Learning Support Practitioner

Full Time | 37 hours per week

Term time plus one week

Starting ASAP

NJC Grade 4 pts 7-11

Actual Salary £23,419 - £24,962

Newport Girls' High School
Academy Trust

IN OMNIBUS FIDELIS

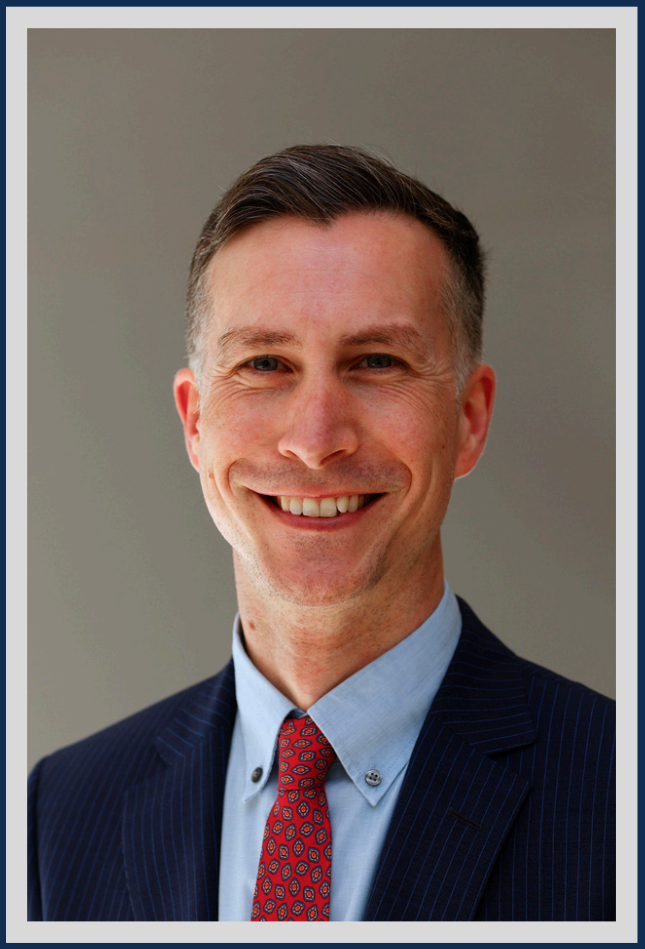
Welcome to NGHS

Thank you for your interest in the Learning Support Practitioner vacancy at Newport Girls' High School.
We are delighted that you are considering joining our school community.

This is an important new role within the school, providing individual, small-group and classroom support for students with SEND and other identified learning needs. Working closely with our SENCo and teaching staff, the successful candidate will help students to overcome barriers to learning, strengthen their foundational knowledge and skills, and develop greater confidence and independence.

We are looking for someone who is calm, patient and approachable, with high expectations for every student. You will need to be able to build positive professional relationships with young people, explain learning clearly and adapt your support to meet different needs. The role also includes maintaining accurate and confidential records, supporting SEND processes and contributing to communication with colleagues, families and external professionals where appropriate.

At NGHS, students are enthusiastic, thoughtful and keen to succeed. While they are academically able, we recognise that individual students may experience barriers affecting their learning, organisation, confidence or participation. This role will help us provide timely and carefully planned support, while ensuring that students continue to experience appropriate challenge and are encouraged to become increasingly independent. NGHS is a special place to work. Our staff are collaborative, committed and deeply invested in the success and wellbeing of every student. Teaching and support colleagues work closely together, and we greatly value the distinctive contribution made by every member of our team. Staff wellbeing is also an important priority, and our Staff Well-being Charter, included in this pack, outlines the practical ways in which we support colleagues.



We are proud to be an outstanding girls' grammar school, as confirmed by Ofsted in November 2022, when the school was judged outstanding in every category. Our strong academic outcomes sit alongside a warm and inclusive ethos, a well-established pastoral system and a genuine sense of belonging within the NGHS family.

We warmly encourage prospective applicants to arrange a visit to the school to experience our ethos and environment first-hand. Please contact us at jobs@nghs.org.uk or telephone 01952 797550 to arrange a suitable time.
Thank you for considering this opportunity. We appreciate the time and care involved in every application and look forward to receiving yours by the stated deadline.

Adam Jones
Headteacher

Aims, Ethos and Values

At NGHS, we strive to:

Provide a high-quality education which enables all students to reach their full potential as life-long learners

Foster a safe, inclusive environment in which all are valued, respected and celebrated

Offer opportunities for all to positively contribute to our NGHS family and the wider community

We achieve this by:

Being Kind **Working Hard** **Having Fun!**

All about NGHS

Curriculum Overview

Our curriculum is structured around a 50-period fortnightly timetable, with Weeks A and B being largely similar in content and delivery. As a selective school, we proudly offer an academically rigorous curriculum. At Key Stage 3, all students study French and German, alongside Biology, Chemistry, and Physics as distinct subjects. In addition, every student receives a weekly PSHE (Personal, Social, Health and Economic Education) lesson and two hours of Physical Education.

