



THE PORTSMOUTH GRAMMAR SCHOOL

PGS JOB DESCRIPTION – TEACHER OF LEARNING SUPPORT AND ENGLISH

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

Summary of the role

The Portsmouth Grammar School is a leading co-educational school located in the historic heart of Portsmouth. We are very much a family school known for excellent teaching, superb pastoral care and wide-ranging co-curricular opportunities and offer an education across the age range from Pre-School to Sixth Form.

The school seeks to appoint a well-qualified teacher of Learning Support and English from September 2025 or January 2026. The successful candidate will ideally have experience working with neurodiverse pupils with a variety of difficulties and will have experience supporting pupils across the four pillars of the SEND Code of Practice. Holding or working towards a level 7 Specialist Assessor qualification would be an advantage. This will be a full-time role.

Learning Support is a well-established and integral part of the school. Teaching within the department aims to build upon all pupils' neurodiverse strengths and develop their independent learning skills. Pupils may be seen one-to-one or in small groups for variable lengths of time or numbers of sessions, and these are usually arranged on a half-termly or termly basis. The focus of the support for individual pupils is dependent on their needs but could encompass literacy; numeracy; study skills; revision techniques; and curriculum support. Particular assistance is provided for those pupils with a specific additional educational need or difficulty (including, but not limited to, dyslexia, dyspraxia, attention difficulties and hearing or visual

	<p>impairments in some form) but, beyond that, a range of support can be offered for any pupil in the school who is identified as benefitting from working with the department. Underpinning effective support is the early identification of pupils' strengths and weaknesses through a comprehensive group screening procedure for all new entrants to the school, followed by further individual testing, where necessary. The department also support those pupils with SEND who followed a reduced curriculum; this is done through timetabled learning support lessons.</p> <p>PGS is an all-through school from ages 2½ to 18 and it is envisaged that this role will involve opportunities for work and personal professional career development across all key stages and sectors of the school. The Learning Support Department is line managed by the Deputy Head (Teaching and Learning).</p> <p>The school offers excellent training and support to teachers at all stages of their career. PGS teachers convey passion for their subject and seek to maximise progress by knowing their pupils well and adapting their teaching accordingly. We are always looking to develop new ideas and approaches to teaching and are keen to incorporate the particular interests of new members of staff into the overall curriculum scheme.</p> <p>The successful applicant will be expected to contribute fully to the pastoral and co-curricular life of the school. It is an expectation that all teachers will have a tutor group or act as a co-tutor within the pastoral system.</p> <p>How to apply</p> <p>Candidates are asked to apply through the online form linked to our advert on www.tes.com</p> <p>Any informal enquires about the role or how to apply are very welcome at recruitment@pgs.org.uk</p> <p>The closing date will be midday on 21st April 2025 and interviews will be scheduled to place on 25th April 2025. Candidates are asked to allow a whole day for the interview process.</p>
Line management responsibility	This role does not offer line management responsibility.
Main duties and responsibilities	<ul style="list-style-type: none"> To teach the Learning Support curriculum to pupils of all ages

- To teach English at Key Stage 3 (most likely in Year 7 or 8)
- To contribute to the departmental co-curricular programme and to the school's wider co-curricular programme.
- To contribute to the pastoral life of the school as required by the Senior Deputy Head.
- All staff are expected to promote and safeguard the welfare of children and young people for whom they are responsible and with whom they come into contact.
- The Learning Support teacher may be required to offer occasional assistance with projects in addition to their main role, which will include:

Teaching

- To teach pupils with a range of needs on an individual, small group or class basis
- To be the main point of contact across the school for pupils that you are supporting
- To design multi-sensory work programmes for each pupil with individual strengths and weaknesses in mind
- To become familiar with, and contribute to the development of, teaching resources in the department
- To develop the use of ICT within support lessons
- To carry out in-class pupil observations to inform effective practice within the Learning Support Department and within that subject area
- To support the Head of Learning Support in developing the whole-school provision of the Learning Support Department and teach across all sectors of the school.
- To write reports on pupils' progress and targets
- To support the development of teaching practice in the classroom through modelling core principles from the SEND Code of Practice

Professional relationships

- To work effectively as part of the Learning Support and English Department teams
- To communicate effectively at all levels across the school
- To advise teachers on how best to help SEND pupils within the classroom
- To liaise with subject teachers to implement effective strategies which will provide additional support for specific pupils within their teaching groups

