

A close-up portrait of a young girl with light brown hair and green eyes, wearing black-rimmed glasses. The image is the background for the entire page.

# IBELONG

Candidate brief

Head of Special Education  
Needs Department (HoD)



**Southbank**  
International School

LONDON'S LEADING IB WORLD SCHOOL

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# ABOUT OUR SCHOOL AND STAFF

**For more than 30 years, Southbank has stood at the forefront of providing a world-class education to children and young people from London's international community and the UK.**

Visit any of our five campuses in the heart of London and we're sure you'll be impressed by the diversity of our students and their academic excellence and social skills. Currently, they come from over 60 countries and speak around 20 languages.

At Southbank, over 800 children and young people study one of three inspiring but challenging International Baccalaureate (IB) programmes:

- Primary Years Programme (ages 3–11) – Hampstead and Kensington
- Middle Years Programme (ages 11–16) – Westminster
- Diploma Programme (ages 16–19) – Westminster

Absolutely key to the delivery of our IB Programmes, and our continuing success, are our teachers and administrative staff. Our aim is to attract employees from around the world who can help maintain and grow our reputation as a centre for outstanding teaching and learning. In particular, we seek to appoint people who encourage a global perspective and educational adventure, while practising the highest standards of professionalism.

In return, we offer all members of our team a competitive salary, an excellent range of benefits and many opportunities for career progression. In addition, some new employees may be entitled to a relocation package, depending on their location when they are offered a position at Southbank.

## **SAFEGUARDING OUR STUDENTS**

Southbank is committed to safeguarding and promoting the welfare of children and young people. This means we will undertake pre-employment checks before any appointment is confirmed. These will include an enhanced Disclosure and Barring Service (DBS) check and overseas police checks in any countries that a candidate has lived in for longer than three months since the age of 16.

# OUR CAMPUSES



## KENSINGTON

### Primary Years Programme

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Our Kensington campus consists of two adjoining Victorian villas located in the stunning Notting Hill area of London. Facilities include an IT lab, a music room and two sound-proofed practice rooms, a library / media centre, and a hall which is used for many purposes, including lunches, sport, school 'town meetings' and concerts. There is also a large garden with a climbing frame, sandpit and a wide range of toys and equipment for children to enjoy.



## HAMPSTEAD

### Primary Years Programme

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Our Hampstead campus is a purpose-built building located in one of London's leafiest suburbs. It features excellent learning facilities including a vibrant library, a bespoke art room and a Music room with performance and teaching space. Our Edible Courtyard offers a quiet space for vegetable and flower growing, as well as birdhouses and bug hotels.



## PORTLAND PLACE (WESTMINSTER)

### Middle Years Programme

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Our Portland Place campus is spread across two large Grade II listed mansion blocks. It features a wealth of excellent facilities, including five science labs, a computer lab, art and music rooms, a small hall / theatre, and two libraries featuring networked computers. Because of Portland Place's close proximity to Regent's Park, we host a wide range of sports and outdoor activities in the royal park. Nearby, students also have the opportunity to visit many famous London locations.





## CONWAY STREET (WESTMINSTER)

### Middle Years Programme and Diploma Programme

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Our Conway Street campus is a striking, modernised building located a few minutes' walk from Warren Street and Great Portland Street underground stations. It features a wide range of high-quality facilities, including a science lab, art studio, social space / hall and language suite, which is set across four storeys. We're also particularly proud of our Library Resource Centre (LRC) at Conway Street. It offers access to over 3,800 books, DVDs, audiotapes, magazines, local and national newspapers and university prospectuses.



## CLEVELAND STREET (WESTMINSTER)

### Middle Years Programme and Diploma Programme

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Our Cleveland Street campus opened in September 2018 and allows an additional 219 students to benefit from the Southbank experience. Spread over five floors, it features a wide range of different environments, including specialised classrooms, a large common space on the top floor, study and learning pods, and a design technology lab in the basement. As requested by students, the new campus also features calming colour schemes and living moss walls which bring nature indoors.

# THE INTERNATIONAL BACCALAUREATE

**The International Baccalaureate (IB) was founded as a progressive non-profit educational foundation in 1968. Initially, it developed a Diploma Programme to help children acquire the necessary skills and knowledge to live, learn and work in a rapidly globalising world.**

By 1994, the IB had introduced its Middle Years Programme for students aged between 11 and 16. It then added the Primary Years Programme for children aged 3 to 11 in 1997; and in 2012, it launched its Career-related Programme for students between the ages of 16 to 19.

