



**Learning Support Practitioner
Required September 2025**



Learning Support Practitioner

Salary: NJC Grade 4 – £25, 584 - £27, 269

Actual Working Weeks Salary – £18, 140 - £19, 335

Term-Time Only – 30.5 hours - Monday – Friday – 8.50am – 4.00pm

(3.40pm on Friday), 1-hour lunch break, paid for 44.85 weeks per year

Required: September 2025

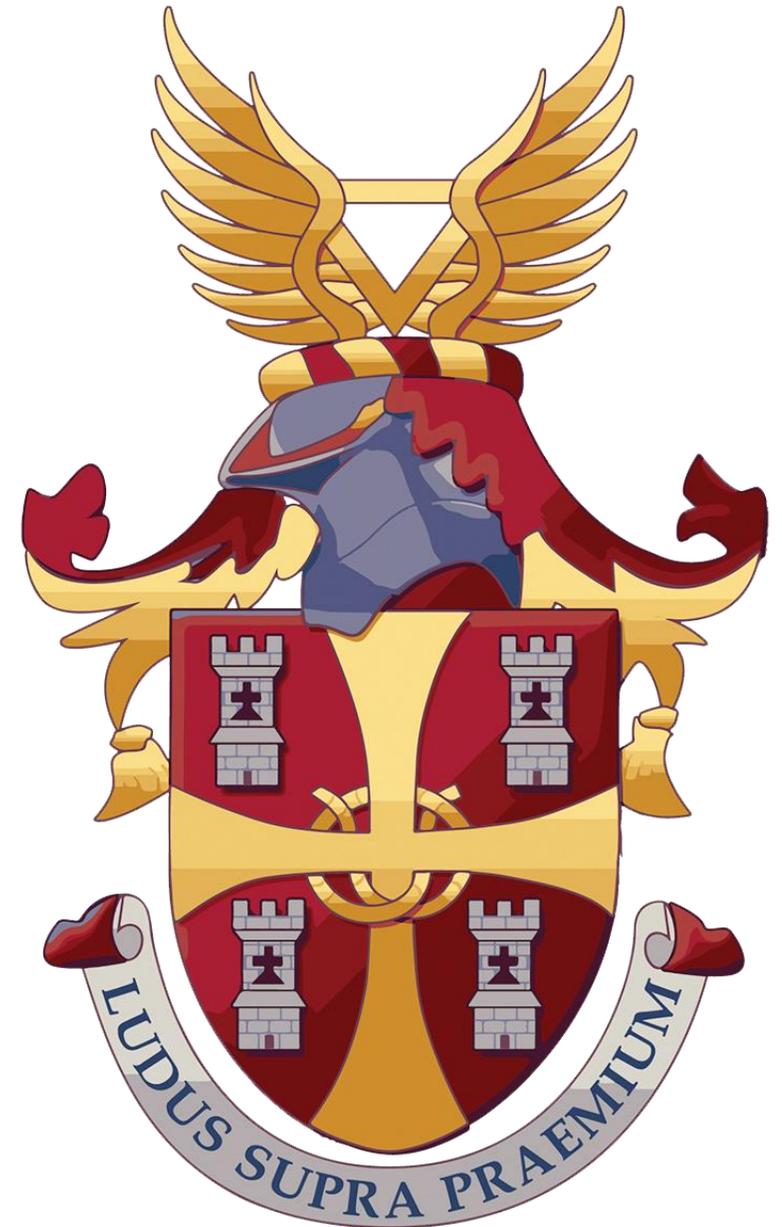
An exciting opportunity has arisen to join one of the country's leading grammar schools and offers staff the opportunity to work with able and well-motivated students. We are seeking a dedicated and compassionate Learning Support Practitioner to join our supportive team, suitable for a NVQ Level 3 trained practitioner or someone who is Level 2 and committed to further development. This role is ideal for someone who is committed to providing holistic, student-centred support. This will involve prioritising and facilitating emotional wellbeing, social development, and personalised care. Please note that we currently have subject specialist academic support staff on our team and, as such, this role will focus on delivering targeted support based on individual needs. This will be on a one-to-one or small group basis, under the direction of our SENDCO, along with in class support on occasions when this is needed. We have a newly refurbished specialist room to facilitate one-to-one and small group support sessions.

In return, we offer professional support and career development opportunities. We recognise and value continued professional development and as such, training opportunities will be made available to you throughout your career with us.

