

STRATHALLAN SCHOOL

Opportunities for all to excel





Appointment of Head of Learning Support

for September 2021 start date



Introduction

Following the retirement of our current post-holder, Strathallan School seeks to appoint a Head of Learning Support from September 2021 to manage, lead and develop a dynamic and forward-thinking department. This opportunity will suit a highly motivated, well-organised, innovative leader who will be able to help shape, direct and deliver an exciting future for the Learning Support department in line with Strathallan's founding vision which combines inclusion and excellence.

The Head of Learning Support is a key leadership role in the School, and the successful applicant will report to the Deputy Head (Academic) and work closely with the Senior Management Team, Heads of Department and members of the Learning Support team to manage, lead and develop this department and contribute to and deliver the Schools' Strategic Development Plan.

This Information Pack is designed to introduce you to the school and its work, as well as to the exciting challenge and opportunity of the post.

Welcome from the Headmaster

If you are reading this far then you have at least had your 'appetite whetted' about the role of Head of Learning Support and I am grateful for the interest you have shown in our School so far.

At Strathallan we are very proud of our School and its achievements in its hundred-year history, which point to the unique position Strathallan occupies in the independent education sector in Scotland and the UK. The School provides an outstanding all-round education for pupils from a wide variety of educational abilities and backgrounds.

Through encouragement, tailored programmes and individual knowledge of pupils as well as their families, we nurture and engage pupils to achieve their potential, often beyond what they think their potential is. In a rural setting, with a boarding school structure, day and boarding pupils alike have space, time and attention when they need it. A careful balance of opportunity with space for self-reflection as well as hard work and effort lends itself to the development of well-rounded, confident and motivated young people who go on to succeed in a wide variety of areas in later life. Equipping our pupils not just to cope but to flourish after school is central to our vision of what an exceptional education means beyond grades, trophies and awards (though there are plenty of these as a result!)

Strathallan as a community is welcoming, friendly, resilient and nothing if not determined. Anyone who comes to work here soon 'gets it' - Strathallan is a special place and a great school. And you don't have to take my word for that, it's what the Scottish Care Inspectorate told us on their last visit! We hope you will agree and be tempted to read on and find out more.

DM Lauder
Headmaster



Strathallan's Foundation

Strathallan School was founded in 1913 in Bridge of Allan, near Stirling, by a young teacher called Harry Riley. Riley, born in Bradford in 1888 of very humble parents, had ambitions to join the Royal Navy but a medical assessment found his colour-blindness and an alternative career in teaching followed. Qualifying through the LCP (Licentiate of the College of Preceptors), Riley began his teaching career in 1908 in a small private school, Kelvingrove, in Bridge of Allan. With this school's closure and merger with another in the town a few years later, Riley quickly opted for a very dramatic change of course – to set up his own school aged just 25 and to 'do it his way'.

Strathallan School was therefore founded with 7 boys in a house in Bridge of Allan after Riley found financial backing from two of the boys' parents. From his earliest days as Headmaster, Riley emphasised four key things: that pupils should be known for who they are and as individuals; that education should be enjoyed and not a drudgery; that education should be inclusive, find character, talents and potential that was hitherto unknown and that hard work was essential if education was to be the improving and transforming force for good that he believed it could be.

This vision clearly worked. By 1919, the school had grown to over a hundred pupils and Riley then took another calculated risk. Buying the Freeland Estate in 1920, based in Forgandenny, just three miles south east of the City of Perth, Riley moved Strathallan School to the new site and opened the doors to what remains Strathallan School today, and we celebrate the centenary of that move and Riley's vision in 2021.

Harry Riley's vision, unique at the time, is still held true today, and understanding this is key to understanding the modern Strathallan. It shares much of the 19th Century Christian attitude to education in its origin but importantly for Strathallan, Riley's development of this attitude (largely based on his own experience of working his way up through merit) ensured a more nurturing and caring school at Strathallan from the outset. If Riley were to visit the school today, while there is much he would not recognise in new buildings and the curriculum, for example, but he would recognise the ethos and the 'feel' of the place. It is perhaps the most remarked upon feature of the school by visitors.