Today, the IB works with over 4,000 schools in 148 countries and offers its four programmes to over one million students. At Southbank, we're delighted to be one of these schools. Every year, we see how the IB programmes help to develop inquiring, knowledgeable and caring young people.

We also share the International Baccalaureate's overall aim to create a better and more peaceful world through the understanding and respect of different nationalities and cultures.

For further information about the International Baccalaureate, please visit [southbank.org](http://southbank.org) or [ibo.org](http://ibo.org), the official website of the International Baccalaureate.

## HOW IB PROGRAMMES DIFFER FROM OTHER CURRICULA

- They encourage students of all ages to think critically and challenge assumptions.
- They are developed independently of government and national systems, and incorporate quality practice from research and IB's global community of schools.
- They encourage students of all ages to consider both local and global contexts.
- They develop multilingual students.

# WELCOME TO COGNITA SCHOOLS

**Cognita Schools was successfully launched in 2004. Since then, we have worked hard to build a great family of schools around the world. Currently, we have 67 schools in Europe, Latin America and South-East Asia.**

We employ over 5,000 teaching and support staff who are responsible for the education and care of more than 30,000 students.

We value and respect the individuality of all our schools, with each one retaining its own unique ethos, as well as curricula and programmes that are tailored to the needs of its students and parents. Wherever in the world you visit a Cognita school, you will find empowered school leaders, committed teachers and students who are enthusiastic learners.

**Everyone in Cognita is connected.**

## OUR PURPOSE

Inspiring and empowering children within a caring environment to achieve more than they believe possible.

**Cognita Education has three key ingredients:**



### Academic

—  
Pursuing academic excellence for every child



### Character

—  
Developing character



### Global

—  
Connecting with a global community

# COGNITA

An inspiring world of education

# JOB DESCRIPTION:

## HEAD OF SPECIAL EDUCATION NEEDS DEPARTMENT (HOD)

### REPORTING TO

Deputy Principal MYP

### HOURS

8.30am-5pm

### RESPONSIBLE FOR

The Learning Support HoD must:

- ensure adherence to the UK Code of Practice and keep abreast of changes in IBO requirements.
- keep up to date with new initiatives, worldwide, in the area of support for those with Learning Support issues.
- stay up to speed with research within the field.
- report to the Senior Leadership team and line manage the members of their department.

As a member of the Middle Leadership team, Heads of Department play an important role in leading and coordinating the quality of teaching and learning at the classroom level as well as ensuring positive staff morale and high standards of student welfare and safeguarding.

One must demonstrate a commitment to being an exemplary practitioner and leading by example in one's adherence to the school's mission statement and values. The Head of Department has an important role in supporting and developing the staff to achieve this. We strive for a purposeful school environment where all children and staff can thrive in a culture of high expectation and positive affirmation.

### VALUES:

- Respects and practises the content of the school mission statement and its 'core values'
- Instils in students a love of learning, and the value of learning for its own sake
- Respects, practises, and teaches students the philosophical and pedagogical values of the International Baccalaureate, as enshrined in its mission statement and learner profile
- Acts decisively against individuals who behave in a way inimical to the values of the IB and school
- Strikes an appropriate balance between promoting their own interests, the pupils' and the school's

### DEPARTMENTAL INFORMATION

The Department prides itself on outstanding teaching and learning, using research-based interventions, data to track and monitor the impact of interventions and a focus on the continual

development in the professional learning of its staff.

### MAIN RESPONSIBILITIES

In addition to the general responsibilities of a Head of Department within the school, the Learning Support HoD has a number of management and leadership responsibilities relating to the coordination of the department:

#### Teaching and Learning:

- Ensure that pupils with SpLDs are appropriately supported, taking into account their areas of strength and difficulty.
- Assist with the organisation of assessment as necessary.
- Teach specific learning strategies using mainstream curriculum material, individualised for a particular students' needs through pull out classes in mainstream classes
- Have a proactive, professional ability to instigate new and innovative approaches to learning

#### Screening:

- Identify those students who may need additional short or long term support and both write and update student support plans for them.
- Implement support programmes which are appropriately staffed to cater for the needs of those identified with SpLDs

#### Record Keeping:

- Ensure that records are maintained and updated as required
- Provide regular progress reports to parents via parent/teacher conferences, through formal midyear reports and through regular contact when appropriate
- In collaboration with parents, clinicians, teachers and students, develop and share Student Support Plans and make these, and synopses of Educational Psychologists' reports available to colleagues