Students begin their GCSE journey in Year 9, following option selections made in Year 8. This three-year Key Stage 4 model was reviewed by Ofsted in 2019, who endorsed our approach as being well-suited to our learners. In Year 9, students typically choose four GCSE options, which must include:

- At least one Modern Foreign Language (MFL); one humanities subject; one practical subject and one additional choice.

In Year 10, this selection is reduced to three options, allowing for deeper study and preparation. Our GCSE teaching goes beyond the specifications, with a strong emphasis on developing subject mastery and laying foundations for A-level success.

Our Sixth Form retains approximately 80–85% of our Year 11 cohort, and we welcome a growing number of external applicants. Currently, over 135 students are enrolled in Year 12, reflecting our increasing popularity. We offer 18 A-level subjects and AS-level PE, with no fixed option blocks, allowing students greater flexibility in their choices.
All Sixth Form students receive dedicated PSHE and PE lessons to support their wellbeing and maintain a balanced educational experience. Most students study three A-levels and undertake an Extended Project Qualification (EPQ) in Year 13, while some opt for four A-levels. Each A-level subject is allocated nine periods per fortnight, ensuring comprehensive coverage and support.

All about NGHS

Pastoral Care, Inclusion and Leadership

Pastoral care is often described as the jewel in Newport Girls' High School's crown. Our well-established system ensures that every student is known, valued and supported throughout their time with us. Form Tutors are the first point of contact for day-to-day matters, while more complex pastoral, safeguarding or learning needs are referred to the appropriate specialist colleagues.

Each year group is led by a Head of Year who works closely with a team of Form Tutors. The pastoral team is further strengthened by our Wellbeing Manager, Wellbeing Officers, qualified counsellors and Student Health and Welfare Co-ordinator. Colleagues work collaboratively with students, families and external agencies to ensure that appropriate support is available when it is needed.

The SENCo works across the school to identify and respond to additional needs, advise colleagues and coordinate appropriate provision. Our approach is based on high expectations, careful identification of need and support which enables students to participate fully in school life. The Learning Support Practitioner will become an important part of this work, supporting students directly while contributing observations and information to wider planning and review.

Student leadership and peer support are also central to our ethos. Students have numerous opportunities to mentor one another, contribute to school life and take on positions of responsibility. Through the House system, enrichment activities and wider leadership opportunities, students develop confidence, initiative and a strong sense of belonging within the NGHS family.

The House System

The House System at NGHS is a cherished and vibrant part of school life, fostering community, leadership, and friendly competition across all year groups. Our three Houses—Austen, Roddam, and Seacole—are named to reflect values of resilience, creativity, and excellence, and each is led by a dedicated Sixth Form House Team. These teams include a variety of leadership roles such as House Captain, Sports Captain, Drama Captain, Music Captain, and others, providing students with meaningful opportunities to develop their leadership skills and contribute to the wider school community.

Throughout the academic year, students participate in a wide range of House competitions that showcase their talents and encourage teamwork and school spirit. Highlights include:

- House Music; House Bake-Off; House Drama; Sports Day and the House Point Cup.

These events are not only fun and engaging but also serve as powerful symbols of the NGHS ethos. Students from all year groups work together, forming strong inter-year bonds and celebrating each other's strengths. The House System plays a key role in nurturing the inclusive and supportive culture we proudly refer to as the NGHS family.

Participation in House activities helps students build confidence, develop new skills, and feel a strong sense of belonging. Whether performing on stage, competing in sports, baking with flair, or leading their peers, our students are given the platform to shine in a variety of areas beyond the classroom.

The House System is a cornerstone of our pastoral and enrichment provision, and its success is a testament to the enthusiasm and commitment of our students and staff alike.

Austen **Roddam** **Seacole**

All about NGHS

Staff Development

At Newport Girls' High School, our staff are our most valued asset. Teaching and support colleagues are equally valued and work closely together to contribute to the success of the school. Many members of staff remain with us for a significant part of their careers, reflecting the school's strong sense of community, mutual support and shared purpose.

Professional development is important for every member of our team. The successful candidate will receive an appropriate induction and opportunities to develop their knowledge and skills in areas relevant to the role, including SEND, safeguarding, foundational learning, intervention work and the effective support of young people.

The Learning Support Practitioner will work particularly closely with the SENCo and teaching colleagues. Regular discussion, agreed strategies and feedback about students' engagement and progress will support both professional learning and the continuous improvement of our provision.

