



## Job Description

### Learning Support Teacher

The Downs Preparatory School strives to employ outstanding, educational practitioners as ultimately they largely determine the success of the children and the school. It is anticipated that they will be dedicated, passionate, innovative teachers who will enthuse, stimulate and excite our pupils in their learning. They will be excellent role models who will promote good manners, civilised behaviour and traditional values. They will also embrace the service philosophy of the school that is one of genuine superior customer care.

The Learning Support Department is an essential part of the school. It is increasingly multi-dimensional and presently provides for approximately 8% of our children. Some of these children have specific learning difficulties such as dyslexia and dyscalculia, a small number require speech therapy and others simply need a little support to enable them to cope with the usual demands of the classroom.

Whilst it is impossible to list the exact roles of a Teacher of Learning Support at the Downs Preparatory School, the following points provide a reasonable outline.

| Learning Support Teacher                   |   |
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| <b>Summary of the role:</b>                | Providing Learning Support for children throughout the school, that is in both Pre-Prep and Prep.   |
| <b>Responsible to</b>                      | The Head of Learning Support (HLS)  |
| <b>Line management responsibility for:</b> | Learning Support Assistants and external agency staff as required by the Head of Learning Support.  |
| <b>Safeguarding Children</b>               | <ul style="list-style-type: none"> <li>• Members of staff will unreservedly promote and safeguard the welfare of children and young persons for whom they are responsible and with whom they come into contact.</li> <li>• Members of staff will be particularly mindful of the 'Whistle Blowing, Unacceptable Use and Intimate Care policies as described in the Staff Handbook at any time they consider a child to be vulnerable.</li> </ul> |

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| <b>Curriculum</b> | <ul style="list-style-type: none"> <li>• Teachers are expected to carefully plan, prepare and give lessons in line with the department's syllabus and scheme of work. This is likely to require a knowledge of EYFS, the National Curriculum and the Common Entrance syllabus.</li> <li>• Differentiation will be planned and employed at all ages to ensure children are suitably challenged.</li> <li>• Teachers will embrace constructive cross curricular activity.</li> </ul>   |
| <b>Teaching</b>   | <ul style="list-style-type: none"> <li>• Teaching should be invigorating, motivating and fun but it should also be challenging. It should be of a good pace and it should engage all children.</li> <li>• A variety of teaching strategies should be used on a regular basis in order to suit the various learning styles of different children.</li> <li>• Independent learning should be encouraged – the teacher being a 'facilitator'.</li> <li>• IT should be embedded in teaching - it should be an integral learning and teaching tool.</li> <li>• Teaching will encourage children to focus and concentrate over suitable periods of time.</li> <li>• Teaching will ensure that children present and preserve their work carefully and tidily.</li> <li>• High standards of classroom discipline are expected in order to facilitate learning be it independent or collaborative.</li> <li>• All children must be respected; they certainly do not need shouting at. It should be noted that good teachers quickly and easily earn respect.</li> </ul> |
| <b>Learning</b>   | <ul style="list-style-type: none"> <li>• The children should be presented with a variety of learning strategies; collaborate and independent.</li> <li>• Learning will reflect resilience, perseverance and determination.</li> <li>• Learners will be rehearsed in study skills and they will be expected to embrace these skills in their learning.</li> <li>• Teachers will set prep as appropriate.</li> <li>• All classrooms will be attractive, tidy and interesting learning environments. Displays will be used to support learning and regularly updated and changed.</li> </ul>  |
| <b>Assessment</b> | <ul style="list-style-type: none"> <li>• Formal Assessment results should be used to inform teaching and learning.</li> <li>• Members of staff are expected to mark and assess pupils' work in line with school and department policies. These can be found in the Staff and Department Handbooks.</li> <li>• Comments on a piece of work should be informative and with next steps suggestions.</li> </ul>  |

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| <b>Recording and Reporting</b>     | <ul style="list-style-type: none"> <li>• Detailed records of pupils' achievement must be kept to inform assessment and reporting.</li> <li>• Reports on each child must be written each term. Each report will be target specific.</li> <li>• Parents will be regularly kept up to date with the development of children working within the Learning Support Department. They are offered two formal meetings a year and ad hoc when required.</li> </ul>  |
| <b>Pastoral Care</b>               | <ul style="list-style-type: none"> <li>• Excellent standards of behaviour are essential at all times.</li> <li>• Members of staff are expected to have very high expectations of pupil conduct and presentation.</li> <li>• A small, happy community, DPS prides itself in knowing each child well and in doing so being able to cater for their individuality.</li> <li>• The Pastoral Care Group have an active role in supporting and nurturing children.</li> <li>• The School also has a dedicated counsellor to provide specialist support.</li> </ul>   |
| <b>General Professional Duties</b> | <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• To keep up to date with modern education theory and subject knowledge.</li> <li>• To regularly attend appropriate courses that will enhance teaching and learning.</li> <li>• To attend Inset Days as required (generally immediately before term but also occasional twilight sessions) and directed by the Headmaster or members of the Leadership Team.</li> <li>• To partake in appraisal every year and to partake in Observation Weeks twice a year, the main objective being to promote reflection of practice.</li> <li>• To visit other schools in order to observe other similar practice.</li> </ul> <p><b>School Meetings</b></p> <ul style="list-style-type: none"> <li>• To attend Liaison Meetings each term - meetings between Prep and Pre-Prep teachers.</li> <li>• To attend Staff Meetings as required by the Head and/or the Leadership Team (weekly).</li> <li>• To attend Attainment Meetings each term.</li> </ul> |
| <b>Departmental Matters</b>        | <ul style="list-style-type: none"> <li>• The Teacher of Learning Support will attend and contribute to a weekly department meeting.</li> <li>• The HLS will help to ensure the Department is well resourced and make suggestions for the improvement where appropriate by sharing knowledge of educational trends and ideas openly and collaboratively.</li> </ul>   |
| <b>Assessments</b>                 | <ul style="list-style-type: none"> <li>• The LS Teacher will assess any children brought to the attention of the LS department by colleagues or parents. The assessment data must be used to inform teaching and learning.</li> <li>• The LS Teacher must learn how to access and interpret the school standardised assessment data annually updated on each child.</li> <li>• The LS Teacher must make sure that any other specific standardised assessment data used in the department - NFER etc... - is reviewed in mind of schools data and any evaluation made must be shared with all those parties concerned, HLS,</li> </ul>  |

