



PALMERS GREEN
HIGH SCHOOL

LEARNING SUPPORT TEACHER CANDIDATE INFORMATION PACK

INTRODUCTION

Palmer's Green High School (PGHS) seeks to appoint a well-qualified, enthusiastic and inspirational teacher to join the Learning Support department.

This is an exciting opportunity for a talented and committed teacher to join a growing department in a school that works collaboratively to get the very best from all pupils. You will be responsible for delivering and coordinating academic and pastoral support for pupils with learning needs throughout the school.

The successful applicant will ideally have had recent experience of teaching in either a primary or secondary school setting and working with a range of special educational needs and neurodiverse children. We welcome applications from those currently teaching in either the maintained or the independent sector.

The closing date for applications is Wednesday 24th April at 12 noon. Interviews will take place during the week commencing 29th April. The school reserves the right to interview suitable candidates before the closing date so early applications are encouraged.

THE SCHOOL

Founded in 1905 by Miss Alice Hum, a Quaker, Palmer's Green High School is unique in the North London area because it is a small selective school providing challenging and stimulating educational opportunities for approximately 300 girls aged 3-16 from a diverse range of cultural backgrounds.

The school's motto "By Love Serve One Another" was set by its founder and, whilst Miss Hum was a Quaker, the school has no official religious affiliation, although it celebrates Founder's Day and Christmas with services held at the church of St John The Evangelist on Bourne Hill, where some PGHS lessons were taught during World War II when Keble Preparatory School for Boys had to share the main PGHS site in Hoppers Road.

Girls from Reception to Year 11 are taught on the main school site, situated in a residential road in Winchmore Hill. The PGHS Nursery for 3-4 year olds is situated in Bush Hill Park, some 10 minutes' drive from the main school. This section of the school is housed in a purpose-designed single storey building, which was originally a Plymouth Brethren Meeting House.

ACADEMIC INFORMATION

You will be teaching and supporting bright, interested and hard-working pupils in small classes in an academically selective girls' independent school.



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In January 2022, ISI carried out a Focused Compliance and Educational Quality inspection and reported that PGHS was fully compliant and graded the Educational Quality of the school as excellent. The school has an outstanding record of academic success in public examinations. In 2023, the school's overall percentage of GCSEs A*/9/8 grades was a magnificent 41% and A*/9 to A/7 a fantastic 69%, placing our pupils amongst the top performers in the country.

THE PGHS LEARNING SUPPORT DEPARTMENT

Currently the Learning Support Department comprises the Head of Learning Support (who is also Assistant Head (Teaching and Learning), and a Deputy Designated Safeguarding Lead), and two part time specialist learning support assistants, one of whom provides individual support to a pupil with an EHCP.

Our 2022 ISI Inspection stated that "pupils, including those with SEND and EAL, maintain a high rate of progress throughout the school," and that "the achievement of pupils with SEND and EAL is also excellent and is at least in line with their peers because they are identified quickly by senior leaders and receive high quality one to one support in lessons."

Much of the support provided at PGHS is delivered via quality first teaching and a significant part of the role will involve supporting identified pupils in curriculum lessons and advising teachers on how best to adapt their practice to support each individual. The department also coordinates and delivers a range of small group and individual interventions such as handwriting, literacy and numeracy programmes in the Lower School, and revision and study skills in the Senior School.

THE POST

This is an exciting opportunity for a talented and committed teacher of special needs to join a growing department in a school that works collaboratively to get the very best from all of our pupils. You will be responsible for delivering and coordinating academic and pastoral support for pupils with learning needs throughout the school.

The role will involve working closely with classroom and subject teachers to support pupils across the whole curriculum. The postholder will also work closely with the school's Head of Learning Support, as well as liaise with local authority agencies and external professionals (for example clinical psychologists, psychiatrists, paediatricians and occupational therapists) to support the learning and pastoral needs of our pupils.