Please visit the school website for further details and the employment application pack. Potential candidates who wish to informally explore more details about the role or school should contact the Headteacher at recruitment@wghs.org.uk.

Closing date for applications: 19th May at 4pm

Interview date: 22nd May





Welcome to WGHS

Wolverhampton Girls' High School has a long and established history of providing outstanding education for girls for over 100 years. We pride ourselves on our traditions, but we do not stand still, we are striving for continuous improvement. There is no charge or cost related to the admission of a student to the school and we welcome students from within the City of Wolverhampton and beyond.

We offer a broad and rich curriculum where all students are encouraged and supported to achieve their personal best in all aspects of school life. Our combination of high expectations and support tailored to meeting individual needs leads to confident and well-rounded young women who are well prepared to take on the next stage of their lives. Students are highly motivated to learn and personalised learning lies at the heart of our provision. Students also benefit from exceptional learning facilities.

The school is respected as one of the best state schools in the country, regularly achieving examination results which place it at or near the top of national league tables. This success has also been recognised by Ofsted, with the school achieving five successive "Outstanding" inspections. In the most recent inspection in November 2023, we were graded Outstanding in every category.

Whilst academic achievements are an important part of life at WGHS, students enjoy the wide range of other opportunities. These include participation in the thriving house system, and opportunities in the fields of sport, music and drama. There is a plethora of activities for the students to engage in from leading whole school events; to organising charity fundraising activities; participating in debating competitions and enjoying expeditions abroad.

Our team of dedicated staff ensures that students are well supported to achieve academic success, within a caring community. We have placed pastoral care at the centre of our school community through our "Hub". Pastoral care provided is exceptional, focusing upon student wellbeing and equipping students with the skills and knowledge that will support them to navigate life beyond the school.

The school's motto: Ludus Supra Praemium (which translates as "the game before the prize"), emphasises the value of taking part as a member of the school community. Our girls are encouraged to develop skills for lifelong success in terms of understanding themselves as learners and developing as responsible citizens, demonstrating care and respect for all members of the community. As a result, they leave WGHS with fond memories, and equipped as confident and independent minded young women ready to take on the challenges ahead and enjoy success in their chosen fields.

WGHS is a special place to be, with its supportive atmosphere encouraging all students to achieve their best in all aspects of school life. Thank you for your interest in this exciting opportunity, we encourage you to apply and come and join our community.

Mrs Trudi Young
Headteacher



Ludus Supra Praemium

“the game before the prize”

We value highly the experiences students gain both in and out of the classroom. The House System offers wide variety of opportunities for students deliver softer skills including events such as the annual House Arts, House Winter Games and Sports Day events.

Our staff offer a range of extra-curricular opportunities in school and a variety of opportunities for students to travel abroad. This has included expeditions to Iceland, Russia, Nepal and China!



Our School

WGHS has a rich history of providing an excellent education. We pride ourselves on our traditions, but we do not stand still, we are striving for continuous improvement. It is an exciting place to be!

We are a warm and friendly school with a community atmosphere. Pastoral care and support are our top priority, ensuring that students and staff feel happy, safe and secure.

We offer an exceptional enrichment programme with a plethora of activities for students to engage in, from leading whole school events, organising charity fundraisers, sports, music, drama, debating competitions and expeditions abroad. Our house system also provides many opportunities for girls to engage in fun activities.

We offer a broad and rich curriculum where all students are encouraged and supported to achieve their personal best in all aspects of school life. Our combination of high expectations and tailored support to meet individual needs, leads to academic excellence.

Our school is respected as one of the best state schools in the country, regularly achieving examination results which place it near the top of the national league tables. Our success has also been recognised by Ofsted with the school achieving five successive 'Outstanding' inspections.

Our school motto: *Ludus Supra Praemium*, emphasises the value of taking part as a member of the school community. We encourage developing skills for life long success, developing happy, confident and resilient young women.





Our Students

All, of our students, are high achieving and almost all go on to study university courses with girls accessing some of the most competitive courses at the most sought-after institutions.

Examination results are exceptional, year after year.

Fewer students than the national average are eligible for the Pupil Premium (Years 7 to 11) (130) and 6 Service Children. 20 students are eligible for the 16-19 Bursary and we have 0 Looked After Children.

We have 51 students with SEND needs.