The School Today

The School today exists to provide an inclusive all-round education for its pupils in a nurturing and caring environment. Our aim is to engage pupils to be their best and prepare them for the demands of further study and future work in an increasingly diverse and global university and employment market. We do this through opportunities that inspire and challenge and by expecting effort and hard work from each individual pupil in achieving their best, based on values of respect, kindness, love, honesty, hard work, humility and excellence.

Our Campus

Set in 153 acres of rural Perthshire, the school enjoys stunning views, green space, fresh air and tranquillity. Pupils and staff enjoy the benefits of this in eight well-appointed boarding houses, classrooms and laboratories, state-of-the-art sports facilities, dining facilities, library facilities, theatre, Chapel and CCF buildings. In addition, they benefit from other facilities such as a stocked pond for fly-fishing and kayaking practice, a clay pigeon shooting range (we are the only school to have its own range), a 9-hole golf course, seven rugby pitches, four cricket pitches, fifteen tennis courts, three indoor tennis courts, two full-sized synthetic and floodlit hockey pitches, a fitness suite, a gymnasium, a sports hall and a dance studio. All of these facilities help to create many of the opportunities that we believe lead pupils to excel.

Eighty percent of teaching staff also live in campus housing with their families, some in boarding house accommodation and others in school properties on site and in the village of Forgandenny. This adds to the sense of community, ensures staff have time at home while working in a busy school and ensures the ethos of the school continues and thrives.

We also benefit from woods, streams, our own ‘valley’ and the freedom to roam on a safe and well-managed campus. Space is key to our education, and time to reflect in a busy boarding life for pupils and staff alike is managed well as a result of the benefits of the campus developed over the last century.

Our Pupils

540 pupils aged 8-18 enjoy the benefits of the campus, care and education we provide. Strathallan Prep School has 108 pupils aged 8-13 and is co-educational with co-ed boarding for 30 boarders. There are four senior boys' houses and three senior girls' houses catering for the 432 13-18 year olds. Day pupils are members of boarding houses as 'day-boarders' and from Fourth Form and above enjoy their own rooms in the house too – boarding is easy for them to convert to and many do for the Sixth Form if not before.

70% of the school is full boarding and 30% day – but the school day is 11 hours and can be 13 hours if prep is done in-house. Our 'day- boarders' don't go home at 3.30pm! Just over 50% of pupils are Scottish, just under 30% are English/Welsh/NI and only 20% are international pupils, coming from (in 2020-21) 35 countries. No one nationality other than British constitutes more than 6% of the school roll. We remain diverse and fundamentally British with a distinctly Scottish feel. Our international parents like and appreciate this, as do our domestic parents. Exams results are strong – and getting stronger. 82% A*- B last year produced the strongest A level results in Scotland. Strathallan is generally in the top 50 of 600 boarding schools and in the top 120 of all independent schools despite its broad ability intake.

Strathallan is very proud of its reputation for strong pupil engagement in a range of curricular and co-curricular activities. 63% of current pupils take weekly individual music lessons and participate in weekly ensembles: there are 26 to choose from. Every pupil, up to the age of 16, represents the school in team sport, with this engagement continuing into the sixth form with over 90% representing the school. This is a busy place, with engaged pupils who achieve extraordinary things – often without realising. Their humility, modesty and almost total absence of arrogance were commented upon by the Care Inspectorate in their 2019 report. These qualities and values are treasured by all at Strathallan.

Our Staff

The School employs over 200 people, with just under half of those being teachers. Five teachers currently come from outside the UK, the rest are a mix of UK teachers with English/Irish teachers matching Scots in number. The school's GCSE and A-Level programmes attract teachers from all over the UK, as do the housing and opportunities a full boarding school affords. This allows us to recruit graduates who are well qualified and from the best UK universities.

The school is about people first and foremost. Our staff coach, tutor, mentor, direct plays, lead the CCF, instruct in a range of activities (shooting, fishing, skiing etc.) and of course teach. Teaching at Strathallan is a full-on role in term time and is an immersive vocation for staff. As a result they are committed, hardworking and loyal as well as being immensely proud and protective of their school. Most educate their children here too. This all adds to the 'feel' Strathallan has and is a significant part of why Strath (as the school is referred to by those who come here) works.

