

**Teacher in Support for Learning – Part-time (Remuneration per lesson)**

**Approx. 15-20 hours per week**

**(Some flexibility in hours possible)**

**Job Purpose**

* To work closely with the Head of Support for Learning (SfL) to deliver support for learners identified as having Specific Learning Difficulties (SpLDs).
* To be responsible for typing up Teaching and Learning Profiles (TLPs) once agreed in draft by the Head of Support for Learning, parents and pupils.
* To compose action plans with targets aimed at raising achievement for pupils with SpLD.
* To carry out planning, marking, target-setting and general tasks as required of teaching staff in accordance with Wrekin policies.

**Accountable to the Head of Support for Learning**

**The Support for Learning Department**

The successful applicant will play a key role in teaching Support for Learning (SfL) lessons to individual pupils or occasionally in pairs or very small groups, if appropriate.

Our Learning Support department is currently staffed by a full-time Head of Department and five part-time teachers. Support is tailored to the needs of the individual. Pupils are tested upon entry but also if difficulties become apparent in later years. We have a small number of pupils with Specific Learning Difficulties (SpLDs) and EAL who receive support. The successful applicant will have experience at assisting pupils with SpLDs over several years within an educational environment. Any applicant with experience of working with pupils with English as a Second Language should also make this apparent in their application.

There will be a requirement for discretion and to respect the needs of confidentiality at all times when handling sensitive information. The ideal candidate will possess an appropriate JCQ recognised qualification for conducting assessments for exam access arrangements. The role also requires the appointed person to have excellent communication skills, allowing the person appointed to liaise with staff and parents as well as pupils in order to coordinate the best support for each pupil they teach (both within SfL lessons and within the mainstream classroom environment). There is a need for good administrative skills in this position too: SfL record sheets must be completed regularly to log planned interventions with each pupil, outcomes of these interventions and progress over time.

Other requirements of the post include working closely with the Head of SfL in order to:

* develop effective ways of bridging barriers to learning through:
  + - Assessment of needs.
    - Target setting e.g. Teaching and Learning Profiles and action plans.
* consider the range of teaching strategies/resources that could be utilised for pupils with SpLD and ensure the most effective are employed;
* support the identification and dissemination of the most effective teaching approaches for pupils with SpLD to support colleagues in mainstream classes;
* undertake or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils with SpLD;
* assist with completion of appropriate documentation to satisfy JCQ regulations regarding access arrangements;
* provide regular information to the Head of SfL, making recommendations for improvements to department systems;
* meet with prospective pupils (and parents), if required, regarding arrangements for SfL;
* regularly review practice, set personal targets and take responsibility for development of personal skills related to the role;
* provide information for collation and updating of the SfL register, ensuring the evidence base to which the information relates is available for reference with due consideration for confidentiality;
* co-operate and collaborate with the Head of SfL and other teachers (in the department and in the wider school) on the preparation and development of courses of study, teaching materials, teaching methods, and assessment and pastoral arrangements, as appropriate;
* assist in communication with teaching staff regarding collection and provision of supporting evidence for access arrangements for pupils;
* explore the opportunities afforded by ICT for supporting pupils with SpLD within and beyond contact time.

In addition, all teaching staff are expected to:

* Work towards and support the school vision and the current school objectives outlined in the school development plan.
* Support and contribute to the school’s responsibility for safeguarding students.
* Work within the school’s health and safety policy to ensure a safe working environment for staff, students and visitors.
* Promote equality of opportunity for all students and staff, both current and prospective.
* Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
* Engage actively in the performance review process.
* Adhere to school policies.
* Undertake other reasonable duties related to the job purpose required from time to time.
* Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to her/him, adding to the pastoral support systems already in place.
* Reporting on the personal and social needs of pupils to the Head of Department.
* Contribute, wherever appropriate, to the wider life of the school. [Any candidate who considers it applicable is welcome to mention any contribution they may feel able to make beyond the classroom role.]

This job description should be seen as enabling rather than restrictive and will be subject to regular review. Career development within the College is always available for the right candidate.

**Salary**

Remuneration for this post will be paid per 55 minute lesson, either group or individuals, which are chargeable to the pupils. The rate for 2017/18 is £27.20 per fifty five minute individual lesson. Thirty minute lessons are paid pro rata. There are slight adjustments for rates for small groups of pupils. The teacher will be expected to supply timesheets detailing lessons taught. Assessments for access arrangements are chargeable to parents and remuneration for these will be paid per assessment carried out (the rate for 2017/18 being £162.50).

It may be possible for the appointed person to add to their hours of pay through additional related work, such as invigilation, scribing and reading for exam candidates, and possibly acting as a teaching assistant in a few cases. Different rates of pay are available for these different roles, and some teaching assistant work is fulfilled through private arrangements with the parents of individual pupils.

**Hours**

Hours will, of necessity, be flexible to fit in with the students requiring lessons and their other timetable commitments and lessons will depend upon which pupils require SfL support, given that there are several other part-time staff within the department on similar contracts. It is likely that the role will require 15-20 hours of work per week (with the possibility to add other work at certain times, if desired, as outlined in the paragraph above).

The teacher will be expected to attend staff meetings, departmental meetings, staff INSET sessions and parents' meetings.

**Accommodation**

The school has a number of residential properties on site and may be able to offer accommodation to the successful applicant.

**PERSONAL SPECIFICATION**

**Qualifications**

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| --- | --- |
| Specialist qualifications in teaching/assessments of SpLDs Level 5 or above.  Qualification in assessment for access arrangements; Level 7 or equivalent in SpLDs. | Essential  Desirable |
| Qualified to teach EAL (or preparedness to become qualified). | Desirable |

**Knowledge Base**

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| Good general knowledge base of SpLD/EAL needs. | Essential |
| Knowledge required to analyse assessment data. | Desirable |
| Knowledge of differentiation and alternative teaching strategies.  Competent in use of ICT for everyday administrative tasks (e.g. email, information systems) and for Teaching and Learning (e.g. apps/software) | Essential  Essential |

**Experience**

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| --- | --- |
| Proven record of working as a practitioner/teacher of pupils with SpLDs.  Experience of some class support covering a range of abilities and ages. | Essential  Desirable |
| Track record of raising the achievement of pupils with SpLDs.  Experience of teaching EAL pupils | Essential  Desirable |

**Personal Attributes**

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| --- | --- |
| Approachable and positive. | Essential |
| Pro-active; good at self/time management and prioritising.  Discreet, tactful, with an understanding of the need for sensitivity and confidentiality. | Essential  Essential |
| Enthusiasm to develop own practice. | Desirable |

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| Ability to communicate clearly and accurately in speech and writing. | Essential |
| Good administrative skills. | Essential |

**Applications**

Applications should arrive no later than Monday 14th May 2018 and be sent to: [hr@wrekincollege.com](mailto:hr@wrekincollege.com) (or by post to: The Headmaster, Wrekin College, Wellington, Shropshire TF1 3BH).

Candidates wishing to discuss the post informally before applying should contact the Headmaster’s office in the first instance. Telephone: 01952 265602

**Wrekin College is committed to safeguarding and promoting the welfare of children and young people. The successful applicant will be subject to a criminal records check.** Candidates are requested to provide proof of qualifications and identity when attending for interview. Where possible, the proof of identity should include two of the following documents: passport, birth certificate or driving licence, plus a document detailing National Insurance number and proof of residential address. Further evidence may be requested from the person appointed to enable the school to carry out the necessary criminal background check.

If you submit an application but are not called for interview by 24th May, please assume that your application has been unsuccessful.

Tim Firth

Headmaster