



# Head of Learning Enhancement

## September 2022

# Welcome from the Headmistress

Wycombe Abbey is an exceptional place; it operates as a modern full boarding school for around 660 girls and we are committed to the development of each one. This year we celebrate 125 years of educating young women and our vision remains to provide our pupils with a world class education. We are excited about encouraging curiosity, bold ideas, innovation, leadership and delight in learning - inside and outside the classroom.

Superb academic outcomes are the hallmark of a Wycombe Abbey education and girls regularly secure places at the most prestigious universities globally. However, we understand the importance of looking beyond the narrow confines of excellent examination results to define success. Our rich co-curricular programme includes an array of activities and opportunities, ensuring that every girl develops her passions and explores new possibilities. These experiences, in turn, help to build the skills, discipline and character that will support her future life.

Last year's UVI girls were awarded 63.3% at A\* and 93.9% A\*-A grades at A Level. Most importantly, the vast majority of the UVI secured places at their first choice universities including the London School of Economics and Political Science, Durham University, University of St Andrews and the University of Bristol, to study a broad range of courses. Sixteen girls took up places at Oxford and Cambridge, and a number of girls secured their chosen places at US universities including Columbia, Stanford, Georgetown, University of Chicago and University of California, Berkeley. At GCSE, 95.2% were awarded A\* grades and 99.6% A\*-A grades. The vast majority of last year's UV have continued into our Sixth Form.

Ultimately, schools are about people and at the heart of Wycombe Abbey's success is our total commitment to pastoral care through boarding. The core values of mutual respect, encouragement and trust underpin everything we do; in this happy and close-knit community everyone is known as an individual, friendships flourish and girls enjoy each other's company, all within the wonderful surroundings of 170 acres of magnificent parkland.

We offer superb modern facilities, including a sports centre with a heated indoor 25-metre pool, a performing arts centre with its own theatre and recital hall, a wide range of teaching facilities and our Courtyard Cafe. We are constantly improving and evolving our estate and through the development of our site masterplan, we will see the creation of a truly world class campus. You can read more about Wycombe Abbey's Strategic Direction [here](#).

Wycombe Abbey's outstanding reputation for excellence is built on the dedication and skills of our staff. Every member of staff at Wycombe Abbey contributes towards the School's thriving community and works to continually strengthen our ambition for excellence. We seek to recruit well-qualified and enthusiastic staff who demonstrate knowledge of, and passion for their area of expertise and contribute to the wider life of the School. In return, the School provides staff with a wide variety of opportunities to develop professionally within a supportive team and wonderful working environment.

The Head of Learning Enhancement is an important role at Wycombe Abbey and I am delighted that you are interested in it.. If you would like to discover more about the School, please refer to our website [here](#). We hope that you will find the information in this pack useful and we look forward to hearing from you if you feel that this post may suit your skills and experience.



**Mrs Jo Duncan**  
Headmistress





# Teaching at Wycombe Abbey

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The pupils at Wycombe Abbey are highly motivated with a strong work ethic. They are inquisitive, creative and eager to learn. Both pupils and teachers benefit from the small classes (typically no larger than 20 in Key Stages 3-4 and no larger than 12 in the Sixth Form), as well as well-resourced classrooms, libraries, laboratories and other facilities.

There is a wide range of ages and experience amongst the 115 teaching staff. Each year a number of newly qualified, and in some cases unqualified recent graduates, join the staff body. Wycombe offers statutory induction for Early Career Teachers and also offers teacher training/teaching apprenticeships to those without a PGCE. There is proactive support for all new members of staff, who are guided through their first year at School by a variety of colleagues, with the line manager and an individually-appointed mentor taking the lead.

The School prides itself on the many opportunities for continuing professional development. We organise regular whole staff in-service training and have a generous budget for training outside School. In addition, academic departments commit to sharing good practice. There are opportunities to take part in peer observation, peer coaching, learning reviews and working parties.

A Wycombe teacher typically teaches 30 35-minute periods per week. In addition, they are attached to a boarding house and are responsible for a tutor group of around 10 pupils from the house. Teachers give freely of their time outside timetabled lessons, with many committing to co-curricular activities and helping individual pupils with their academic progress. Teachers are also expected to commit to other (supervisory) duties, such as accompanying house outings.

