supervision duties as laid down in school policies.

Safeguarding

Ballard School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practices and pre-employment background checks will be undertaken before any appointment is confirmed.

Person Specification

Experience required

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) with good honours degree • NPQ in SEND / National Award for SEN Coordination (or equivalent) is essential or the willingness to pursue this qualification if it is not already held is a necessity • Designated Safeguarding Lead (DSL) training (or willingness to complete) 	<ul style="list-style-type: none"> • Evidence of continued CPD • M.A. SEND • Level 7 qualification in Assessing for Access Arrangements Specialist Assessment or qualified specialist assessor • Level 7 qualification in Specific Learning Difficulties (SpLD)
Experience	<ul style="list-style-type: none"> • Proven experience as a SENDCo or in a similar leadership role • Experience conducting specialist assessments and recommending EAAs • Experience in working with pupils across a wide age range (Nursery to Year 11) • Experience in safeguarding and child protection 	
Knowledge, skills and abilities	<p><u>Job Related</u></p> <ul style="list-style-type: none"> • Experience of teaching and/or supporting a wide range of ages and abilities • Have strong practical knowledge of Microsoft Office, particularly Excel for data handling, Word for document creation, and PowerPoint for presentations. Excellent file management is essential. A keenness to learn and improve in IT systems and tools is highly valued (knowledge of iSAMS and SOCS an advantage). • Monitor and evaluate standards of own teaching and learning, identifying areas for improvement • Plan and implement strategies to improve teaching where needs are identified • Expected to teach a variety of ages including GCSE English <p><u>Personal</u></p> <ul style="list-style-type: none"> • The resilience, drive, strength of character and sense of both humour and perspective to thrive in a fast-paced, demanding and ambitious environment • Excellent organisational skills and flexibility 	

	<ul style="list-style-type: none"> • Reliability, energy, integrity, resilience, and enthusiasm • Ability to form good relationships with staff and pupils • Ability to work well in independently as well as in a supportive team • Versatility and adaptability • Someone who understands children and their specific learning needs and wants the very best for them academically whilst being fully committed to their safety and well-being • An enthusiastic, committed and motivated contributor to the wider activities of the department and school • Acts as a role model of excellent classroom practice for all other teachers, modelling effective strategies for teaching and performing • Can sustain their own motivation and that of others, to develop own and others personal and professional effectiveness • Can carry out such other duties, at the request of the Head of School, as may be required commensurate with the scope and grade of the post 	
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The Appointment

The school is seeking to appoint an energetic and enthusiastic Head of Learning Support (SENDCo).

The school operates a programme of induction for new members of staff and the successful applicant will be supported by the Director of Teaching & Learning.

Salary will be determined according to qualifications and experience.

Pension – contributory pension scheme

Staff are welcome to have a school lunch and refreshments in term time and parking is available on site.

Free parking on site

Applications

How to apply:

Applicants are asked to complete a Teaching application form, along with their letter of application, and send it, addressed to the Headmaster (recruitment@ballardschool.co.uk), to arrive no later than **9.00am on Monday 11th August 2025**.

Working Hours:	Full time
Salary:	Will be determined according to qualifications and experience
Interviews:	w/c 18 th August 2025 or at a mutually convenient time
Start date:	January 2026 or earlier if possible

Shortlisted applicants will be invited to the school for interviews and will also have the opportunity to see the department, meet departmental staff, and demonstrate their teaching skills in the classroom.

The School retains the right to interview and appoint at any time during the application process, so early applications are strongly encouraged.

Ballard School is committed to safeguarding and promoting the welfare of children and young people and expects all employees to share this commitment. The successful applicant must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (Enhanced Disclosure). As part of the referencing process, the school will undertake a digital screening, including online searches of candidates and any potential matters of concern will be discussed with the candidate.

This post is exempt from the Rehabilitation of Offenders Act.

The successful candidate will be required to complete and sign a medical form.

Ballard School is committed to Equal Opportunities and welcomes applications from all sections of the community.

For further details and an application form, please visit: www.ballardschool.co.uk/vacancies

