**Post title** Learning support teacher (part time)

# Line manager/s: SENCO

**Supervisory responsibility:** The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document which you are required to carry out, along with any other duties that the Headteacher may reasonably direct. It may be modified by the Headteacher to reflect or anticipate changes in the job, commensurate with the salary and job title.

**Main purpose of the job**

* Be responsible for upholding and developing the SEN policy of the school
* Work with the LS department to identify students with learning differences; assess their strengths/weaknesses and learning style.
* Liaise with SENCO to provide appropriate provision for pupils requiring learning support
* Ensure clear communication and partnership between all staff with respect to SEN provision
* Track and monitor students to assess the efficacy of the intervention to ensure progress
* Ensure parents are kept informed of their child’s progress through the academic year
* Liaise with outside agencies as appropriate
* Assess children for Access Arrangements for public examinations
* Teach a range of children mainly across the senior department in small groups or one-to-one or within the classroom setting
* Attend Learning Support Departmental meeting
* Attend Subject teachers meetings where appropriate
* Carry out any other such duties as the post holder may reasonably be required to do.
* Write reports as required
* Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document (2016) and Teacher Standards*
* Take responsibility for promoting and safeguarding the welfare of children and young people within the school

# Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current [*School Teachers Pay and Conditions* *Document*](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550286/STPCD_2016_guidance.pdf)*.* Teachers should also have due regard to the Teacher Standards. Teachers’ performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

## Teaching

* Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
* Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
* Be accountable for the attainment, progress and outcomes of pupils’ you teach

* Be aware of pupils’ capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
* Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
* Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
* Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners’ progress and levels of attainment
* Give pupils regular feedback, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
* Use relevant data to monitor progress, set targets, and plan subsequent lessons
* Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate

## Behaviour and Safety

* Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
* Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to inspire, motivate and challenge pupils
* Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
* Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
* Have high expectations of behaviour, promoting self control and independence of all learners
* Carry out playground and other duties as directed and within the remit of the current *School Teachers’ Pay and Conditions* *Document*
* Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

## Team working and collaboration

* Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
* Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
* Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
* Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil

* Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
* Cover for absent colleagues within the remit of the current *School Teachers’ Pay and Conditions* document

## Fulfil wider professional responsibilities

* Work collaboratively with others to develop effective professional relationships
* Deploy support staff effectively as appropriate
* Communicate effectively with parents/carers with regard to pupils’ achievements and well-being using school systems/processes as appropriate
* Communicate and co-operate with relevant external bodies
* Make a positive contribution to the wider life and ethos of the school

## Administration

* Register the attendance of and supervise learners, before, during or after school sessions as appropriate
* Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers’ Pay and Conditions* *Document*

## Professional development

* Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
* Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
* Proactively participate with arrangements made in accordance with the [Appraisal Regulations 2014](https://www.gov.uk/government/publications/teachers-standards-appraisal-regulations-and-pay-reform)

## Other

* To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
* Perform any reasonable duties and extracurricular activities within the life of a busy boarding school as requested by the headteacher

### Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Teacher

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Person Specification

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| --- | --- | --- |
| **Education and Qualifications**  | **Criteria**  | **Assessment**  |
| Qualified teacher status  | **E**  | **A**  |
|  Level 7 access arrangements qualification  |  D |  A |
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| **Experience**  | **Criteria**  | **Assessment**  |
| 1 At least 3 years experience of working with SEN pupils  | **E**  | **A/I**  |
| 2 Able to work with one to one, small groups and whole class when required  | **E**  | **A/I**  |
| 3 Worked across different groups Years 4-11 **D**  A/I  |
| 4 Experience of assessing and teaching children with dyscalculia **D**  **A/I**  |
| 5 Qualified SENCO **D A** |
| 6 Able to assess pupils for access arrangements **D A/I**  |
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| **Knowledge and Understanding**  |  | **Criteria**  |  | **Assessment**  |
| 7 Experience and understanding of standardised testing for senior pupils  |  | **E**  |  | **A/I**  |
| 8 Experience of dealing with outside agencies  |  | **E**  |  | **A/I**  |

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| **Skills**  |  | **Criteria**  |  | **Assessment**  |
| 10 Team player |  | **E**  |  | **A/I**  |
| 11 Good communication skills |  | **E**  |  | **A/I**  |
| 12 Good communication with parents and wider community |  | **E**  |  | **I**  |
| 13 Able to teach across a range of subjects  |  | **D**  |  | **I**  |
| 14 Able to adapt a curriculum to suit differing needs  |  | **E**  |  | **A/I**  |

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| **Personal Qualities**  |  | **Criteria**  | **Assessment**  |
| 15 Positive and enthusiastic approach towards work  |  | **E**  | **I**  |
| 16 Good team player  |  | **E**  | **I**  |
| 17 Enthusiastic about continuing professional development  |  | **E**  | **I**  |
| 18 Flexible and adaptable  |  | **E**  | **I**  |
| 19 Ability to work on own initiative  |  | **E**  | **I**  |

 **Criteria Key Assessment Key**

 **E** Essential **A** Application Form

 **D** Desirable **I** Interview