



CLAREMONT FAN COURT SCHOOL



JOB INFORMATION

DIRECTOR OF INDIVIDUAL NEEDS

Early applications are encouraged. We will review applications upon receipt and will contact suitable candidates to invite them in for interview.



THE SCHOOL

Welcome to Claremont Fan Court School. We are a thriving, co-educational independent day school in Surrey for pupils aged 2½ to 18. Founded in 1922, we recently celebrated our 100th anniversary as an evolving, successful school.

We are proud of Claremont Fan Court School's strong reputation for being a compassionate, child centred, truly co-educational school of choice for families seeking an academically ambitious environment that educates the whole child.

Set in 100 acres of historic grounds, Claremont is known for focussing on the academic potential of our pupils, but not at the expense of their pastoral wellbeing; for a culture that nurtures pupils' limitless potential, not just in exams but also in equipping them with the skills to shape the world around them at university, in their careers and in the wider society beyond.

We prioritise, too, an understanding of character and the way in which our relationship with others are fundamental to our successes in life, university and careers.

Where else, within a school bus ride from south west London, can children from 2 ½ to 18 balance forest schools with further maths, lacrosse with the pursuit of a medical career, learning history in a building that made history or playing rugby while designing for a fashion show.

Teachers, staff, pupils and their families are expected to support and extend the atmosphere of respect, courtesy, the love of learning and the value of friendship that is held dear at Claremont. This peaceful and purposeful intent extends throughout every lesson and into the pastoral and co-curricular activities we offer.



MISSION AND ETHOS

Mission

Our mission guides the ethos of the school and is a primary document for all who work at the school.

- To provide an environment where the God-given potential of every individual is recognised and valued. With this recognition comes the expectation of high personal achievement and moral standards and a developing awareness of our individual responsibility to each other and our world.
- To maintain a broad and forward-looking curriculum in which pupils are encouraged to think independently to meet the demands of a rapidly changing world.
- To encourage our pupils to awaken to all that is good and true within and around them in their spiritual journey of self-discovery.
- To equip our pupils with a strong set of values for future decision making.
- The following values are fundamental to everything we do: courtesy, respect, trust, moral integrity, self-discipline, love for God and man.
- The School embraces the whole Claremont family: pupils, parents, guardians, staff and governors in its mission, vision and ethos

Vision

In accordance with our mission, Claremont Fan Court develops individuals who are outstanding citizens, aware of their responsibility to others and contribute positively to global society.

We realise this by being a high-quality school of choice where young people achieve more than they think is possible.

Ethos

Goodness underpins this school. Teachers, staff, pupils and their families are expected to support and extend the atmosphere of respect, courtesy, the love of learning and the value of friendship that is held dear at Claremont. This peaceful and purposeful intent extends throughout every lesson and into the pastoral and co-curricular activities we offer.

Young people leave Claremont as confident, contributing and caring members of the global community. They cherish the values that equip them to make a positive contribution and be a force for good in the world.



THE ROLE

The director of individual needs will lead the special educational needs (SEN) provision across the senior school ensuring that all pupils with additional needs receive the support required to achieve their full potential. The role requires close collaboration with teachers, parents, external agencies and the senior leadership team.

Key responsibilities

- Plan and oversee the provision of additional support and adjustments for pupils with individual needs (SpLD, ASD, ADHD etc) ensuring that support is appropriate to their needs
- Work closely with all members of the Pupil Wellbeing Hub to provide all round care for pupils
- Liaise/collaborate with academic and pastoral staff and parents to best support pupils ensuring appropriate curriculum pathways and interventions
- Liaise/collaborate with academic and pastoral staff and parents regarding an appropriate curriculum at GCSE and A Level
- Have a clear understanding of the EHCP process and statutory requirements
- Develop relationships with external agencies and oversee external visitors
- Monitor teaching quality within the IN department through observations and staff training
- Track and monitor progress of pupils with SEND/ individual needs
- Organise timetables for IN staff, LSAs, and individual lessons
- Maintain IN register and access arrangement lists
- Oversee target setting and reporting
- Oversee the organisation of school counsellor appointments
- Ensure there are a range of co-curricular clubs to support pupils with individual needs at lunchtime
- Line manage IN team, ensuring CPD, mentoring, and skill development
- Maintain policies, compliance, and SEND figures for census reporting
- Deliver INSET training and support new staff and ECTs
- Attend and contribute to a range of meetings including head of department, head of house and pastoral/care centre committee meeting
- Manage departmental budget, resources, and recruitment
- Liaise with the Junior School SENCO regarding transition to year 7
- Stay updated on SEND developments and conduct staff appraisals

Assessment

- Organise and carry out cognitive ability, literacy tests and dyslexia screening with all Year 7 pupils and any new pupils in years 8 – 10
- Analyse data from CATS and literacy assessments and identify pupils who might need further intervention
- Assess pupils for access arrangements and where there is a concern regarding an underlying learning difficulty
- Collaborate with teachers and collate information about pupils to complete questionnaires for external assessment of SpLD, ASD, ADHD, CAHMS
- Promote the use of assistive technology to support pupils' success in exams
- Contribute to UCAS references

Exams

- Oversee the JCQ process for access arrangements in GCSE, A Level and Level 3 Diploma exams from assessment through to application to the exam boards