Staff have access to whole-school training, relevant external development and opportunities to learn from colleagues. We encourage staff to reflect on their practice, share effective approaches and develop within their roles. There is a strong sense of camaraderie at NGHS: we work hard together, support one another and celebrate our successes as a united team.

All about NGHS

Inclusion and SEND at NGHS

Helping Every Student to Flourish

At Newport Girls' High School, we are ambitious for every student. Whilst our students are academically able, we recognise that some may experience barriers to learning which require additional support. Our approach combines high expectations with the right support at the right time, helping students to develop confidence, independence and the skills needed to succeed.

The SEND provision at NGHS is led by our SENCo, who works closely with students, families, staff and external agencies to coordinate effective support. This may include classroom strategies, reasonable adjustments, targeted interventions and individual support plans, all designed to enable students to participate fully in school life.

Alongside SEND provision, we place a strong emphasis on foundational learning. We recognise that literacy, numeracy, organisation, study skills and effective learning habits underpin success across the curriculum and beyond. Supporting students to develop these skills is an important element of our wider commitment to inclusion.

Inclusion at NGHS extends beyond the classroom. Through our pastoral systems, enrichment opportunities and strong sense of community, we strive to ensure that every student feels valued, supported and able to flourish as part of the NGHS family.

Staff Well-being Charter

The Trustees, Headteacher and SLT take the well-being 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. Our staff are supportive of each other and work hard as a team, in faculties, tutor teams and together across the whole school.

- A Staff Well-being Committee which meets termly
- A buddy for new staff who join NGHS for their first year
- An annual flu jab for all staff available upon request each winter
- Calendared wellbeing weeks with no evening meetings/events
- Deadlines well publicised and annual calendar consultation
- No student or class data collected for data's sake
- Dedicated marking afternoon for all staff during internal exam week
- Dedicated classroom wherever possible for all teaching staff
- Complimentary tea, coffee, sugar and milk in the staffroom
- Counselling service free to all staff both in-house and externally
- Greater PPA time than national and no mainstream cover
- Childcare vouchers scheme for those who have children in regular day care
- Staff social evening each term - let your hair down and relax
- A flexible and generous approach to family appointments, children's events, nativities, sports days etc.
- Complimentary Christmas Dinner for all staff each year
- Thank You Friday reward scheme for staff to share appreciation of colleagues
- Staff Menopause Ambassador with appropriate support for all
- Golden Space in the Car Park; awarded weekly on rotation!
- Measured approach to lesson observation, drop-ins and good practice weeks
- Annually reviewed Workload Policy; designed by staff for staff to support reducing workload
- Communications policy which protects time outside of school day
- SLT Open Door Policy at all times including urgent email for non-school days
- Cake, laughter & friendship in the staffroom
- A firm commitment to the current DFE Staff Wellbeing Charter