The proportion of students from ethnic minority groups is 78% with Indian students making up 36% and 31% who speak English as an Additional Language.

There is a very strong community ethos across the school with the House system at its heart. Students compete enthusiastically in a range of different competitions. These events, together with academic and pastoral mentoring across the year groups, ensure that students actively support each other from Years 7-13. Students seize leadership opportunities, running many clubs at lunchtime and leading a variety of fundraising activities.

All of our girls want to and are encouraged to achieve their personal best. They support each other in and beyond the classroom to strive for excellence and subsequently achieve great success in all areas.



Our Staff

We have 127 staff; 80 teachers of whom 34 are part-time; and 47 support staff. There are 14 Curriculum Leaders, 2 Directors and 4 House Leaders. The Senior Leadership Team is comprised of the Headteacher, 2 Deputy Headteachers, 3 Assistant Headteachers and 2 Associate Senior Leaders.

There is a strong sense of support and community amongst the staff.

Staff are actively encouraged to inform the planning of future whole school priorities. In addition, staff make valuable and active contributions to several school-working groups.

All staff receive an annual appraisal with a mid-year review, alongside ongoing professional development. Career development is an expectation for all, and we provide support within school to help colleagues to develop. There are opportunities to lead whole school training sessions and to share expertise across and within departments.

We are very fortunate to be supported by a team of dedicated and high-quality support staff who support the school in a variety of ways. These include administration, finance, learning support, data and examinations and site.

Students and parents have high expectations of the staff as a result of their thirst for learning and ambition. This makes our focused learning environment a very rewarding one of which to become apart.

Our Facilities

The school is steeped in traditions from over its 100-year history, but we are forward looking and aiming for continuous improvement. In the last ten years we have benefitted from over £14 million investment in our school. Work is now completed on a £3.4 million funded project. This included provision of four new science laboratories and refurbishment of two others, as well as an Activity Studio.



Job Description – Learning Support Practitioner

Reporting to: SENDCo

Pay Scale: NJC Grade 4 (Point 7.0 – 11.0)

PURPOSE

To work under the direction and guidance of teaching staff and the SENDCO within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the planning preparation of resources for individual students. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to provide one to one support to enable identified students to access all areas of the curriculum and participate fully in their learning.

SUPPORT FOR STUDENTS

- Provide one to one support for identified students.
- Use specialist (curricular/learning) skills/training/experience to support students.
- Assist with the development and implementation of Student Passports and EHCPs.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote good behaviours in the learning environment by delivering agreed strategies and interventions.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self reliance.
- Provide feedback to students in relation to progress and achievement.



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SUPPORT FOR TEACHERS

Work with the teacher to maintain an appropriate learning environment

Supporting the teaching staff in adapting the delivery of the curriculum to meet the needs of the student.

Monitor and evaluate identified student responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.

Provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence.

Be responsible for keeping and updating routine records as agreed with the teacher, contributing to reviews of systems/records as requested.

Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.

Liaise sensitively and effectively with parents/carers as agreed with the SENDCO and participate in feedback sessions/meetings with parents with, or as directed

Provide general and routine clerical/admin. support as required.

SUPPORT FOR THE CURRICULUM

Apply knowledge of SEND in the classroom to support the role.

Implement agreed learning activities/teaching programmes, making appropriate adjustments according to student responses/needs.

Implement local and national learning strategies and make effective use of opportunities provided by other learning activities to support the development of relevant skills.

Support the use of ICT in learning activities and develop student competence and independence in its use.

Help students to access learning activities through specialist support

Prepare and maintain general and specialist equipment and resources in line with agreed plans and strategies.

Communicating with both the SENDCO and the teaching staff to ensure that delivery of the curriculum meets the requirements of the student's Education and Health Care Plan.



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SUPPORT FOR THE SCHOOL

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop

Contribute to the overall ethos/work/aims of the school

Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students

Attend and participate in regular meetings

Participate in training and other learning activities as required

Recognise own strengths and areas of expertise and use these to advise and support others

Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate

Undertake planned supervision of students' out of school hours learning activities

Supervise students on visits, trips and out of school activities as required



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OTHER SPECIFIC DUTIES

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the post and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but, following consultation, may be changed to reflect or anticipate changes in the post which are commensurate with the salary and job title.

Any other duties appropriate to the grade of the post, subject to any reasonable adjustments under the Equality Act.

