



Sidcot School

Job Description and Person Specification Lead Teacher of Junior School Learning Support (Part Time, approximately 70%)

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.	
Job Title:	Teacher of Learning Support
Summary of the role:	To provide 1:1 and small group support to a wide range of students in English and Maths, liaise with class teachers regarding individual student needs and communicate with parents and other agencies as appropriate.
Line management responsibility for	N/A
Main duties and responsibilities:	<ul style="list-style-type: none">• Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact;• Prepare individual learning programmes for each student in accordance with their needs; prepare Individual Education Plans and Pupil Profiles;• Provide individual tuition on a 1:1 or small group basis to develop key skills and reinforce curriculum content as required;• Liaise with subject teachers to: promote understanding of individual student need; provide guidance on teaching strategies for SEN students; and support the curriculum content;• Carry out standardised assessments in order to identify student and prospective student needs, track, monitor and report on student progress; and to establish entitlement to Access Arrangements and Reasonable Adjustments for exams if appropriate.• Keep records of student progress, attainment and effort as required, including the writing of reports for parents and attending parental consultation events;• Support Head with Annual Review documentation• Attend Annual Reviews• Support Parents with applying for EHCPs where appropriate

	<ul style="list-style-type: none"> • Attend meetings with external SALTs • Attend meetings with parents with concerns • Read reports to advise on pupils suitability for entry • Test pupils on taster days and feedback to Head • Respond to worries from staff which leads to: <ul style="list-style-type: none"> ○ Observation ○ Testing ○ Report writing for pupils • Attend parental feedback meetings when these results are shared • Write IEPs for the students, to be reviewed every 6 months • Test every 6 months to check for progress and inform IEPs • Respond to emails from parents • Attend parent consultation meetings • Take an active and positive role in the wider life of this day and boarding school, including pastoral care of students, and contribution to duty teams, including some evening and weekend working; • Acting as a positive role model to promote the Faculty's educational aims and student success.
<p>Line management duties and responsibilities</p>	<ul style="list-style-type: none"> • N/A

You may also be required to undertake such other comparable duties as the Head 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
	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	<p><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></p> <ul style="list-style-type: none"> • Graduate in a relevant discipline • Qualified Teacher Status (or equivalent qualification/experience) • Have a postgraduate diploma in Specific Learning Difficulties 	<p><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></p> <ul style="list-style-type: none"> • Associate Member of British Dyslexia Association (AMBDA) or relevant Assessment Practising Certificate (APC) • Other professional qualifications as relevant to the post 	<p>Production of the Applicant's certificates</p> <p>Discussion at interview</p> <p>Independent verification of qualifications</p>
Experience	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role</i></p> <ul style="list-style-type: none"> • Teaching Experience • Experience of working with SpLD/SEND students • Experience of multi-sensory teaching methods • Familiar with Junior School requirements in English and Maths 	<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> <ul style="list-style-type: none"> • Experience of working effectively on a 1:1 or small group basis • Experience of carrying out specialist assessments for both diagnosis of SpLD and establishing entitlement to Access Arrangements • Ability to support KS3 students if required • Experience of Pastoral Care of students • Experience of leading students in Extra-curricular activities 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>

		<ul style="list-style-type: none"> We are always interested in candidates who can offer teaching in other subjects outside their specialist area. 	
Skills	<p><i>The skills required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> Excellent teaching skills Able to work well in a team Highly organised and motivated Willing to engage fully in the extra-curricular life of the School Good motivator and able to generate enthusiasm for their subject Able and willing to meet deadlines and targets set by managers 	<p><i>The skills that would enable the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> Extra-curricular interests and a willingness to share them 	<p>Contents of the application form</p> <p>Interview</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"> Excellent subject knowledge Knowledge of effective teaching strategies and pedagogy for SEND students Knowledge of specialist assessment methods and diagnosis 	<p><i>The knowledge that would enable the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> Knowledge of JCQ regulations Other relevant SEND knowledge and experience: for example ASD, ADD/ADHD Other relevant training, for example in safeguarding, careers education, etc 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>

<p>Personal competencies and qualities</p>	<p><i>The personal qualities 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 • Able to establish effective relationships with students, parents and teaching staff • Able to work effectively within the Learning Support Team and the English faculty • Supportive of the Quaker ethos and principles • Emotional resilience in working with challenging behaviours • Positive attitude to use of authority and maintaining discipline 	<p><i>The personal qualities that would assist the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Good sense of humour 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
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