As a boarding school, Wycombe has lessons on Saturday mornings. There is time off during the week in lieu of Saturday teaching. Teachers are expected to be in school by 8.15am on weekdays and 8.45am on a Saturday. The teaching day finishes at 5.15pm on Monday, Tuesday, Thursday and Friday, 4.15pm on Wednesday and 11.50am on Saturday. Co-curricular and enrichment activities typically extend beyond these hours.



# The Learning Enhancement Department

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Wycombe Abbey is committed to identifying and supporting pupils with specific educational needs and actively seeks to enable pupils to understand their own learning needs and identify strategies to enhance their learning outcomes. We also provide support with prioritisation and organisation skills as well as management of anxiety and support with English as an additional language.

The Learning Enhancement Department at Wycombe Abbey is well-resourced and is currently comprised of 9 highly-trained and dedicated members of staff, with a variety of subject specialisms. The department is situated in a dedicated facility which includes teaching rooms and work spaces for the exclusive use of teachers of Learning Enhancement.

Pupils with specific learning needs are well-supported and flourish here. Every girl learns in her own way and our Learning Enhancement Department helps pupils by giving the specific support required to assist with the demands of everyday living and learning, sometimes with specific on-to-one lessons or via drop-in sessions.

The Department works closely with academic and pastoral staff as well as parents to provide one-to-one lessons which take each pupil's whole wellbeing into account. Pupils also benefit from drop-in session where they seek advice on work from subjects across the academic spectrum.

English support is given to pupils for whom English is not their first language; this may include IELTS and IGCSE teaching for pupils who join the Sixth Form without a GCSE qualification in English.

The Department is responsible for ensuring that individual education plans are in place for pupils who require them, the Department supports class teachers to ensure that the needs of all pupils are met and ensures that strategies for individuals are appropriate. The Head of Learning Enhancement takes responsibility for providing training for all teaching staff on Learning Enhancement matters and works especially with the School's Examinations Office to ensure that access arrangements are correctly in place.



# The role of Head of Learning Enhancement

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**Aim:** To oversee the Learning Enhancement provision at Wycombe Abbey in order to assist pupils to access the curriculum and participate fully in School and community life. To take responsibility for identification of learning enhancement needs in current and prospective pupils across the School, to ensure these needs are met and that Individual Education Plans are in place for pupils where required. To communicate and work with parents of pupils requiring learning support, and to liaise with colleagues and external agencies as appropriate. To act as the champion for all pupils with Learning Enhancement needs.

The postholder may also teach curriculum lessons within an academic department if experience and qualifications are suitable. They may also be a tutor to a small group of pupils.

**Responsible to:** Deputy Head Academic

## Key Areas of Responsibility

### Leadership and Management:

- Pro-actively lead and manage all aspects of the Learning Enhancement Department introducing new initiatives where appropriate
- Keep up to date with new information about specific areas of practice relating to learning needs, such as dyslexia, dyspraxia, ADHD, ASD and EAL
- Effectively line manage the team of Learning Enhancement teachers including undertaking regular performance reviews and supporting professional development of colleagues within the department
- With the support of the HR Department, lead the recruitment process for Learning Enhancement teachers and lead the induction of new Learning Enhancement teachers
- Establish guidelines for Learning Enhancement lessons, provide a clear system for recording lesson outcomes and effectiveness, and monitor Learning Enhancement lessons through regular lesson observations
- Prepare and implement an annual department plan which sets out clear objectives and links to the School's strategic plan
- Establish common standards and practices in relation to Learning Enhancement across all subject areas
- Manage the programme of 'drop in' sessions run by the Learning Enhancement department and monitor their effectiveness
- Provide a safe, purposeful and well-ordered learning environment, which includes suitable displays to engage pupils in their learning
- Keep ELT informed of current developments and issues
- Monitor the trends and progress of SEND and EAL pupils as they move up through the school
- Provide an exams analysis report on pupils with SEND and EAL who have taken public examinations
- Provide reports to Council as required
- Provide training for all staff on SEND issues.