Support staff, overseen by the Bursar, are equally committed and the grounds and buildings are kept immaculate. The School has not only benefitted from regular and significant expenditure over the years (£20m in 15 years): it is properly maintained and well looked after. As a result we are on top of our maintenance brief – you will be hard-pressed to find a pothole on our driveway each September!

Recent investment has been in staffing levels, ensuring we offer the full range of subjects our pupils are suited to and that our teaching capacity remains high to ensure that an integrated approach to education can continue whereby teachers see pupils in a wide variety of contexts and understand them better as a result. Administrative staffing levels have also increased in recent years as interest in the school grows. Taking Strathallan School to its next level has therefore been invested in and this is an exciting time to be part of the next phase of the school's development.

Our Governors

Currently eighteen governors serve as Trustees of the Charity. Their backgrounds reflect the expertise requirements of the Board of a school like Strathallan. Currently some governors are also parents with pupils at the school (as distinct from parent Governors), some are Strathallians (former pupils) and we have several governors with university links, three of whom are nominated by the Universities of Glasgow, Edinburgh and Aberdeen. The governors are supportive and encouraging and they work closely with the school management as well as its staff.

The Learning Support Department

The Learning Support Department is situated in the Main Building and comprises 3 classrooms and an office. New this year is a Learning Support classroom in the Prep School solely for Prep School pupils. The Department consists of the Head of Department, two teachers and a Teaching Assistant. One of the teachers is an Educational Psychologist and is responsible for all the assessments needed for exams. All classrooms in the Main Building are equipped with IWBs, one classroom has a smartboard. The Department has a number of iPads for pupil and staff use and a range of other resources (including online resources) with which to support pupils. Prep School pupils and some in the Senior School use the online Reading Plus program to support and develop reading skills and younger pupils also make use of the Nessy programs. The Teaching Assistant works with individual pupils as well as working alongside pupils in subject lessons as well as supporting the Head of Department e.g. producing the Classroom Management Plans.

In the Prep School, pupils are withdrawn from Latin or Modern Languages for small group support. Some younger pupils also attend 1:1 lessons when more support is needed. Most of the support is with literacy and numeracy skills. In the Senior School, pupils in Year 9 are again withdrawn from Modern Languages. In the GCSE years, pupils use one subject choice block for Learning Support lessons. All Year 10 pupils and Year 12 pupils are screened at the beginning of the year to assess for any access arrangement needs as well as identifying pupils with Additional Support Needs who may have not previously been identified.

Head of Learning Support (Job Description)

Job Title: Head of Learning Support
Reporting to: Deputy Head (Academic)
Responsible for: Learning Support Department
In liaison with: Current pupils and parents, prospective pupils and parents, Senior Management Team, Heads of Department, members of staff.

Core Purpose

The post-holder is expected to uphold the values and ethos of Strathallan School and act as an ambassador for the School.

IIn this middle management position, the Head of Learning Support will be responsible for ensuring appropriate support for pupils within the 8-18 age range with specific learning difficulties/ additional support needs (ASNs) and will be required to teach small groups of pupils as well as 1:1 support where appropriate.

The Head of Learning Support will be responsible for ensuring high standards of teaching and learning in the department and offer advice to colleagues across the whole school.

Head of Learning Support Responsibilities

The following duties will be deemed to be included in the professional duties which the Teacher may be required to perform:-

I. Teaching & Learning:

- Maintain awareness of curriculums and curriculum changes. In liaison with the Deputy Head (Academic), determine and develop courses of study, teaching materials and programmes and methods of teaching with effective communication to departmental staff.
- Be familiar with assistive technology available to pupils with ASNs and confidently use information technology to assist in lesson preparation, teaching and reporting.
- Stay abreast of the latest educational research in learning support teaching and have a detailed and current knowledge of dyslexia, dyspraxia, ADHD/ADD and ASD as well as other specific learning difficulties.
- Monitor the quality of learning support lessons through regular lesson observation and participation in departmental reviews.
- Ensure that all learning support teachers plan and deliver courses, schemes of work and individual lessons appropriate to the needs, abilities, interests, experience and existing knowledge of pupils with ASNs in accordance with departmental syllabuses, schemes of work and examination requirements.
- Lead the department's self-evaluation and development planning for improvement, ensuring it is effective and aligned to the School's aims and expectations. Promote the sharing of best practice within the department and with other academic departments.
- Monitor academic progress and writing reports and references as necessary.
- Contribute to teaching within the department, including planning and preparing own lessons and setting and marking work.
- Ensure consistency across the department with assessing, recording and reporting on the development, progress and attainment of pupils.
- Ensure that the information given to teacher (classroom management plans, CMP) on individual pupils is up-to-date and informative.
- Provide teachers with practical ways to help and support pupils with ASNs in their lessons.
- Support and participate in the arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations.

