



# Sidcot School

## Job Description and Person Specification

### Teacher of Learning Support (part-time, approximately 80%)

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.

|                                       |  |
|---------------------------------------|--|
| <b>Job Title</b>                      | Teacher of Learning Support (part-time, approximately 80%)   |
| <b>Summary of the role</b>            | To implement and deliver high quality teaching to students which provides students with the opportunity to achieve their individual potential whilst guaranteeing internal and external quality standards. |
| <b>Line management responsibility</b> | N/A  |
|                                       |  |

#### Duties and Responsibilities

|                 |   |
|-----------------|---|
| <b>Teaching</b> | <ul style="list-style-type: none"><li>• Promote and safeguard the welfare of children and young persons for who you are responsible and with whom you come into contact.</li><li>• Prepare individual learning programmes for each student in accordance with their needs; prepare Individual Education Plans and Pupil Profiles;</li><li>• Provide individual tuition on a 1:1 or small group basis to develop key maths and literacy skills and reinforce curriculum content as required;</li><li>• Liaise with subject teachers to: promote understanding of individual student need; provide guidance on teaching strategies for SEN students; and support the curriculum content;</li><li>• Carry out standardised assessments in order to identify student needs, track, monitor and report on student progress; and to establish entitlement to Access Arrangements and Reasonable Adjustments for exams.</li><li>• Identify and adopt the most effective teaching methods, which will stimulate learning appropriate to student needs and the demands of the syllabus.</li><li>• Work with colleagues to promote the stretch and challenge of all students, including the most able.</li><li>• Ensure a high quality learning experience for students, which meets internal and external quality standards.</li><li>• Assess, record and report on the attendance, progress, development and attainment of students and keep such</li></ul> |
|-----------------|---|

|   |  |
|---|--|
|   | <p>records as are required.</p> <ul style="list-style-type: none"> <li>• Provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.</li> <li>• Undertake assessment of students as requested by external bodies, departmental, faculty and school procedures.</li> <li>• Prepare and update subject materials.</li> <li>• Maintain discipline in accordance with the School's procedures and encourage good practice with regard to punctuality, behaviour, standards of work and homework.</li> <li>• Ensure the health and safety of students and undertake risk assessments as appropriate.</li> <li>• Provide extra-curricular opportunities throughout the School to allow students to gain self-improvement at all ability levels.</li> <li>• Meet the Teachers' Standards as appropriate.</li> <li>• Undertake such other comparable duties as the Headmaster requires from time to time.</li> </ul> |
| <b>Communication</b>                      | <ul style="list-style-type: none"> <li>• Communicate effectively with the parents/guardians of students as appropriate including attendance at parent consultations.</li> <li>• Where appropriate, communicate and co-operate with persons or bodies outside the School.</li> </ul>  |
| <b>Operational and strategic planning</b> | <ul style="list-style-type: none"> <li>• Assist in the development of appropriate syllabuses, resources, schemes of work etc.</li> <li>• Contribute to the department's development plan and its implementation.</li> <li>• Plan and prepare courses and lessons.</li> <li>• Work with colleagues to ensure that the curriculum area provides a range of teaching which complements the School's strategic objectives.</li> <li>• Assist colleagues in the process of curriculum development and change.</li> </ul>  |
| <b>Marketing</b>                          | <ul style="list-style-type: none"> <li>• Take part in marketing activities such as open days.</li> <li>• Contribute to the development of effective subject links with external agencies.</li> </ul>   |
| <b>Staff Development</b>                  | <ul style="list-style-type: none"> <li>• Participate in the School's further training and professional development.</li> <li>• Continue personal development in relevant areas including subject knowledge and teaching methods.</li> <li>• Engage actively in the School's performance management process.</li> </ul>   |

|  |  |
|--|--|
| <b>General duties</b>                              | A general contribution to the work of the rest of the school across the ability and age range is expected. There is considerable emphasis on “extra-curricular” activities at Sidcot, and some day, evening and weekend duties are required from all main professional grade teachers. All staff are expected to offer at least one extra-curricular club, society or activity, and to undertake some evening duties, as well as a share of the weekend duty and activity responsibilities (currently the equivalent of nine blocks of four hours per year each for full time staff, subject to review). Main professional grade teachers will have a tutorial group and a share of cover arrangements for absent colleagues. These duties are included in the Sidcot salary scale and they are carried out pro rata by part time staff. |
| <b>Line management duties and responsibilities</b> | N/A  |
| <b>Remuneration</b>                                | Remuneration is at the appropriate point on the Sidcot scale points 1 to 6 (£24,865 to £35,904), UPS 1/2 (£38,818/40,221) depending on qualifications and experience. Remuneration is paid pro-rata to part time teachers. The children of staff may be educated in Sidcot Junior School and Sidcot School at reduced rates, subject to satisfying our standard Admissions criteria.   |