#### Liaison:

- Establish and maintain good working relationships with students, colleagues, parents and outside professionals to ensure that students are properly supported
- Liaise with senior leadership team and admissions in order to maintain a list of students receiving pull out support, in class support and who are in the process of being tested or on the watch list.
- Work closely with the curriculum leaders to analyse testing data
- Assist faculty members to develop and/or modify units of work and or assessment tasks in order to best serve the needs of Learning Support students within the guidelines of our curricula



framework

- To work with teachers on differentiation strategies
- Attend and arrange meetings with appropriate staff members from the Primary Campuses

#### **Access Arrangements in Examinations:**

- Keep up to speed with the IBO regulations in ensuring that those who qualify for accommodations in examinations and assessments tasks meet the current criteria
- Ensure that all of the necessary paperwork involved with such accommodations is complete and up to date
- Work closely with the DP and MYP coordinators to ensure that the necessary arrangements are made to support pupils in both internal and external assessments

#### **Departmental Development:**

- Ensure that an annual department development plan is in place and followed
- Keep up to speed with new initiatives and research in the area of support for those with SpLDs
- Manage the researching and purchase of department resources
- Manage the annual department budget and inventory .
- Arrange and chair scheduled department meetings and publishing minutes
- maintain an up to date and comprehensive handbook
- Liaise with IT in the purchasing and installation of new IT equipment and software programmes

#### **Training:**

- Deliver and organise whole staff training

#### **Personnel Management:**

- Manage the staff within the department and their continuing professional development.
- Appraise members of the department in accordance with the school's appraisal procedure

#### **Whole School:**

- Organise and share information about Learning Support in the school with key stakeholders (parents, faculty and students)
- Attend and contribute to meetings as required eg. Academic Leadership meetings, SST, grade level teams, Department (subject) and Transition
- Facilitate individual support services as needed, for example counselling academic support and tutoring
- Help induct new staff so that they are fully briefed on the School's SEN provision and appropriate differentiation required

## **SAFEGUARDING RESPONSIBILITIES**

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

This job description is liable to variation to reflect changes in the requirements of the post.

The job holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, will be to adhere to and ensure compliance with the relevant Cognita Safeguarding: Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, they must report any concerns to the School's Child Protection Officer/ Designated Safeguarding Lead or to the Principal, or make a referral directly to the local child protection authorities.

# PERSON SPECIFICATION

## HEAD OF SPECIAL EDUCATION NEEDS DEPARTMENT (HOD)

Essential	Desirable
Specific qualification recognised in the UK relating directly to the post e.g. Diploma in Learning Support, intervention teaching, literacy , dyslexia etc	Some familiarity with the MYP and DP
Previous experience for the role as a learning support teacher or Head of SEN role	
The ability to inspire students with a love of learning	
Relevant classroom experience	
An internationally minded approach	

# OVERVIEW OF EMPLOYEE BENEFITS

Southbank aims to offer every member of our team a competitive salary, a range of great benefits and excellent opportunities for career progression.

**Our benefits include:**

- Competitive salary
- Childcare Vouchers
- Cycle to Work Scheme
- Eye Tests
- Pension
- School Fees Discount (conditions apply)
- Annual Salary Increment
- Interest free season ticket loan
- Computer Loans
- Own iPad during employment

Staff recruited to work at Southbank may also be entitled to a relocation package, dependent on the location of the individual at the point of hire.

Further information about benefits will be provided upon appointment.

## HOW TO APPLY

We are delighted that you are interested in joining Southbank International School.

We welcome applications from qualified, experienced teachers looking for a vibrant, challenging and rewarding teaching experience.

**Teaching candidates are evaluated on four key areas:**

- High-quality teaching practice
- Contribution to learning area and curriculum development
- Relationships with students, staff and parents
- Contribution to the whole school.

**To apply, please do the following:**

- Visit [www.southbank.org](http://www.southbank.org)
- Download the appropriate application form
- Complete the form and email it to [jobs@southbank.org](mailto:jobs@southbank.org)
- Please note: CVs are not acceptable for any role.

# JOBS AT SOUTHBANK

For all our latest vacancies,  
please visit [www.southbank.org](http://www.southbank.org)

If you have any queries about a  
position, please contact us on  
[jobs@southbank.org](mailto:jobs@southbank.org)

**Southbank Kensington (3–11 years)**  
36–38 Kensington Park Road, London W11 3BU

**Southbank Hampstead (3–11 years)**  
16 Netherhall Gardens, London NW3 5TH

**Southbank Westminster (11–19 years)**  
63–65 Portland Place, London W1B 1QR  
17 Conway Street, London W1T 6BN  
379 Euston Road, London NW1 3AU

**COGNITA**

An inspiring world of education