

ST GEORGE'S  
ASCOT 



# Application Pack

for the position of  
Head of Learning Support

Start date: September 2024

## About St George's

St George's is a thriving independent boarding and day school of 270 girls aged 11-18, around 45% of whom are boarders (full, weekly and flexi), and with a Sixth Form of approximately 80 pupils. St George's offers an ambitious, connected and future-facing education tailored for pupils to realise their potential both at school and in fulfilling adult lives ahead.

Awarded 'excellent across the board' in its November 2022 ISI inspection, the school is a place where girls flourish academically, creatively, physically and morally, a place where risks can be taken, lessons are learnt and challenges are welcomed.

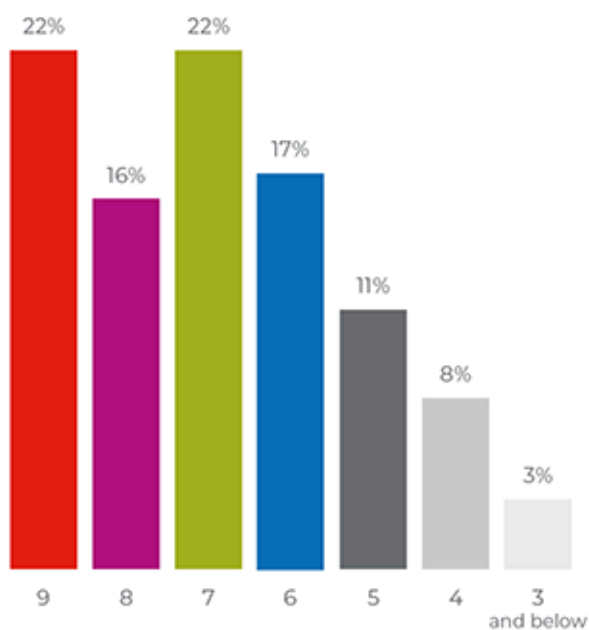
We are a welcoming school with a warm sense of community. Visitors are impressed by our facilities within a beautiful setting and the ambition of our educational provision.

Our unique extended day and flexible boarding model allows all girls the time and space to foster confidence, independence and academic curiosity providing a future-facing education exclusively for girls in a world not yet designed for girls and introduces them to contemporary subjects and topics, through speakers, workshops, classes and visits.

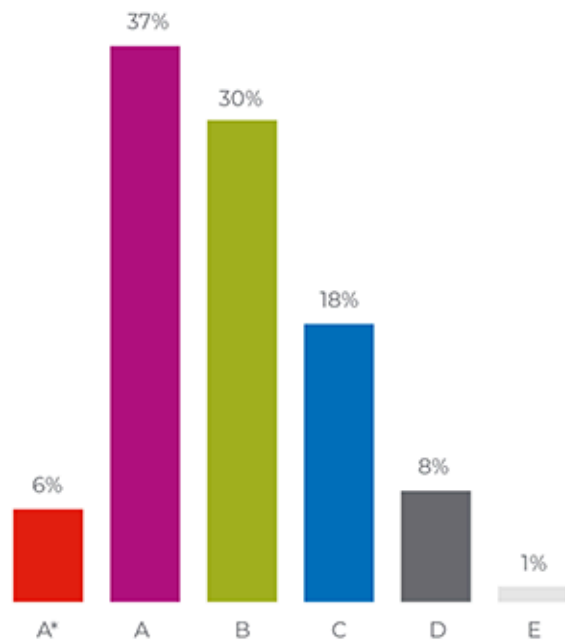


Our academic results are impressive, with the 'value-added' in public examinations a real strength. We understand how girls learn effectively and we regularly add at least one grade higher at GCSE and A Level than baseline testing would suggest. Our pupils achieved the following results in 2023:

## GCSE RESULTS 2023



## A LEVEL RESULTS 2023



N.B. Data correct at time of print but is subject to change.

**Over the past two years at GCSE, St George's has been placed in the top 5 to 10% of schools nationally for academic progress.**

St George's offers an education that is grounded, relevant and fosters employability. The school operates as an Educational Trust administered by a Board of Governors, is a member of the Girls' Schools Association (GSA), Boarding Schools Association (BSA), ISBA, AGBIS and is ISC accredited.



CONFIDENT | CAPABLE | CONNECTED



“

The girls are the biggest advocates for SGA  
– funny, bright, ambitious and honest.

”

MUDDY STILETTOS

## Our Location

The School is approximately 25 miles west of central London, on a beautiful, leafy 30 acre site, within walking distance of Ascot High Street.

We are close to Windsor and Bracknell and equidistant from the M3 and M4 motorways.

