



ALDRO



Head of Learning Support

Full-time

Required for September 2025



ABOUT ALDRO

Aldro is an outstanding coeducational boarding and day preparatory school located in the idyllic village setting of Shackleford near Godalming in Surrey.

The school is at a very exciting stage in its history. Numbers on roll have risen significantly in the last few years since the announcement of co-education in 2021. The most recent ISI Inspection Report (June 2023) rated the school 'Excellent' in both areas of qualitative judgement (pupil achievement and pupil personal development) and the school was deemed fully compliant. The school has a flourishing Senior School (Years 7 and 8) and a discrete scholarship stream.

There are approximately 200 pupils in the school aged 7-13; nearly 70 of them board, full-time, weekly or part-time. Pupils sit Common Entrance or scholarships at 13+ in Year 8, and the school has an outstanding record of academic excellence. The school has averaged 15 scholarships and exhibitions per year over the last 5 years, and specifically 19 last academic year. In the last couple of years, Aldro pupils have left to attend such schools as: Abingdon, Bradfield, Canford, Charterhouse, Churcher's, Eastbourne, Eton, Guildford High School, Harrow, King Edward's, Lancing, Lord Wandsworth, Marlborough, Merchiston Castle, Oundle, RGS Guildford, Sevenoaks, Sherborne, Tonbridge, Uppingham, Wellington and Winchester.

Aldro is also committed to a breadth of education for its pupils and excellent results are achieved in sport, music, drama, art, design and chess. The school runs an extensive activity programme ranging from pistol shooting to 'escape rooms', and 'Med Soc' to 'pétanque'!

From September 2025, the curriculum will be taught over five days instead of six; Aldro will no longer be teaching lessons on a Saturday morning. Instead, pupils in Forms 5-8 will have matches largely on a Saturday morning, with an enhanced boarding provision starting at lunchtime to include a new cultural programme of activities. The school has a weekend leave at least every third weekend and benefits from generous holidays. All staff are expected to make an active contribution to the wider life of the school.

Aldro's Christian foundation underpins the ethos and values of the school and all staff are expected to be supportive of the school's Christian character. An attractive chapel is amongst the excellent facilities available which also include a multi-purpose sports hall, a large theatre and our own lake. Further details about the school can be found on our website: www.aldro.org

Aldro operates its own salary scale. Placement on the scale will be subject to the candidate's qualifications and experience. Appropriate certification and identification should be brought to the interview.

**Please email the completed Application Form and covering letter (no CVs please)
addressed to the Headmaster, Mr Chris Carlier. Email: HR@aldro.org**



ALDRO





Head of Learning Support

Reporting to: Assistant Head (Curriculum)

The Role

The Head of Learning Support will be responsible for the leadership of the Learning Support Department and the management of the Learning Support team. This high-profile position works closely with pupils, parents (current and prospective), teachers, Admissions and external education/health professionals to help ensure that all our children thrive. The Head of Learning Support will help to identify pupils requiring support, ensure that proper provision is made for them in the school and promote a better understanding of their needs across the school. The department also offers access to EAL provision for pupils with English as an additional language, and the Head of Learning Support line-manages the EAL co-ordinator. The Head of Learning Support will also play a key role in supporting the wider teaching and learning objectives of the school.

Responsibilities

Leadership and Management

- Ensuring that the school carries out its statutory responsibilities (including with ISI and IAPS) regarding pupils with special educational needs, championing the requirements of these pupils.
- Ensure that staff are kept up-to-date with changes in legislation, identifying areas for staff training and arranging for external trainers to visit the school or contribute to the in-service training of staff.
- Leading developments in teaching skills and techniques and keeping up-to-date with research, developments and best practice.
- Responsible for the school's Learning Support Policy, ensuring it is up-to-date and implemented effectively.
- Regularly reviewing the departmental staffing needs and ensuring that sufficient provision is in place each term to meet the requirements of the pupils.
- Writing and implementing the departmental development plan.
- Providing regular, comprehensive updates to the Headmaster (and by extension to the Board of Governors) evaluating the school's SEND provision.
- Putting provision in place to ensure the progress of pupils with SEND is in line with that of all pupils relative to their starting positions.
- Maintaining records of SEND information, including IEPs, EP summaries, database entries, and EHCP applications/paperwork, and having input into individual Care Plans.
- Lead, manage and monitor the work of the Learning Support team. Ensure that teaching and learning in the department is excellent by means of regular departmental discussion, sharing best practice, lesson observation, and continuing professional development.
- Fostering a culture of high expectation, progress and success, formative assessment, and independent learning within the departments' teaching, ensuring lessons meet the specific needs of individuals.
- Ensuring equal opportunities regardless of gender, ability and culture.