The above position requires the ability to use modern technology, in particular word processors and computers. The school uses the ARBOR system.

The many and varied tasks involved in the administration of the School require a team effort with a flexible approach and a willingness to co-operate with other members of the staff.

The Associate Staff Team members have a key function of providing the interface between the School, the public and the parents.

A high priority is to be given to standard of presentation of all written communications, booklets and information sheets.

Similarly, there should be a high standard of courtesy and good manners in all dealings with visitors and enquiries to the school.

Postholders must comply with the policies and procedures of Wolverhampton Girls' High School.



Person Specification – Learning Support Practitioner

Reporting to: SENDCo

AREA	ESSENTIAL	DESIRABLE
QUALIFICATIONS AND EXPERIENCE	<p>NVQ 3 for Teaching Assistants or equivalent qualification or experience</p> <p>Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.</p> <p>Extended experience in one post.</p> <p>Experience of working 1:1 with students.</p> <p>Evidence of employment in a position of responsibility.</p> <p>Accurate and efficient Word Processing skills.</p> <p>Proficient in use of Excel.</p> <p>Able to use a range of ICT, including e-mail and the internet.</p> <p>Able to work independently and to use own initiative.</p> <p>Able to focus within a very busy environment.</p>	<p>Experience of Arbor</p> <p>First Aid Trained</p>
INTERPERSONAL SKILLS	<p>The Teaching Assistant should be able to:</p> <p>Have a working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities.</p> <p>Communicate effectively both orally and in writing with staff, students, parents and outside agencies.</p> <p>Support and work as part of a high performing team, understanding classroom roles and responsibilities and your own position within these.</p> <p>Develop good relationships with staff and others.</p> <p>Be approachable and adaptable.</p> <p>Deal sensitively and confidentially with people.</p> <p>Organise and prioritise.</p> <p>Seek advice and support when necessary.</p>	
PERSONAL QUALITIES	<p>Consistent in approach.</p> <p>Quick thinking, flexible and willing to adapt to changing circumstances.</p> <p>Resilience, enthusiasm, energy and vigour.</p> <p>Honesty, reliability, integrity and commitment to the success of the school.</p>	

Staff Wellbeing Charter

WGHS takes the wellbeing of all staff very seriously. The charter below takes into account all of the measures we have in place to assist staff to carry out their professional duties. The staff are very supportive of each other we ask all staff to be committed fully to the charter below through their actions.



No student or class data collected for data's sake



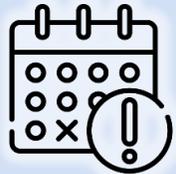
Staff marking expectations are minimum and workload regularly reviewed



Clear expectations around communication. There is no expectation to respond outside of the school day, although you can choose to do so



A flexible and generous discretionary leave policy. Teachers can leave from 3pm when they are free



Deadlines well publicised and annual calendar consultation



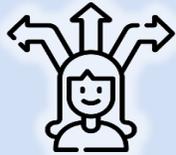
A flexible opt-in approach to directed time



Complimentary drinks in the staffroom at break time



A fitness suite available for staff use



Opportunities for career development



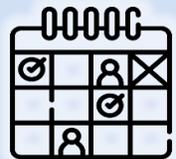
Meetings have a clear purpose, agendas are issued one week in advance, and those leading meetings ensure they are kept on track and finish on time



Counselling service free to all staff



The school will endeavour, wherever possible, to champion and enable flexible working



Calendared sanctuary weeks with no meetings/events



Coaching and shadowing opportunities



Complimentary Christmas dinner for all staff each year



Half-termly breakfast social for all staff



Optional school funded health and fitness plans available for staff



Your wellbeing matters.
The school is committed to prioritising and promoting staff wellbeing.



Wellbeing is a shared responsibility.
The school is committed to giving all staff the support they need to take responsibility for their own and other people's wellbeing.



How to Apply

To apply for this post, please complete the application form and submit it with a supporting letter. In your letter you should state:

1. Your reasons for applying for the post
2. The experience you believe to have prepared you for the post
3. The skills and strengths you will bring to the school with reference to the person specification

Important - Please note that the application form must be completed in full and submitted for the attention of the Headteacher by post or to recruitment@wghs.org.uk

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to satisfactory references which will be required prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications and verification of the Right to Work in the UK. Please note police checks will also be required for time spent working outside of the UK.