- Ensure all department members build and maintain co-operative relationships with parents and communicate with them on pupils' learning and progress, drawing attention to skills and talents as well as areas for improvement and difficulties.
- Attend Parents' Evenings and other meetings with parents as required, and provide parents with information about a pupil's effort, attitude, performance and prospects.

2. Staffing and Management:

- Ensure a fair teaching load across the department in liaison with the Director of Studies and Deputy Head (Academic).
- Assist in the recruitment process and lead the induction and assessment of new and probationary teachers.
- Conduct appraisals and oversee the Continuing Professional Development of departmental staff.
- General 'line management' of departmental staff including but not limited to absence management, performance and capability issues etc.
- Manage any departmental budget as may be allocated to the Head of Department.
- Lead on the department's Health & safety standards and ensure that the Department's resources are appropriately deployed and that the fabric of the Department's accommodation and equipment are in good order.
- Complete Risk Assessments for the department, as and where necessary, and ensure that Health & Safety issues within the department are reported in a timely manner and dealt with effectively.

3. Pastoral:

- Maintain good order and discipline among the pupils
- safeguard pupils' health and safety both when they are authorised to be on the School premises and when they are engaged in authorised School activities elsewhere.
- Be familiar with the School's Handbook, with particular focus to child safeguarding and internal reporting.

4. Tutoring and Duties:

- Along with all teaching staff, assume the role of tutor and undertake tutor and school duties within normal school hours as required by the School.
- Undertake cover duties to supervise and, so far as practicable, teach any pupils whose teacher is not available to teach them.
- If provided with staff accommodation, be resident in school accommodation and be on call, within reason, to attend to the pastoral and educational needs of boarding pupils and to undertake 'out of normal hours' tutor or school duties as required by the School and as agreed on an annual basis.
- Take a leading role in the co-curricular life of the school

5. Department Administration:

- Organise and chair regular, well-managed department meetings to enable all staff to contribute to planning and policy making.
- Play an active part in Heads of Department meetings and attendany other meetings as directed by the Deputy Head (Academic).
- Meet prospective parents and pupils to discuss ASN matters/Child Plans throughout the year and crucially before the start of the autumn term and otherwise as required.
- Attend transition meetings with local schools, where appropriate.
- Attend GIRFEC meetings with House staff and Pastoral Care staff as required.
- Ensure that the Learning Support timetabling is effective and functional.
- Arrange for pupils to be assessed by the school assessor or other specialist when their learning needs suggest that this is necessary.

- Co-ordinate the use of extra time, readers, scribes and the use of laptops in internal and external examinations and to liaise with the Examinations Officer to ensure that any necessary special arrangements for public or internal examinations are notified and organised.
- Be responsible for completing applications for access/assessment arrangements for JCQ and SQA exams including collecting evidence from subject teachers. Organise Verification Meetings for SQA exams.
- Train readers/scribes/prompts as appropriate for JCQ exams.
- Ensure the school's management system, iSAMS, is up-to-date in respect to all matters related to pupils with ASNs.
- Ensure that the Department Action Plan reflects the objectives presented in the most recent Department Review and the current whole-school development plan.
- Ensure there is a suitably wide range and variety of different resources and oversee the use of text books and other resources to include ordering, distribution and return.

6. Marketing.

- Promote an enthusiasm for academic study and increasing the awareness of, and interest in, support for academic learningthroughout the School.
- Be a powerful advocate of support for learning throughout the School and in particular at parents' evenings, course choice events and Open Days.
- Promote links and co-operation with other departments within the School and departments in other schools.
- Work with the External Relations department to meet prospective families, when required.

