

JOB DESCRIPTION

JOB TITLE: Learning Support Tutor

RESPONSIBLE TO AND RECEIVES INSTRUCTIONS FROM: Headteacher/SENDCo

LINE MANAGER: SENDCo

PURPOSE OF JOB: To assist class room teachers in the management, teaching and inclusion of children with Special educational needs and disabilities in specified KS3 classes.

To work under the direction and guidance of teachers, with individuals or groups, both inside and outside the classroom, to support the education, personal and social development of pupils in the designated class.

MAIN RESPONSIBILITIES:

1. SUPPORTING THE TEACHER

- Work in partnership with teachers to create and adapt resources appropriately using knowledge of individual pupil needs
- Under the direction of the teacher teach individuals, small groups or sections of the class
- Lead pre teaching and/or refresh prior learning within the lesson for targeted pupils
- Be aware of pupils' individual achievements and issues/concerns and report to the teacher, in particular, to provide information on these as they arise during the day.
- Undertake pupil record keeping as requested by SENDCo to monitor and track progress and measure impact of interventions
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate.
- Provide proactive support and intervention for emotional and behavioural problems and homework issues, without teacher direction or supervision, e.g. by diffusing situations which the teacher may be aware of without disrupting the progress of the lesson, or during breaks and lunchtimes. Reporting back to the appropriate teacher as appropriate.
- Foster links and keep records of communication with parents/carers under the direction of teachers/SENDCo and attend parent/carer evenings when necessary.
- Be prepared to step in and cover for absent colleagues and invigilate for SEN pupils in exams when necessary.
- Assist with the supervision of pupils out of lesson times, during school hours.

- Accompany teaching staff and pupils on visits, trips and out of school activities as directed to ensure access to learning.

2. SUPPORTING THE PUPILS

- Supervise and support pupils ensuring their safety and access to learning.
- Establish good relationships with pupils, acting as a role model and be aware of and respond appropriately to individual needs.
- Attend to the pupils' personal needs and implement related personal programmes, including medical procedures if appropriately trained.
- Promote the inclusion and acceptance of all pupils.
- Aid pupils to learn as effectively as possible e.g. by clarifying instructions, aiding concentration, encouraging pupils and assisting in weaker areas such as reading and spelling.
- Key work pupils as required including; encouraging pupils to interact with others and develop their social skills; encouraging pupils to act as independently as appropriate; actively develop and promote pupils' self-esteem.
- Independently, i.e. without teacher supervision, deal with emergency situations, e.g. by removing disruptive or distressed pupils from the classroom and dealing with the issues involved in accordance with school policies.
- Promote the behaviour policy, dealing promptly with conflict and incidents in line with policy, and encouraging pupils to take responsibility for their own actions.
- Active involvement in target setting, implementation and review of SEN procedures including IEPs and Education Health and Care Plans (EHCP) and attend EHCP Reviews as requested.
- Be prepared to develop knowledge and expertise in some areas of SEN.

3. SUPPORTING THE CURRICULUM

- Support pupils to understand instructions and to be able to follow them.
- Support pupils in undertaking literacy and numeracy tasks.
- Implement support strategies with identified pupils to ensure their access to learning.
- Support pupils in using basic ICT as directed.
- To develop an understanding of the lesson content and curriculum which the pupils are following.
- Invigilate/read/scribe for internal and external exams.
- Prepare and maintain equipment and resources as directed by the teacher and assist pupils in their use.
- Reading and understanding Individual Educational Plan, contributing to their implementation and reviewing progress with the teacher.

4. SUPPORTING THE SCHOOL

- To follow policies and procedures relating to child protection, data protection, health and safety, reporting all concerns to the appropriate person.

- To respect the confidentiality of certain issues linked to home/pupil/teacher/school and to consult with other team members and the SENDCo when concerned on any such issue.
- Be aware of and support diversity and inclusion to ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the school.
- To support the work of other professionals by liaising, advising and consulting with other members of the SEN Department and school staff generally.
- Liaise with internal and external professionals with regard to the needs of key pupils.
- Participate in training and cascade knowledge to other members of the team and school
- Attend relevant meetings as required.

To be fully aware of and understand the duties and responsibilities arising from the Children's Act, Keeping Pupil's Safe in Education and the school's own Safeguarding Policy in relation to child protection and safeguarding children and young people as this applies to the postholder's role within the organisation.

To also be fully aware of the principles of safeguarding as they apply to children and young people in relation to the postholder's role.

To ensure that the worker's line manager is made aware and kept fully informed of any concerns which the postholder may have in relation to safeguarding and/or child protection.

PERSON SPECIFICATION

1. Experience

- Providing support for teachers in secondary age classes.
- Previous experience of working in schools.
- Subject knowledge in a range of curriculum areas to GCSE level

2. Qualifications

- GCSE English Language and Maths (or equivalent)
- Willingness to participate in development and training opportunities.
- Degree or equivalent level qualification [desirable]

3. KNOWLEDGE AND SKILLS

- Knowledge of the Key Stage 3 and 4 curriculum
- Understanding of a wide range of teaching styles and delivery methods and evidence of using successful use of these in a classroom setting
- Basic knowledge of first aid.
- Ability to remain calm, sympathetic and show a sense of humour as appropriate when dealing with pupils and the demands of the job.
- Ability to make quick decisions when dealing with changes in the expected routine or emergency situations.
- Competency in the use of IT eg using Outlook, Microsoft Office
- Ability to relate well to teenagers and adults.
- Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
- An understanding of the school's equal opportunities policy and how it is implemented.
- Awareness of the types of learning difficulties pupils may have and how this can affect their progress and behaviour in the classroom.

This post would be highly suitable for those wishing to gain in depth understanding and experience of a secondary school environment prior to teacher training or a permanent teaching post.