- Keep up to date with JCQ regulations and undertake annual training
- Provide support to sixth form students for access arrangements in university entrance exams
- Work closely with the Exams Office with regards to access arrangements for GCSE and A Level exams, and for internal exams
- Liaise with the Junior School SENCO regarding entrance to year 7
- Work closely with Admissions to manage access arrangements requirements and run the year 7 entrance exam rooms for pupils with additional needs

The performance of the teacher will be measured by an annual performance review





THE DEPARTMENT

The Individual Needs department is an integral part of the Pupil Wellbeing Hub working alongside the school nurses and school counsellors. The individual needs team consists of a number of Level 7 qualified specialist teachers/assessors, LSA/ELSA and an administrator who work together to support pupils with a range of difficulties in all subjects across the curriculum. The department liaises closely with all subject teachers and Heads of House/Year to ensure that pupils' needs are met.

Assessments of pupils are carried out to identify their profiles of strengths and weaknesses and to ensure that appropriate access arrangements for exams are put in place where necessary. Individual needs support is provided via individual and small group lessons to pupils to support their English, maths and science as well as develop their organisational and study skills to facilitate progress across the rest of the curriculum. Pupils are encouraged to be proactive and positive about overcoming their difficulties to ensure they maximise their potential.

The department has a wide variety of resources and employs a diversity of teaching strategies. Sharing of good practice is encouraged. All pupils from years 7-13 have laptops and all rooms are

wireless networked. The department has a variety of educational software including voice recognition and text to speech programmes.



THE PERSON

- Possess a good honours degree in a relevant discipline and a qualification related to teaching and assessing pupils with specific learning difficulties (Level 7)
- Current holder of an Assessment Practising certificate is preferred
- Previous experience of leading and managing a team
- Previous successful experience of assessing pupils for public exams and a detailed understanding of the JCQ Regulations for Access Arrangements, Reasonable Adjustments, Special Consideration is required
- Previous successful experience of teaching children with individual needs in a secondary school setting
- An understanding of specific difficulties and how they can be supported within an individual lesson and in the classroom
- An empathetic, cheerful, enthusiastic and well-presented person, capable of inspiring confidence in pupils and parents
- Excellent communication skills, oral, written and in the use of ICT
- Be an excellent listener and calm negotiator, able to demonstrate authority and inspire colleagues
- Excellent organisational and time management skills and the ability to prioritise and delegate
- Able to set high expectations amongst all pupils
- Capable of working independently and as part of a team
- Calmness and efficiency and the ability to work under pressure
- Eager to learn and able to attend all INSETs
- An awareness of health and safety issues and compliance with Health and Safety policy
- Aware of the nature of the School and prepared to commit to its all-round ethos, co-curricular activities and pastoral approach
- Prepared to work hard with energy and enthusiasm



WORKING AT CLAREMONT

Claremont Fan Court School is set in a beautiful location and is a warm and welcoming community. Professional standards are high, and we encourage ongoing training and personal development.

The school is located just outside Esher in Surrey and is easily accessible from the A3, M3 and M25 with ample free staff parking. The nearest train station is Claygate which is a 25-minute walk, with local bus services also available.

Esher and its neighbouring towns offer easy access to both central London and the stunning Surrey countryside, offering a feeling of space whilst being only a stone's throw from London and all the facilities a capital city has to offer.

The local area has a mix of leisure activities available. Both the historic palace at Hampton Court and the beautiful gardens at RHS Wisley are nearby, as well as Sandown Racecourse. There are many arts venues (theatres, cinemas, live music) and sports clubs in the surrounding area and for cyclists there is access to some of the finest roads.

Property prices tend to be high locally but there are affordable options a little further out, and many staff choose to live slightly further afield.

Benefits include generous contributory pension scheme (currently through TPS*) or the option of a very generous defined contribution scheme which offers teachers flexibility around both employer and employee contribution levels, a generous discount on school fees (for eligible staff), cycle to work scheme as well as complimentary lunches and refreshments during term-time.

*The School is currently consulting with its teaching staff on whether to become a phased withdrawal school for the purposes of TPS. If this proposal was implemented, new teachers would be automatically enrolled into the Claremont Fan Court School Group Personal Pension Scheme Aviva GPP and would not be eligible to join TPS.



HOW TO APPLY

Please ensure you read the job information pack carefully, as well as the school's Recruitment, Disclosures and Selection Policy, Safeguarding Policy and Applicant Privacy Policy on our [website](#).

Applicants are asked to complete the downloadable application form available on our website. You should provide a covering letter in support of your application addressed to the head, Mr William Brierly.

Please note: applications should be submitted by email and sent to jobs@claremont.surrey.sch.uk

Documents must either be in Microsoft Word or *pdf format as we are not able to accept any other type of file.

All applications will be acknowledged by email within one working day of receipt. Please contact Human Resources on 01372 473720 should you have any questions or if you have not received an acknowledgement.

Please note that we reserve the right to conduct interviews prior to the closing date. References may be taken up at any stage during the recruitment process.

Claremont Fan Court School and its staff are committed to safeguarding the welfare of children. Successful applicants will be required to undergo screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. It is an offence for any person barred from working with children to apply for this post.

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