Teaching and Learning

- Undertake initial investigations into the presence of SEND when a concern has been raised by a class teacher or parent.
- Organising and leading on pupil review meetings, including coordinating qualitative feedback with teachers in advance of such meetings.
- Arrange specialist assessments to take place at school and liaise with the professional involved to ensure that interventions are put in place to support the pupil.
- Summarise the information on specialist reports for distribution to teaching staff.
- Analyse standardised test results and internal reports and investigating anomalies.
- Record assessment data for individual pupils on the relevant software platforms used in school, for the benefit of all staff.
- Co-ordinate the provision for pupils with SEND including reviewing pupils' Individual Education Plans (IEPs) twice a year through liaison with Learning Support Teachers.
- Working with teachers to develop effective strategies to bridge barriers to learning for individual pupils by means of: Assessment of needs; advice and teaching strategies; monitoring of pupil achievement; target setting using ILPs and any relevant external assessment frameworks.
- Supporting teachers with strategies that promote self-confidence, resilience and independence in pupils with individual needs.
- Ensure staff are kept informed of the needs of pupils with SEND and EAL informally on a day-to-day basis and formally at the weekly Staff Meeting or in Department Meetings.
- Ensuring where appropriate that specialist equipment is provided in class and monitoring use.
- Monitoring the departments' reports, and the meeting of deadlines.
- Some class teaching, e.g. reasoning lessons, especially in the lower school.
- Evaluate the need for early intervention, especially in Year 3, and help co-ordinate / deliver the school's response, including leading on small group intervention work.
- Teach 1:1 or small group lessons.
- Attend relevant training courses and advise staff of training opportunities.

Administration

- Maintain excellent records for all children with SEND.
- Develop and maintain a programme of identification, assessment, tracking and monitoring of pupils with SEND.
- Liaise with the Learning Support Departments of Senior Schools to agree exam arrangements and ensure continuity of provision.
- Arrange exam concessions for both internal and external exams.
- Build links with external professionals and organisations.
- Manage the Learning Support budget.
- Take responsibility for the Health & Safety of the department.
- Organise and chair departmental meetings.
- Attend HoD meetings, ACT (Academic Team), PCT (Pastoral Team) meetings, and EPCC (Board Meetings) where appropriate, and any other meetings as required.
- Make arrangements for cover of absent members of the department.

Admissions

- Help with the assessment at assessment days for prospective pupils.
- Assist with the assessment of prospective pupil applicants, advising the Headmaster and Admissions on their future LS needs, including on any EAL or additional MFL provision.



- Advise the Headmaster and Admissions Department on the level of need of SEND applicants and whether or not the school can meet those needs.

Professional Development

- To attend, participate and contribute positively to weekly staff meetings.
- To attend and engage with regular INSET organised for staff.
- To participate in the school's appraisal system for staff.
- To demonstrate a concern for ongoing personal professional development.
- To contribute actively to in-school training opportunities, peer-observations and other initiatives that promote best practice in teaching and learning.

General

- To work with Admissions and Marketing to promote the school to prospective parents.
- To attend Open days and other events organised to promote the school (including on some Saturdays during the year.)
- To contribute to the rota of staff duties.
- To attend occasional weekend trips for boarders (approximately one per year).
- To attend meetings (Departmental, staff, parent meetings etc).

Safeguarding

- To promote and safeguard the welfare of all pupils.
- To promote, insist on and help instil the school's core values.
- To protect children from harm and to prevent impairment of their health and development.
- Be aware of, and comply with, all the school's policies, and especially the Safeguarding, Whistleblowing, Behaviour, Anti-bullying, Health and Safety, Staff Code of Conduct and Pupil Equality and Diversity policies.
- To establish a positive, supportive and secure culture which promotes in all pupils a sense of being valued, listened to and respected.