National and School Standards *(all staff)*:

- Keep abreast of changes to Scottish (SQA Highers & Advanced Highers) and English (GCSE & A Levels) curriculum/education systems.
- Maintain professional expertise by undertaking regular CPD.
- Adhere to the GTCS Code of Professionalism and Conduct as well the School's Code of Conduct for staff.
- Undertake regular Child Protection training and complying with child safeguarding requirements (GIRFEC) and understanding the reporting responsibilities.

This list is non-exhaustive and you may be requited to undertake additional duties as reasonably requested by your line manager.

For further information please contact Sean Hamill, Deputy Head Academic,
via dha@strathallan.co.uk

Person Specification

ATTRIBUTES	ESSENTIAL / DESIRABLE
Qualifications	
Educated to degree level with postgraduate teaching qualification.	**E**
Ability to gain GTCS registration by start date.	**E**
Level 5 qualification in teaching pupils with Additional Support Needs	**E**
Level 7 qualification in carrying out Access Arrangement Assessments	**D**
Experience	
Significant experience of teaching Learning Support.	**E**
Experience of managing/leading a department.	**D**
Experience of working in an Independent School.	**D**
Skills	
Ability to teach throughout the age range 10 to 18 (GCSEs, Highers & A Levels).	**E**
A well-organised classroom practitioner.	**E**
Ability to lead, manage and develop a team of staff.	**E**
Understanding of Health & Safety & Child Protection legislation within Education.	**E**
Understanding of the pedagogical and wellbeing needs of pupils.	**E**
Competent user of IT and the ability to share this technical knowledge with colleagues.	**E**
Good observation skills to record, document and share key information	**E**
Personal characteristics	
Exceptional time management and organisational skills with the ability to prioritise their own needs as well as those of colleagues and pupils.	**E**
Excellent interpersonal and communications skills; ability to establish good links with pupils, parents and colleagues.	**E**
Outgoing, confident, affable, positive and approachable.	**E**
Flexible and adaptive approach to work.	**E**
Ability to work on own initiative.	**E**
Act as a role model for pupils and colleagues.	**E**
Reliable, methodical and trustworthy	**E**
Neat, tidy and professional appearance	**E**
Be a person who is able to mix easily with persons of any culture or background	**E**
Ability to maintain close and harmonious relations with work colleagues at all levels	**E**

Terms of Appointment

Appointment Process

Applications, by post or email, should be received no later than 5pm on Wednesday, 10th February 2021. First round interviews and meetings are likely to take place on Friday 19th February, online if necessary.

Candidates normally have the opportunity to visit the school, meet key staff, teach a lesson and understand more about the brief and the role. If, in February 2021, travel restrictions are still in force, interviews will be held remotely via Zoom or Microsoft Teams. Under such circumstances, we will ask for you to teach a Strathallan class online via Microsoft Teams.

Please inform us at the time of application if the interview dates or software to be used present you with any problems.

Evidence of qualifications (degree level or equivalent), photographic ID and any other relevant documentation (e.g. proof of right to work in the UK) will be requested at the interview stage.

The successful candidates will be required to become a member of the PVG Scheme. Any appointment made will be subject to two satisfactory references. The successful candidate will also need to hold, or be eligible to hold, GTCS by their start date in post.

Remuneration and Benefits

Strathallan operates its own salary scale, and the salary for this post will be commensurate with experience. Accommodation may be available.

How to Apply

Candidates should submit the following as part of their application:

- A completed Application Form (available on the school's website)
- A full CV
- The names of two referees with their contact details
- A letter, addressed to the Headmaster, which addresses the following:
    - How your experience fits the role
    - Why you are attracted to working at a senior level at Strathallan
    - How your own values and beliefs fit with the school's vision, ethos and position as an independent school

Applications can be electronically submitted or posted. Applications should be submitted to: hr@strathallan.co.uk by 5pm on Wednesday 10th February.

Applications by post should be sent to:

The Headmaster
Strathallan School
Forgandenny
Perth
PH2 9EG



STRATHALLAN SCHOOL

Opportunities for *all* to excel

Strathallan School
Forgandenny
Perth
PH2 9EG
01738 812546
info@strathallan.co.uk
www.strathallan.co.uk