Ascot High Street can be reached on foot in five minutes while Ascot Railway Station is less than a mile away.



### All facilities are on site and include, amongst others

- 25m, 6-lane indoor swimming pool
- Separate drama studio
- Large sports hall
- Three lacrosse/football pitches
- Eight tennis courts
- Light airy classrooms
- Purpose-built library
- A fabulous dining room serving our delicious award-winning food
- Three cosy, family-style boarding houses - one of which is solely for use by the Upper Sixth giving all girls (boarding and day) the space to study for their A Levels
- State of the art 300-seat theatre
- Brand new dance studio
- Technogym fitness suite
- Sports pavilion
- Six floodlit netball courts
- Squash court
- Science centre
- Photographic, textiles and art studios
- New state of the art music technology suite and recording studio
- One fully equipped ICT suite and two additional ICT labs
- State of the art cookery and food technology room



“ St George’s  
combines small-school  
cosiness with big-school  
facilities. ”

TATLER



# The Department

## Aims and Structure

The Learning Support Department seeks to provide the best possible care for neurodiverse pupils and those who are suffering temporary setbacks. It aims to ensure that all pupils are able to fully participate in the broad, balanced and full curriculum on offer at St George's, with high levels of expectation and participation.

Most of the support provided through the department is in the form of one-to-one specialist support lessons. In addition, the department plays an important role in assessing pupils' learning needs, communicating this information to teaching staff and pastoral staff and providing training to teachers in how to enable pupils with specific needs to achieve their full potential.

In some circumstances, following discussion with parents, the department might also provide a programme of individual specialist teaching to pupils who do not have special educational needs, but would still benefit from one-to-one support.

In order to give all pupils a headstart to their life at St George's, the Head of Learning Support delivers the Study Skills Programme to the Year 7 pupils.

St George's enjoys a unique and long-standing partnership with the [Helen Arkell Dyslexia Centre](#). The Centre provides the School with two specialist teachers who provide learning support lessons on an individual basis to pupils and invoice parents for these lessons directly. The Head of Learning Support liaises closely with the Centre to ensure that the provision provided is of an excellent quality.

The Learning Support Department is housed in a modern building at the heart of the School. There are two classrooms for learning support lessons for individuals. The Head of Department has their own office overlooking the South Lawn which is of sufficient size to also allow for one to one work with pupils. The Head of Learning Support has access to administrative support from a member of the administration team.

The department is well-resourced. In addition, as all pupils in the School have their own digital devices (School-owned Chromebooks in Years 7 to 11 and pupil-provided laptops in the Sixth Form), pupils have easy access to assistive technology such as "Read Aloud" and "Voice to text."



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“

A small, friendly girl's secondary boarding/day school in Berkshire, where kindness, confidence and ambition are celebrated.

”

MUDDY STILETTOS



## Role and Responsibilities

### The role of the Head of Learning Support is to:

- Advocate for the needs of neurodiverse pupils within the school
- Liaise with all academic Departments to ensure pupils are appropriately supported by the Learning Support Department
- Keep abreast of the latest developments in the teaching of neurodiverse pupils and to share this information with colleagues
- Provide training for teachers on how to support pupils with specific learning difficulties and diverse profiles
- Liaise closely with the Helen Arkell Centre in the management and quality assurance of individual study support lessons
- Ensure robust departmental assessment systems are in place and pupils' progress is tracked within School frameworks
- Work in partnership with parents to ensure that the School provides appropriate and holistic support that is tailored to the individual needs of the pupil
- Work closely with the Admissions Department to assess the suitability of prospective pupils and ensure that the School can meet their needs
- Meet regularly with the Examinations Officer to ensure that pupils' access arrangements are put in place and to ensure that the appropriate paperwork has been completed in a timely fashion
- Manage specialist teacher assessments and respond to questionnaires from Educational Psychologists and other involved professionals to enable them to understand the strengths and areas of difficulty experienced by individual pupils
- Coordinate the production, review and dissemination of LSPPs (Learning Support Progress Plans/ I.E.Ps) for pupils supported by the Learning Support department
- Facilitate the use of ICT for learning, teaching and administration within the Department, utilising the assistive technology built into pupil Chromebooks
- Meet with prospective parents at Open Mornings and other information meetings for current parents or prospective parents
- Chair termly SEND Committee meetings
- Attend all Heads of Department, Staff, Department and external Cluster meetings

- Attend all Parents' Evenings
- Draw up and monitor the resource requirements for the department whilst managing the departmental budget
- Compile, maintain and review the Department Handbook and Department Development Plan
- Take responsibility for Health and Safety policies and practice within the department
- Teach a reduced timetable

The need to be flexible and adaptable is required, this is not an exhaustive list and all the School's job descriptions include the following "Other duties from time to time as directed by the Head".