Person Specification

Qualifications and experience	Essential	Desirable
Bachelor's degree or equivalent; excellent academic credentials.	√	
OCR L7 Diploma in Assessing and Teaching Learners with SPLDs or equivalent.		√
Post-graduate degree.		√
Established and successful Specialist Teacher with experience of a wide range of SEND.	√	
Experience of running, or assisting with the running of, a LS Department.	√	
Experience of a range of tracking packages and standardized assessments, and of using these to inform intervention.	√	
Familiarity with writing IEPs.	√	
Previous experience of teaching in an independent preparatory school, and ideally of preparing pupils for Common Entrance.		√
Experience supporting EAL learners.		√
Experience assessing for, and managing provision of, exam arrangements.		√
Evidence of commitment to professional development, both personal and that of colleagues.	√	
Strong ICT skills.	√	
Professional Attributes		
An inspirational, committed and highly-effective educator dedicated to achieving the best outcomes for each child.	√	
Strong understanding of SEN, including the SEN Code of Practice, and related legislation and current guidance.	√	
An ability to work with others on high-performing teams; able to show initiative and imagination, to have vision and the ability to inspire others.	√	
Confidence in speaking publicly.	√	
Excellent written and oral communication skills, able to communicate with a range of audiences.	√	
Well-organised and with good time-management skills.	√	
Calm under pressure.	√	
The initiative to work on their own, and the ability to work as part of a team.	√	
A good understanding of the requirements of pupils with EAL and SEN.	√	
The ability to draw out the best in others through encouragement, coaching and mentoring skills and by setting high standards.	√	
Personal Attributes		
Excellent inter-personal skills, empathetic, caring, kind and compassionate.	√	
A deep sense of compassion for young people and a sensitivity to their needs.	√	
A natural and confident leadership style, able to inspire confidence amongst pupils, staff and parents.	√	
Reliability, integrity, loyalty.	√	
Positivity, energy and enthusiasm.	√	
A sense of humility and a desire to serve others.	√	
A willingness to go the extra-mile.	√	



Excellent record of health, punctuality and attendance.	√	
A sense of humour.	√	
School Ethos, Values and Aims		
Fully supportive of the ethos and aims of the school.	√	
Sympathetic to the Christian teaching that underpins the school's values and character.	√	
Commitment to the safeguarding and protection of children.	√	
A commitment to promoting equality, diversity and inclusion.	√	
Promotion of Health and Safety in line with the school's policy.	√	
Enthusiasm for, and willingness to contribute to, the wider co-curricular life of a busy day and boarding school.	√	





Applications

Deadline: Friday 13th June, 6pm

**Please email the completed Application Form and covering letter (no CVs please)
addressed to the Headmaster, Mr Chris Carlier. Email: HR@aldro.org**

Interested candidates should complete a copy of the [Aldro Application Form](#) available on the '[Vacancies](#)' section of the Aldro website and send, with a letter of application, to HR@aldro.org. CVs are not required. Early applications are encouraged and will be processed on receipt. The School reserves the right to appoint before the deadline.

The school is an equal opportunities employer and complies with its duties under the Equality Act 2010. Aldro is committed to safeguarding and promoting the welfare of the children and young people here, and all staff are expected to share this commitment. As part of the recruitment process, applicants should expect scrutiny of their online profile. All staff are expected to adhere to and ensure compliance with the school's Safeguarding / Child Protection Policy at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the school's designated Safeguarding Lead.

In line with the School's Safeguarding / Child Protection Policy, the successful candidate will be subject to checks by the Disclosure and Barring Service. As part of this process, Aldro additionally carries out its own online and social media checks. Applicants' references are typically sought before interview, unless the applicant specifically requests otherwise.

The post is exempt from the Rehabilitation of Offenders Act 1974 and Aldro is therefore permitted to ask job applicants to declare all convictions and cautions (including those which are 'spent' unless they are 'protected' under the DBS filtering rules) in order to assess their suitability to work with children.

Aldro recognises the benefits of a diverse workforce and is committed to equality of opportunity for staff, volunteers and applicants. Building upon legislative requirements, Aldro seeks to ensure proper access of opportunity in matters relating to recruitment/selection, support for staff development and promotion. All HR policies are underpinned by this commitment to inclusivity and discriminatory behaviour by staff, pupils, contractors and external contactors will be taken very seriously, fully investigated and appropriate action taken where necessary.



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aldro.org