### Identification of Learning Support Needs:

- Employ clear procedures to identify and register children whose academic, physical, social or emotional development may require learning support
- Maintain and update the SEND register and share with staff
- Ensure an effective internal SEND referral system is in place
- Advise all colleagues on procedures to raise SEND-related concerns
- Assist with the assessment of new pupils whenever practicable and advise if the School can meet the applicant's needs
- Administer in-school assessments as required
- Identify any EAL pupils and provide appropriate support, if necessary; monitor their progress through the school and report on this to the Deputy Head (Academic)
- Use our pastoral monitoring system (CPOMS) to log relevant matters and to analyse trends.

### Support for SEN Pupils:

- Identify and adopt the most effective teaching approaches for pupils with SEND
- Draw up IEPs for pupils on the SEND register
- Liaise regularly with the Deputy Head (Academic) regarding teaching and learning activities to meet the needs of SEND pupils
- Teach 1:1 lessons within the Department
- Lead targeted support sessions for groups of pupils, e.g. spelling clubs.

### Liaison with School staff:

- Make IEPs available to colleagues and ensure that SEND information is current and that colleagues know how to access the information and are reminded to do so
- Encourage all members of staff to recognise and fulfil their responsibilities in relation to SEND pupils
- Provide training opportunities for teaching and learning support teachers and assistants
- Summarise any external reports from educational and clinical psychologists for those who may need such information e.g. Deputy Head (Academic), Director of Safeguarding, Heads of Section and Housemistresses
- Disseminate good practice in SEND across the School
- Contribute to INSET and Induction as appropriate
- Liaise with academic departments over pupil needs and Learning Enhancement initiatives and meet regularly with teachers of specific pupils
- Liaise with Heads of Sections over year group needs, run Study Skills and Revision sessions as appropriate
- Work closely with the US Universities Department to provide correct paperwork required by US College boards for ACT and SAT applications
- Work with the Head of Sixth Form regarding UCAS applications for pupils with Specific Learning Needs
- Keep parents, tutors and Housemistresses abreast of diagnoses, interventions, plans and progress
- Liaise with the Director of Safeguarding, School Counsellors and School Nurses as appropriate. Attend TAC meetings as required.
- Attend Heads of Department meetings
- Prepare information on SEND pupils for the Deputy Head (Academic) before Parent Teacher meetings.



### Liaison with External Agencies:

- Manage visits by external staff to assist with SEND diagnoses and/or support
- Liaise with educational and clinical psychologists as required.

### Liaison with Parents:

- Value the home-school partnership, working closely with other members of staff to establish and manage good relationships with parents
- Keep parents abreast of diagnoses, interventions, plans and progress of individual pupils; maintain good communication with parents at all times.

### Examination Access Requirements:

- Keep abreast of JCQ Regulations regarding access arrangements in public examinations
- Maintain the necessary evidence and paperwork for access arrangement requests
- Make requests for access arrangements in good time in consultation with the Examinations Office
- Make provisions for access arrangements during public examinations in consultation with the Exams Officer, including the use of scribes, readers, separate rooms, technology etc
- Ensure colleagues invigilating examinations are aware of the access arrangements in place
- Make colleagues aware of any access arrangements that they should have in place for formal internal assessments and coursework and instruct them to keep any records which may be necessary
- Give active reassurance and support to pupils with Learning Enhancement needs who are taking public exams.

### Administration:

- Organise the timetabling of 1:1 lessons for Learning Enhancement throughout the School
- Coordinate a weekly departmental meeting and department INSET time at the starts and ends of term
- Maintain and continually update the SEND list and SEND files on each child



# Person Specification

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Wycombe Abbey provides a modern and innovative education within a traditional boarding setting, and we therefore seek to employ teachers who will bring outstanding talent, intellect, enthusiasm and innovation to our classrooms.

The successful applicant is likely to possess:

- A good Honours degree
- A teaching qualification
- Excellent subject knowledge in the relevant subject. Ability to teach throughout the School up to A level is desirable
- Outstanding communication skills and sensitivity when handling difficult conversations
- An understanding of the importance of confidentiality
- Level 5 OCR diploma or equivalent (essential)
- Level 7 OCR diploma or equivalent (desirable)
- National Award SENCo qualification (desirable)
- Knowledge of, or interest in, ADHD and ASD diagnosis
- Knowledge of assistive technology for pupils with Learning Enhancement needs is an advantage.
- An understanding of the importance of monitoring, assessing and reporting on pupil progress, encouraging pupils to take responsibility for their own learning
- Ability to work effectively with relevant agencies
- Where teaching a curriculum subject, a willingness to contribute to the wider objectives of the department through sharing resources, contributing to schemes of work and department events.
- The highest level of communication skills for dealing with pupils, parents and staff.
- The ability to build a positive and collaborative rapport with pupils and staff alike.
- A willingness to be involved in the wider life of the School through commitment to the co-curricular programme and/or boarding.
- Attendance at Chapel, School assemblies, Parents' Meetings, Staff Meetings and other School functions as required
- Recognition of the importance of being an exemplary role model within the School
- High standards of professional behaviour in accordance with School ethos including timekeeping and professional presentation
- An appreciation of the aims and ethos of Wycombe Abbey as a full boarding school.







## Belonging to the Wycombe Abbey Community

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Wycombe Abbey is a welcoming and vibrant community for all staff.

Our school is set in 170 acres of parkland. It is a beautiful countryside setting, within a five-minute walk of the town of High Wycombe. There is easy access to London, the Chiltern Hills and attractive towns such as Marlow, Beaconsfield and Henley-on-Thames nearby. There are many National Trust properties within five miles such as Hughenden Manor, Disraeli's home for many years, West Wycombe Park and Cliveden.

There are outstanding Grammar Schools in High Wycombe itself and also in surrounding towns. London is within easy reach, with the fast train from High Wycombe to London Marylebone taking just 24 minutes. Oxford and Bicester Village are within 30 miles, with a new direct train link. Wembley Stadium and Heathrow are just 20 miles away and there are good transport links to the other London airports.

There is a range of committees that staff can join including Wellbeing, Diversity and Inclusion and others. The Wycombe Abbey Community Association works in partnership with the Wellbeing Committee to organise staff wellbeing and social events on a regular basis, which are well-attended.

Wycombe Abbey celebrates its significant 125<sup>th</sup> anniversary this year and an exciting programme of celebratory events is taking place to mark this milestone.

# Terms of Appointment

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A formal contract of employment will be drawn up on appointment.

The following notes provide guidance, without prejudice, on the main provisions of the agreement.

## Contract

This is a full-time, permanent contract. The first six months will be a probationary period.

## Appointment Date

September 2022.

## Salary

Wycombe Abbey has its own pay scale which compares favourably with other independent schools and is well above that of the maintained sector.

## Pension Scheme

The School currently offers membership of the Teachers' Pension Scheme.

## Death in Service Cover

Members of the Teachers' Pension Scheme have life cover at x 3 annual salary.

## Training and Development

There is an extensive induction programme for new colleagues and ongoing professional development and training of all staff.

## Provision of Meals

Meals and refreshments are provided free of charge during the working day.

## Sports Centre

The facilities in the Davies Sports Centre (swimming pool, squash courts, fitness suite, etc.) are available for staff use.

## Fee Remission

Fee remission is available for daughters attending the School, subject to the usual entry requirements and space being available.

## Parking

Free parking is provided.

## Equal Opportunities

It is the policy of Wycombe Abbey to ensure equality of opportunity for all members of staff, both teaching and non-teaching.

## Safeguarding

All staff share responsibility for promoting and safeguarding the welfare of the pupils and must adhere to, and comply with, the School's Safeguarding and Child Protection Policy at all times.

## Pre-Employment Checks

The appointment is subject to an Enhanced Disclosure and Barring check.

## Applications

The closing date for applications is Wednesday 26 January.

Interviews will be held on Tuesday 8 February.

Please submit a completed application form, which you will find on our website, as soon as possible, together with a covering letter addressed to the Headmistress, Mrs Jo Duncan, outlining the experience and personal qualities which you believe qualify you for this position.

The application form and letter should be emailed to Miss K Scorer, Interim HR Manager:

[scorerk@wycombeabbey.com](mailto:scorerk@wycombeabbey.com)



WYCOMBE  
ABBEY

Wycombe Abbey, High Wycombe  
Buckinghamshire, HP11 1PE

[enquiries@wycombeabbey.com](mailto:enquiries@wycombeabbey.com)

+44 (0)1494 520 381

[wycombeabbey.com](http://wycombeabbey.com)

Registered Charity No. 310638