



I am delighted to welcome you to Holmwood House School and Nursery, where I believe we provide a truly inspiring learning environment and boundless opportunities for discovery and exploration, that enables our pupils to develop their individuality, confidence and tenacity.

Holmwood House is an independent co-educational school with thriving Nursery, Early Years, Junior and Senior departments up to Year 11. The school is set in beautiful grounds a few minutes from the centre of Colchester, giving over 400 boys and girls access to a huge range of academic, sporting, creative and scientific facilities.

We believe that the quality of our teaching, nursery and support staff is paramount. At Holmwood House we pride ourselves on having excellent staff who ensure our pupils are provided with the very best learning environment during their time here.

Thank you for taking the time to prepare your application and for your interest in Holmwood House. Further information can be found on our website: [www.holmwood.house](http://www.holmwood.house)

Edward Bond

**Head**



## Job Description and Person Specification

<b>Job title:</b>	Learning Support Coordinator (0.5 - mornings or 2.5 days)
<b>Reporting to:</b>	Head
<b>Start Date:</b>	September 2025
<b>Hours:</b>	Monday to Friday Term-time (35 weeks including holiday camp days - maximum 5 days for FTE) and INSET days.
	<b>Salary:</b> Dependent on qualifications and experience. Meals and refreshments will be provided free of charge during term-time.

We are looking to appoint an experienced teacher with a passion for supporting pupils with special educational needs. Working closely with the leadership team and overseeing a small team of learning support assistants, you will manage the learning support provision in the school. Duties will include running specific programmes and activities to assist the pupils' individual learning needs. You will be responsible for developing and implementing the targets on the pupils' EHCPs, One Plans or One Page Profiles in liaison with the class teachers and the learning support assistants.

Your responsibilities:

- develop and oversee the implementation of the school's SEN strategy and policy
- design and delivering interventions with pupils in the classroom
- carry out assessments of pupils with SEN to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents
- work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans
- timetable the Learning Support team to ensure pupils and staff are supported in lessons
- provide regular updates on pupil progress using the Plan, Do, Review cycle at appropriate times during the year, meeting with parents, and ensuring relevant paperwork is shared with parents and staff
- ensure the Plan, Do, Review cycle takes place for pupils make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists
- ensure that the voices of students with SEN are heard and that their needs are met
- provide advice, guidance and training to classroom teachers on supporting pupils with SEN

- support teachers to develop schemes of work and learning programmes for pupils with SEN
- support teachers to develop and implement effective teaching and behaviour management approaches in the classroom
- identifying students who may need access arrangements for examinations, ensuring appropriate provisions are in place, and managing applications for such arrangements
- manage and advise on the school budget and resources for SEN provision
- develop and maintain systems for keeping pupil records, ensuring information is accurate and up to date
- analyse school, local and national data and develop appropriate strategies and interventions
- manage learning support assistants including timetabling of support.
- liaise with teaching assistants and support staff to improve pupil progress and attainment
- keep up to date with national and local policies related to SEN and cascade information to colleagues.
- you may also have classroom teaching duties, as well as working with small groups and 1:1 with pupils
- support the safeguarding team
- attend in service training and relevant meetings relevant to the post in order to keep up to date with developments in working with children with special educational needs.
- inspire pupils with an enthusiasm for and a love of learning
- To encourage pupils to be actively involved in the learning process and in reviewing their own performance
- identify and adopt the most effective teaching and learning approaches and to keep abreast of contemporary educational issues relevant to the subjects and age range taught
- identify and teach study skills that will develop an individual's ability to work independently

**General duties of all teaching staff:**

- support pupils, having due regard to the aims and policies of the school, current schemes of work and the relevant syllabuses.
- share in the responsibility for the pastoral care, well-being and discipline of all pupils with reference to the school's commitment to Child Protection and Safeguarding Policies.
- support and promote the ethos of the school, upholding the core values.
- support school functions and activities whenever possible, and to take an active part in the extra-curricular life of the school and its pupils.

**Learning Support Coordinator: Supervisory Duties and Pastoral Role:**

- carry out break time or lunch supervision duties as directed by the Leadership Team.
- maintain good order and discipline among the children and safeguard their health and safety in accordance with the school policy. Uphold the school's behaviour code.

**Liaison with parents:**

- communicate and meet with parents as appropriate and respond positively, professionally and promptly to emails and messages from parents.
- attend parent/teacher consultations as organised by the school.
- be involved in marketing and effective communication by regularly providing information for the school's website, newsletter and social media.

**Professional expectations and development:**

- attend School before the start of term for INSET and Preparation Days (and after the end of term, as required) to make necessary preparations as required by the Head.
- take part in the school arrangements for staff appraisal and performance review, undertake observed teaching sessions, complete the required documentation, provide work for scrutiny and seek to fulfil the targets agreed as part of the performance review system.
- attend on and off site training courses in order to develop teaching knowledge and skills.