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Given the wide brief of this role, the postholder could be teaching pupils with needs in language and communication (such as developmental delay, autistic spectrum condition), cognition and learning (such as dyslexia, dyscalculia, literacy difficulties), social, emotional and mental health (such as ADHD, OCD, anxiety), and physical/sensory issues (such as hearing impairment, epilepsy, motor coordination). A track record of continuing professional development and/or a willingness to undergo further training and development are essential.

The successful candidate will also be expected to play a part in key aspects of the department's administration, such as the coordination of access arrangements documentation. This year we have begun the transfer of departmental documentation from the internal server to Provision Map (a cloud-based platform) and this will be completed by the summer of 2024. Teachers at PGHS also use two other pastoral and well-being platforms, My Concerns and Tooled Up, and you will be expected to help manage the use of all three platforms in the Learning Support Department.

PERSONAL QUALITIES

The successful candidate will be a team player with a positive approach. They will be able to establish a good rapport with SEND pupils in order to support their learning.

A high level of personal organisation and ICT skills are essential in order to build and maintain excellent relationships with parents, to liaise effectively with colleagues and external professionals, and to meet the statutory requirements of the JCQ regarding access arrangements in public examinations.

All staff members are ambassadors for the school and their department, both within the school itself and in the wider community, and the successful candidate will need to support the PGHS ethos which is epitomised in its motto, "By Love Serve One Another".

Please see the next page for a full person specification for this role.





PERSON SPECIFICATION

| Education and Qualifications | | Essential | Desirable |
|----------------------------------|--|-----------|-----------|
| 1 | Strong educational background, including an honours degree or equivalent. | ✓ | |
| 2 | Qualified Teacher Status | | ✓ |
| 3 | Further qualifications at Level 3 or above in a SEND related area | | ✓ |
| 4 | A track record of continuing professional development. | | ✓ |
| Knowledge, Experience and Skills | | Essential | Desirable |
| 5 | Excellent knowledge of key issues around neurodiversity and inclusion in education. | ✓ | |
| 6 | Excellent knowledge and understanding of professional teaching standards, and of how these relate to SEND provision in education. | ✓ | |
| 7 | Excellent knowledge and understanding of child protection and safeguarding in education, including the particular vulnerabilities of SEND pupils. | ✓ | |
| 8 | Knowledge and understanding of evidence-based effective pedagogy for neurodiverse learners. | | ✓ |
| 9 | Knowledge and understanding of Access Arrangements for public examinations. | ✓ | |
| 10 | Experience of supporting pupils with a range of needs in the classroom. | ✓ | |
| 11 | Experience of supporting pupils with literacy and numeracy difficulties. | ✓ | |
| 12 | Experience of supporting autistic pupils in a mainstream setting. | | ✓ |
| 13 | Experience of supporting pupils with ADHD in a mainstream setting. | | ✓ |
| 14 | Good I.T. skills, including knowledge and experience of using 'Office' style apps to create, collate, store and share resources with pupils, parents and colleagues. | ✓ | |
| 15 | Excellent interpersonal and communication skills, including the ability to foster and promote very good relationships with pupils, parents, colleagues, governors and external professional agencies and bodies. | ✓ | |





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| Personal Qualities | | Essential | Desirable |
|--------------------|--|-----------|-----------|
| 16 | High personal standards in terms of attendance, punctuality and organising workload. | ✓ | |
| 17 | Willingness to undergo further training and development. | ✓ | |
| 18 | Commitment to neuro affirming practice and inclusion. | ✓ | |
| 19 | Positive and enthusiastic approach towards work. | ✓ | |
| 20 | Professional approach when dealing with all issues, students and staff. | ✓ | |

THE PROCESS

Applicants are asked to complete the TES online Application Form. The closing date for applications is Wednesday 24th April at 12 noon. Interviews will take place during the week commencing 29th April. The school reserves the right to interview suitable candidates before the closing date so early applications are encouraged.

Palmer's Green High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful candidates will be required to undertake a criminal record check via the DBS. The school will also undertake checks with past employers. It is an offence for a person barred from working with children to apply for this post.

Palmer's Green High School is committed to Equal Opportunities and welcomes applications from all sections of the community.