The Head of Learning Support will be line managed by the Deputy Head (Academic) on a day to day basis.

## Teaching responsibilities:-

- Teach to a high standard, leading by example in the School. Teaching commitments will include the delivery of the Year 7 Study Skills programme.
- Encourage pupils' progress and engender enthusiasm for your specialist subject
- Set and mark class work, prep work, in-year assessments, end-of-year examinations
- Keep records of work covered and pupils' progress
- Attend parents' evenings for all classes taught
- Prepare pupil reports in line with the School's protocol
- Attend Continuing Professional Development courses
- Attend all Staff and Department meetings including INSET at the start of each term
- Attend Open mornings and Education Days on occasional Saturdays if required
- Act in the capacity of Tutor for a group of girls
- Offer an after school co-curricular club
- Take prep duty after school, on approximately five evenings per term
- Carry out a weekly break or lunch time duty
- Maintain a proactive, positive and professional approach with parents and colleagues
- Actively promote good behaviour amongst pupils
- Organise and participate in educational visits
- Cover for absent colleagues
- Be a member of one of the School's Houses, attend House meetings, some House events and the annual Friday evening House Party
- Positively promote the School in the community including outreach work with local maintained schools and other organisations
- Support colleagues in the consistent use of pupil rewards and sanctions
- Attend occasions such as concerts, plays, matches and other parent/staff social events as required

## Person Specification

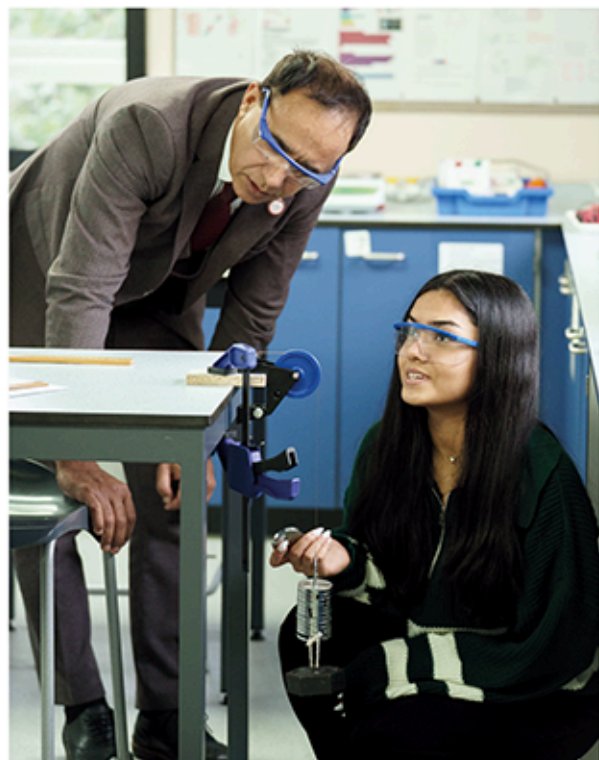
### The successful candidate should:

- Be an advocate for the needs of neurodiverse pupils
- Be a qualified teacher (holding QTS or its equivalent) or have equivalent experience
- Hold the NASENCO qualification or have equivalent experience
- Experience in applying for JCQ access arrangements is desirable as is a Level 7 qualification in assessing access arrangements (eg CPT3A, PATOSS AAA or PAPP).
- Have extensive experience of teaching neurodiverse pupils
- Hold an undergraduate degree in the discipline in which they teach; the ability to teach English would be an advantage but not essential
- Have a record of outstanding classroom teaching to GCSE and A Level and the ability to teach pupils in either small group or one to one settings
- Secure knowledge of the Equality Act 2010 and the SEN Code of Practice 2014
- Be able to lead whole-school or small group INSET sessions on issues relating to the support of neurodiverse pupils
- Be able to demonstrate excellent leadership and teamwork skills with the ability to motivate others
- Be an excellent oral and written communicator
- Possess strong interpersonal and teamwork skills and the ability to liaise with a wide range of people including teachers, members of the Senior Leadership Team and the Helen Arkell Centre.
- Be able to maintain a positive and professional approach when dealing with parents and colleagues
- Promote high standards of education, care and behaviour
- Be confident in the use of ICT for a range of administrative and teaching purposes
- Demonstrate sound judgement and discretion and have a good sense of humour
- Be well-organised and have the ability to plan effectively, clearly and well ahead, whilst being able to juggle successfully multiple tasks of varying size and importance
- Be flexible and adaptable when going about their work
- Have energy, commitment and stamina
- Be supportive of the ethos of a busy boarding and day school