Job Description

RESPONSIBILITIES AND ACCOUNTABILITIES:	
Student Learning Support:	• Provide one-to-one, small-group and in-class support for students with SEND and other identified learning needs, under the direction of the SENCo and teaching staff. • Build positive and professional relationships with students, creating a calm, inclusive environment in which they can participate fully in learning. • Support students to understand instructions, organise their work, engage with learning and develop confidence and independence. • Use agreed strategies, resources, screening processes/assessment and reasonable adjustments to help students overcome barriers to learning. • Promote positive learning behaviours, self-reliance and high expectations, recognising and responding appropriately to individual needs. • Provide clear and objective feedback to teachers and the SENCo on students' engagement, progress and response to support.
Foundational Learning:	• Deliver or support planned one-to-one and small-group provision which strengthens foundational learning, including literacy, numeracy, study skills, organisation and learning habits. • Identify gaps or misconceptions through observation and discussion with teaching staff, and use agreed activities to consolidate essential knowledge and skills. • Adapt explanations, scaffolds and resources so that students can access the curriculum while maintaining appropriate challenge. • Help students develop effective strategies for reading, writing, memory, revision, problem-solving and independent study. • Monitor participation and progress against agreed objectives and contribute to the evaluation of interventions. • Support the development and maintenance of suitable learning resources and intervention materials.
SEND Administration and Referrals:	• Support the SENCo with the collation, organisation and secure recording of information relating to SEND concerns, referrals, assessments, examination access arrangements and reviews. • Gather relevant information from teachers and school records, using agreed templates and processes, while ensuring that professional judgements remain with the appropriate qualified staff. • Maintain accurate routine records of support, interventions, student progress and agreed actions. • Assist with the preparation and updating of student profiles, support plans and documentation for meetings or referrals. • Support communication and meeting arrangements involving staff, parents or carers and external professionals, as directed by the SENCo. • Handle sensitive information with discretion and in accordance with data protection, confidentiality and safeguarding requirements.
Support for staff and the Wider School:	• Work collaboratively with teachers to maintain an appropriate learning environment and support the inclusion of all students. • Contribute relevant observations to planning and review discussions, and follow agreed programmes, strategies and interventions. • Liaise professionally with colleagues, parents or carers and external professionals where directed by the SENCo. • Support students during transitions, assessments, educational visits and other activities where their additional needs require assistance. • Use school systems and technology appropriately to maintain records and support communication. • Participate in relevant meetings, training and professional development, including training linked to SEND and foundational learning.
Other additional duties:	• Supporting the general administrative needs of the School. • Complete lunchtime and breaktime duties on a rota basis as part of a duty team. • Uphold safeguarding responsibilities and maintain confidentiality at all times. • Support the wider school community as required, including occasional cover for lessons. • Maintain a secure understanding of key statutory documentation and guidance, including the SEND Code of Practice, and apply this knowledge effectively within the role.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	• GCSEs (or equivalent) including English and Mathematics at Grade C/4 or above. • A suitable Level 3 qualification or equivalent experience working with children and young people in an educational setting.	• Level 3 qualification in supporting teaching and learning, education, youth work or a related area. • Training relating to SEND, literacy, numeracy or learning interventions. • First Aid qualification, or willingness to train.
Experience	• Experience of working with young people in a school, educational or structured support setting. • Experience of supporting individuals or small groups with learning, organisation or participation. • Experience of completing administrative tasks and maintaining accurate, confidential records. • Experience of working collaboratively with colleagues.	• Experience of supporting students with SEND. • Experience of delivering literacy, numeracy, study-skills or other learning interventions. • Experience of contributing to SEND referrals, support plans, reviews or liaison with external professionals. • Experience in a secondary school or sixth-form setting.
Knowledge & Skills	• Understanding of how SEND and gaps in foundational learning may create barriers to participation and progress. • Ability to explain learning clearly and use appropriate scaffolding while promoting independence. • Strong literacy, numeracy and communication skills. • Ability to observe, record and report information accurately and objectively. • Good organisational and time-management skills, with the ability to prioritise in a busy environment. • Competence in Microsoft Office and confidence using digital records and school systems. • Understanding of safeguarding, confidentiality, data protection and professional boundaries.	• Knowledge of common SEND needs and practical classroom strategies. • Awareness of the graduated approach, EHCPs and the role of external agencies. • Experience using a school Management Information System or safeguarding/recording system. • Knowledge of evidence-informed approaches to foundational literacy, numeracy or study skills.
Personal Attributes	• Patient, calm and approachable, with high expectations for all students. • Able to build positive relationships while maintaining clear professional boundaries. • Reliable, discreet and attentive to detail. • Flexible and adaptable, with the confidence to use initiative within agreed procedures. • Committed to inclusion, equality and safeguarding. • Able to work independently and as a supportive member of a team.	• Resilient and solution-focused. • Reflective and committed to professional development. • Willingness to contribute to the wider life of the school.

Application and Selection Process

Thank you for your interest in the Learning Support Practitioner role at Newport Girls' High School. We hope this pack has given you a clear sense of our values, ethos and the important contribution this role will make to the school

To apply, please complete the official application form, including the supporting statement in Section 5.

Your supporting statement should explain how your experience, knowledge and personal qualities meet the criteria in the person specification. Please provide relevant examples, particularly where you have supported young people's learning, additional needs, organisation, confidence or participation.

We will shortlist candidates solely against the published criteria. A personalised application which demonstrates an understanding of the role and of NGHS is strongly preferred to a generic supporting statement.

NGHS is an equal opportunities employer. We are committed to promoting equality and diversity across our staff team and welcome applications from all backgrounds. We do not discriminate on the basis of age, disability, sex, gender reassignment, sexual orientation, pregnancy or maternity, race, religion or belief.

The successful candidate will be subject to an enhanced DBS and Barred List check, together with other pre-employment checks undertaken in accordance with Keeping Children Safe in Education. This includes obtaining appropriate overseas checks for relevant periods spent living or working abroad.

Key Dates:

- **Application deadline: Monday 2 November 2026 at 9.00am**

Interviews will take place shortly after this deadline

Please email your completed application form to jobs@nghs.org.uk. Applications should be addressed to the Headteacher, Mr A Jones.
Referees must include your current or most recent employer and will usually be contacted at the point of shortlisting.
Please note that CVs will not be accepted. We reserve the right to close the advertisement early if a sufficient number of suitable applications are received, so early submission is encouraged.

We wish you every success with your application and thank you for considering joining the team at NGHS.

Newport Girls' High School Academy Trust
Wellington Road, Newport, Shropshire, TF10 7HL

Headteacher: Mr A Jones
Tel: 01952 797550 Email: schooloffice@nghs.org.uk

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