In addition to the above, the member of staff will be required to undertake the following task(s):

- when necessary, to cover for absent colleagues, supervising classes as directed.
- to carry out any other tasks or duties, as appropriate commensurate with the salary and job title, as requested by the Head or as required by the school. This includes showing flexibility by teaching a class in a different year group if required in the future.

**Person Specification**

- Experience of working with children with special educational needs
- GCSE, 'O' Level or equivalent qualifications in Maths and English.
- Ideally you will hold Spld Qualification Level 5, a relevant teaching qualification, NVQ2 or equivalent as recognised by the National Occupational Standards for Supporting Teaching and Learning (NOS-STL).
- Knowledge and understanding of the different social, cultural and physical needs of pupils.
- An interest in how children learn and behave.
- Provide appropriate role models of behaviour both in the classroom and around school
- Really care about children, particularly those who find learning and managing their behaviour difficult.
- Training in aspects of SEN, i.e. ELSA, dyslexia.

- Be able to plan and prioritise tasks and work under the pressure of a busy inclusive school.
- Be productive and show initiative.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any job offer would be conditional upon suitable references and DBS disclosure. The School's Safeguarding & Child Protection Policy can be found by clicking [here](#)

### **How to Apply**

If you would like to apply for the position of Learning Support Coordinator you will need to complete an application form. The information you provide will be used as the first stage of the selection process to decide whether or not you will be shortlisted for an interview. It is very important that you complete your application as accurately and fully as possible, including all the information you think is relevant.

### **Completing an application form**

- Please read through all information provided before completing your application form;
- We require information about all applicants to be presented in a consistent format: **Please do not submit a CV;**
- Complete all sections; do not leave any blanks. Enter N/A if not applicable and provide as much information as possible;
- Continue on a separate sheet if you require more space to complete any section.

### **References**

All offers of employment are subject to the receipt of a minimum of two satisfactory references. One of your references must be from a current or most recent employer. Neither referee should be a relative or someone you know as a friend.

- Shortlisted applicants are advised that references may be taken up prior to interview. Unless you ask us not to, we will assume it is acceptable to contact your referees at any time.

Holmwood House School is an equal opportunities employer. A copy of the School's equal opportunities policy is available on request.

### **Submitting an application**

Applications should be submitted via the school's [online application form](#) by 9.00am on **15th May 2025**.

Application forms received electronically will be required to be signed by the candidate if they are selected for an interview.

Please be aware that if you have not heard from us within 21 days, unfortunately your application has been unsuccessful. Due to the response to advertised vacancies, we provide feedback only to those applicants who are interviewed.

The application forms of unsuccessful candidates will be held confidentially by the School and destroyed after three months.

## **Interviews**

We will contact shortlisted candidates with further information about the exact format of the interview process but candidates should expect to be interviewed by several members of staff and may be required to undertake some form of practical assessment.

If you are invited to attend an interview you will be required to provide the following:

- Evidence of eligibility to work. For all posts, we are legally obliged to confirm that the appointee is eligible to work in the UK before they start working with us.
- Original documents confirming any educational and professional qualifications referred to in your application form.

## **Conditional offer of appointment**

Your employment with the school will be subject to the school being satisfied with the following:

- the enhanced disclosure received from the Disclosure and Barring Service;
- that you are not barred from working with children;
- information about whether you have ever been the subject of a direction under section 142 of the Education Act 2002 which renders you unable or unsuitable to work at the School;
- verification of your medical fitness;
- verification of qualifications and identity;
- confirmation of your right to work in the United Kingdom;
- the two references received; and
- such other pre-employment checks as the School is required to complete in accordance with its statutory or regulatory obligations including such other overseas checks as necessary
- Background checks on your online/social media presence
- Completion of child protection training

## **Disclosure and Barring Service (DBS)**

As the school meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, any offer of employment will be subject to an enhanced disclosure from the Disclosure and Barring Service (DBS) before the appointment is confirmed.

Candidates attending an interview are required to provide three forms of ID from the list below.

- Passport
- UK driving licence
- A UK Birth or adoption certificate
- EU photo identity card

- A utility bill, bank / building society or credit card statement that is less than three months old and which shows your name and current home address This must be an original document and cannot be printed from the internet.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient. In the event that you are unsuccessful please be assured that photocopies of documents taken by the school will be destroyed immediately.

A full list can be found on the DBS website:

<https://www.gov.uk/disclosure-barring-service-check/documents-the-applicant-must-provide->

Holmwood House is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Where a candidate is found to be on the DBS Children's Barred List, or the DBS disclosure shows he / she has been disqualified from working with children by a Court; or found to have provided false information in, or in support of, his / her application; or the subject of serious expressions of concerns as to his / her suitability to work with children the facts will be reported to the Police and / or the DfES Children's Safeguarding Operation Unit.

If you have any queries about your application or the recruitment process, please contact Lucy Dyson, Headmaster's PA, on 01206 574305 or email [headmaster@holmwood.house](mailto:headmaster@holmwood.house)