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|                                      | <p>parents and teachers.</p> <ul style="list-style-type: none"> <li>• The LS Teacher must ensure that IEP's of the pupils they teach are updated every year, taking note of any updates highlighted by the HLS.</li> </ul>   |
| <b>Administration</b>                | <ul style="list-style-type: none"> <li>▪ The LS Teacher will organise and co-ordinate their timetable in consultation with HLS.</li> <li>▪ The LS Teacher will input termly data records for charging purposes through the Bursary.</li> </ul>   |
| <b>Professional Development</b>      | <p>The LS Teacher must take the opportunity to both promote their professional development and contribute to the overall development of the Department.</p> <ul style="list-style-type: none"> <li>• The LS Teacher should embrace opportunities to attend formal and informal training and to observe teaching, particularly within the Department.</li> <li>• The LS Teacher should contribute to discussion about teaching in the department, certainly during department meetings.</li> <li>• In order to maintain high academic standards at DPS, the LS Teacher must monitor and evaluate their work in the department. Lesson observation and the scrutiny of children's book by the Team each year is an integral part of this. Such monitoring and evaluation is in addition to the demands of the appraisal system.</li> </ul> |
| <b>Other Areas of Responsibility</b> | <p><b>Health and Safety Management</b></p> <ul style="list-style-type: none"> <li>• The LS Teacher must adhere to the appropriate Health and Safety policies. The school's Health and Safety Committee will provide advice on Health and Safety issues as required.</li> </ul> <p><b>Financial Management</b></p> <ul style="list-style-type: none"> <li>• Ensure that any purchase suggestions are supported by an order from the HLS to ensure budgetary prudence.</li> </ul>  |

You may also be required to undertake such other comparable duties as the HLS requires from time to time.

## 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  |
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|                       | 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>• A specialist qualification in specific learning difficulties eg. Dip SPLD</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 they <b>should ideally have</b> received</i></p> <ul style="list-style-type: none"> <li>• A graduate degree in a subject that can be used constructively in teaching and learning</li> <li>• A First Aid qualification</li> </ul> | Production of the Applicant's certificates  |
| <b>Experience</b>     | <p><i>The categories of work or organisations, types of achievements and activities that would be likely to <b>predict</b> success in the role.</i></p> <ul style="list-style-type: none"> <li>• Experience teaching within the Prep / Pre Prep school culture</li> <li>• Providing effective learning support to dyslexic children and pupils with SPLD.</li> </ul>  | <p><i>The categories of work or organisations, types of achievements and activities that would be likely to <b>contribute to</b> success in the role.</i></p> <ul style="list-style-type: none"> <li>• Providing effective dyscalculia learning support</li> <li>• Teaching in a school environment at KS's 1 &amp; 2</li> </ul>   | <p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p> |
| <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>• Specific skills of a Learning Support teacher</li> <li>• Computer literacy &amp; the ability to use the school data base for recording and reporting</li> <li>• High standards of discipline in the classroom and around the school.</li> <li>• Proven customer service skills that enable sensitive, effective communication with pupils, parents and colleagues</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>• The skill to make specific learning support resources</li> </ul>  | <p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p> |
| <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>• Knowledge of various learning difficulties including dyslexia, dyspraxia, ASD (autism).</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 SIMS – the school data base</li> <li>• Knowledge of INCas and MIDyis – standardised assessment tools</li> </ul>   | <p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p> |

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| <b>Personal competencies and qualities</b>   | <p><i>The personal qualities that the Applicant <b>requires</b> to perform effectively in the role and</i></p> <ul style="list-style-type: none"> <li>• Honesty, reliability and transparency</li> <li>• Enthusiasm and commitment</li> <li>• High personal standards of appearance, behaviour and punctuality.</li> <li>• Motivation to work with children and young people.</li> <li>• The willingness to reflect on personal practice.</li> <li>• The ability to work effectively within a team.</li> <li>• Reliability.</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>• Tolerance and patience.</li> <li>• A good sense of humour and a cheerful disposition.</li> <li>• A positive outlook – a view of optimism.</li> <li>• Perseverance and determination.</li> <li>• Humility.</li> <li>• Kindness, sensitivity and caring.</li> <li>• The understanding and appreciation of superior customer care.</li> </ul> | <p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p> |
| <b>To ensure that the Applicant safeguards and promotes the welfare of children and young people</b> | <ul style="list-style-type: none"> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> </ul>   |   |   |

GBW/EMM/MAG  
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