## Person Specification

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.

|                       | Essential   | Desirable  | Method of assessment  |
|-----------------------|---|--|---|
|                       | These are qualities without which the Applicant could not be appointed  | These are extra qualities which can be used to choose between applicants who meet all of the essential criteria  |   |
| <b>Qualifications</b> | <p><i>The professional, technical or academic qualifications that the Applicant <b>must have</b> to undertake the role or the training that they <b>must have</b> received</i></p> <ul style="list-style-type: none"> <li>• Graduate in a relevant discipline</li> <li>• Qualified Teacher Status (or equivalent qualification/experience)</li> </ul> | <p><i>The professional, technical or academic qualifications that the Applicant <b>would ideally have</b> to undertake the role or the training that <b>they should ideally have</b> received</i></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Have, or be working towards a postgraduate diploma in Specific Learning Difficulties</li> <li>• Associate Member of British Dyslexia Association (AMBDA) or relevant Assessment Practising Certificate (APC)</li> </ul>   | <ul style="list-style-type: none"> <li>• Applicant's certificates</li> <li>• Discussion at interview</li> <li>• Independent verification of qualifications</li> </ul> |
| <b>Experience</b>     | <p><i>The categories of work or organisations, types of achievements and activities that would be likely <b>to predict</b> success in the role</i></p> <ul style="list-style-type: none"> <li>• Teaching experience, either in post or during training</li> </ul>   | <p><i>The categories of work or organisations, types of achievements and activities that would be likely <b>to contribute to</b> success in the role</i></p> <ul style="list-style-type: none"> <li>• Experience of providing 1:1 or small group support for SpLD/SEN students</li> <li>• Experience of specialist assessment methods for diagnosis of SpLD</li> <li>• Experience of appropriate teaching methods for SEND students</li> <li>• Experience of the pastoral care of students</li> <li>• Experience of leading students in extra-curricular activities</li> <li>• Teaching in other subjects outside their</li> </ul> | <ul style="list-style-type: none"> <li>• Contents of the application form</li> <li>• Interview</li> <li>• Professional references</li> </ul>                          |

|                  |   |   |  |
|------------------|---|---|--|
|                  |   | specialist area.  |  |
| <b>Skills</b>    | <p><i>The skills <b>required</b> by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• Excellent teaching skills</li> <li>• Able to work well in a team</li> <li>• Highly organised and motivated</li> <li>• Willing to engage fully in the extra-curricular life of the School</li> <li>• Good motivator and able to generate enthusiasm for their subject</li> <li>• Able and willing to meet deadlines and targets set by managers</li> <li>• Ability to apply ICT in order to enhance teaching and learning</li> </ul> | <p><i>The skills that would <b>enable</b> the Applicant to perform effectively in the role</i></p>  | <ul style="list-style-type: none"> <li>• Contents of the application form</li> <li>• Interview</li> <li>• Professional references</li> </ul> |
| <b>Knowledge</b> | <p><i>The knowledge <b>required</b> by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• Excellent subject knowledge</li> <li>• Knowledge of effective teaching strategies and pedagogy for SEND students</li> </ul>  | <p><i>The knowledge that would <b>enable</b> the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• Knowledge of specialist assessment methods and diagnosis</li> <li>• Other relevant SEND knowledge and experience: for example ASD, ADD/ADHD, SLCN</li> <li>• Other relevant training, for example in safeguarding, careers education, etc</li> </ul> | <ul style="list-style-type: none"> <li>• Contents of the application form</li> <li>• Interview</li> <li>• Professional references</li> </ul> |

|  |  |   |  |
|--|--|---|--|
|  |  |   |  |
| <b>Personal competencies and qualities</b> | <p><i>The personal qualities that the Applicant <b>requires</b> to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> <li>• Strong interpersonal skills and self-awareness adapting to situations with particular reference to children</li> <li>• Appreciation and understanding of the core Quaker values of peace, truth, integrity and equality</li> <li>• Emotional resilience in working with challenging behaviours</li> <li>• Positive attitude to use of authority and maintaining discipline</li> <li>• A willingness to engage fully in the extra-curricular life of the School</li> <li>• A willingness to collaborate on projects, departmentally and whole school</li> </ul> | <p><i>The personal qualities that would <b>assist</b> the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• Extra-curricular interests and a willingness to share them</li> </ul> | <ul style="list-style-type: none"> <li>• Contents of the application form</li> <li>• Interview</li> <li>• Professional references</li> </ul> |