“ The school is an inclusive community in which those from different backgrounds get on extremely well together. ”

INDEPENDENT SCHOOLS  
INSPECTORATE



## Salary and Further Information

### Teaching Staff

- a. **Start date:** September 2024
- b. **Salary:** St George's Ascot operates its own generous salary scheme.
- c. **Pension:** All teaching staff will be auto enrolled in the APTIS pension scheme unless they opt out.
- d. **Hours of work:** This is a full time teaching post. There will be a requirement to attend routine teaching events such as parents' evenings, teaching staff meetings, staff training days preceding each term, and Open Days and Educational Days (as notified).
- e. **Notice Period:** The notice period required by either side to terminate the employment will be one full term.



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Awarded 'Excellent' in all areas in November 2022,  
the ISI particularly identified –

“

'Pupils' positive attitudes towards learning  
are a striking feature of the school.

”

INDEPENDENT SCHOOLS INSPECTORATE

## Additional Staff Benefits

- Use of facilities
  - Staff have use of state-of-the-art gym with Technogym equipment at allocated times
  - Staff swimming sessions and family swimming sessions in the recently built 25m, 6-lane indoor pool
- Supportive Continuing Professional Development (CPD) programme
- Ample free onsite parking
- Freshly prepared, nutritious lunches in the Dining Room during term time. Refreshments are also available throughout the day in the Staff Room. Meals and refreshments are free of charge.
- There are a number of social events throughout the year that staff are invited to attend.
- The post holder's children may, upon passing the entrance assessments, be eligible at the discretion of the Governors for a reduction on the basic tuition fees.







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“

We're delighted to welcome St George's Ascot to the Google for Education Reference School Program!

Your school is doing exemplary things with Google tools and we're excited for you to join this select group of Reference Schools.

”

THE GOOGLE FOR EDUCATION TEAM

## The Process

Letters of application to the Head, Mrs Hewer, should be no more than two sides of A4 and, together with the completed application form and confidential cover sheet should be emailed to [recruitment@stgeorges-ascot.org.uk](mailto:recruitment@stgeorges-ascot.org.uk)

**Deadline: Midday Friday 3 May.**

**Interviews: First round interviews will be on Thursday 9 May with final round interviews shortly thereafter.**

The School reserves the right to interview and/or appoint at any time during the recruitment process.

Any queries about this post may be made in the first instance to Mr Jeremy Hoar, Deputy Head (Academic) [jhoar@stgeorges-ascot.org.uk](mailto:jhoar@stgeorges-ascot.org.uk)

St George's School is committed to safeguarding the welfare of children at the School. A review of open source social media and online content will be conducted after candidates have been shortlisted and you may be asked about this at interview. The appointment will be subject to a successful disclosure check from the Disclosure and Barring Service. This will give details of all spent and unspent convictions and other recordable matters. A policy on the recruitment of ex-offenders is available, if required, from the School Office. The supplied references will be taken up and the School may approach previous employers for information to verify particular experience or qualifications. A medical questionnaire will be required to be completed by the successful candidate.



**25** MINUTES FROM  
**HEATHROW  
AIRPORT**

UNDER AN HOUR FROM  
**GATWICK**



**20%**

INTERNATIONAL  
PUPILS



FOUNDED IN  
**1877**



**100%**  
PASS RATE  
AT A LEVEL

GRADED A\* - C



**99%**  
PASS RATE  
AT GCSE

GRADED 9 - 4

**EXCELLENT  
PASTORAL  
CARE**

AND ONSITE  
CHAPLAIN



**70+**  
CO-CURRICULAR  
**CLUBS**



**3** OUT  
OF **4**  
PUPILS  
ACHIEVED THEIR  
**1<sup>ST</sup> CHOICE  
UNIVERSITY**



★ **PRESTIGIOUS** ★



GOOGLE FOR  
EDUCATION  
REFERENCE SCHOOL

**AMBITIOUS  
ROLLING  
DEVELOPMENT  
PLAN**

INCLUDING:

**SWIMMING  
POOL**



**COOKERY  
ROOM**



**MUSIC TECH**

**DANCE  
STUDIO**



**FITNESS  
SUITE**



**25 GCSE  
SUBJECTS  
AND  
23 A LEVEL  
SUBJECTS  
ON OFFER**



**12**

THEATRE  
PRODUCTIONS  
EACH YEAR



**60%** DAY  
PUPILS

**40%**  
BOARDERS



**30** ACRES OF LEAFY  
COUNTRYSIDE ON SITE



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[www.stgeorges-ascot.org.uk](http://www.stgeorges-ascot.org.uk)

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