	<ul style="list-style-type: none"> To advise parents about the progress of their child in relation to literacy, numeracy and other specific study skills, and the programme they are undertaking in support lessons <p>Administration</p> <ul style="list-style-type: none"> To assist with the existing system for screening all pupils at entry to the Senior School To assist as required with the 11+ interview and entrance examination process To assess pupils at the start and end of a teaching programme to monitor and record pupil progress via individual and bespoke pupil planning document. To maintain effective pupil records both within the department and on the main school database, as directed by the Head of Learning Support To create, in co production with all stakeholders, a pupil profile for those pupils with a known SEND. To carry out other in-house assessment tests within the department in order to advise parents about a suitable referral to external specialists To attend Parents' Evenings as requested by the Head of Department To read and interpret specialists' reports for teaching and pastoral staff as well as parents and to offer relevant advice To offer assistance in achieving the targets set out in the department's annual development plan To assess pupils for access arrangements (where a suitable qualification exists) <p>Professional development</p> <ul style="list-style-type: none"> To update knowledge by regularly attending in-house CPD, conferences and training courses To develop an understanding of the application of theory to effective teaching techniques To work closely with other staff to disseminate knowledge and understanding of additional educational needs, neurodiversity and specific difficulties. To design and deliver whole school CPD as required by the Head of Learning Support.
Safeguarding responsibilities	<ul style="list-style-type: none"> This role involves regulated activity with children. All teaching staff are involved in the pastoral life of the school. All teaching staff are required to attend regular training in safeguarding and child protection.

Benefits	<p>The Portsmouth Grammar School prides itself on being a caring employer and all staff are encouraged to discuss any aspects of their terms and conditions of employment initially with their line manager and, as necessary, with the Bursar who signs all contracts of employment on behalf of the Governing Body.</p> <p>The school is a strong supporter of Continuing Professional Development (CPD) and its INSET programme of Professional Development Days provides staff with many personal development opportunities.</p> <p>Key financial benefits of employment at PGS include a generous salary structure supplemented by payment of an additional PGS Allowance. There are many opportunities to take on additional paid responsibilities to assist in the management and operation of the school. The school also has a generous fee concession for the children of teaching staff.</p> <p>PGS became a 'phased withdrawal' school from the Teachers' Pension Scheme from 1st September 2023. Teachers joining PGS will be auto-enrolled into the school's defined contribution pension scheme with Aviva. We also have a non-contributory death-in-service policy calculated at 4 times annual salary.</p> <p>The school supports the Cycle to Work scheme and all members of staff have free use of the school's sports facilities which include a well-equipped Fitness Centre. The school provides a two course lunch during term.</p> <p>The school is always looking for innovative ways to improve the working conditions and remuneration of its employees and welcomes suggestions from all staff.</p>
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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	
Qualifications	<i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i> <ul style="list-style-type: none">• Strong academic qualifications in Learning Support, English or a related subject	<i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</i> <ul style="list-style-type: none">• QTS• Level 7 Specialist Assessor qualification• Qualification relating to supporting individuals with social communication difficulties	Production of the Applicant's certificates Discussion at interview Independent verification of qualifications if necessary

Experience	<p><i>The categories of work or organisations, types of achievements and activities required by the Applicant that would be likely to predict success in the role</i></p> <ul style="list-style-type: none"> • Experience supporting pupils across the four pillars of the SEND Code of Practice • Experience of/ability to teach English at KS3 • Experience of playing a key role in co-curricular activities 	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
Skills	<p><i>The skills required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Ability to plan, design and deliver excellent lessons that support the needs of all learners • A creative and innovative approach to Teaching and Learning • An ability to work effectively as part of a team 	<p><i>The skills that would enable the Applicant to perform effectively in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Observed lesson</p> <p>Professional references</p>

Knowledge	<p><i>The knowledge required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Knowledge of GCSE specifications in English • Knowledge of current issues in education and the teaching and learning of pupils with AEN • Knowledge and understanding of legislation relating to current guidance in Keeping Children Safe in Education and other guidance issued by the Department for Education and ISSR • A willingness to develop knowledge and understanding of GDPR legislation 	<p><i>The knowledge that would enable the Applicant to perform effectively in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
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Personal competencies , qualities, attitude and behaviours	<p><i>The personal qualities, attitude and behaviours that the Applicant requires 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"> • motivation to work with children and young people • ability to form and maintain appropriate relationships and personal boundaries with children and young people • willingness to lead the sharing of ideas and best practice within the department • ability to play a key role in the co-curricular and super curricular activities of the department and to contribute to the wider co-curricular programme of the school • ability to contribute to the pastoral life of the school • willingness to support the school's wider external partnerships • willingness to undertake all training required by the school including safeguarding training 	<p><i>The personal qualities that would assist the Applicant to perform effectively in the role</i></p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
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	<ul style="list-style-type: none">• willingness to support the aims and ethos of the school		
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