



JOB DESCRIPTION (ACADEMIC)

I. Job Information

Job Title:	Upper School Learning Support Teacher (part – time)
Department:	Learning Support
Line Manager’s Job Title:	Whole School SENDCO

II. Job Specification

Job Purpose:	
<p>The Upper School Learning Support Teacher will work with identified students individually, in-class or in smaller withdrawal groups to support their learning and to maximise their progress. The teacher will support the Whole School SENDCO and Pastoral Leaders in developing a culture of inclusive practice and quality first teaching provision by working collaboratively with subject teachers, Heads of Department and the Pastoral teams across the Upper School, and with key stakeholders during SEND students’ stages of transition. The teacher will work with targeted students to support the removal of barriers to learning, focusing on strategies to support positive behaviour for learning and emotional wellbeing that is conducive to students’ learning, progress and, most importantly, happiness.</p>	
Key Tasks and responsibilities	
Key areas of accountabilities:	Main duties and responsibilities to support achieving accountabilities:
<p>1. Responsibility for high standards of teaching and learning in the classroom, including:</p>	<ul style="list-style-type: none"> - High expectations of students in every aspect of their work. - Devising and developing appropriate interventions to support students’ academic, personal and social success, including the areas of literacy, numeracy, oracy and social and emotional wellbeing. - Supporting students in their achievement of excellent internal and public examination results. - Using rewards and sanctions effectively. - Keeping up-to-date with pedagogical developments outside the school, particularly in areas linked to SEND, inclusion, behaviour and wellbeing. - Foster a spirit of academic enquiry and holistic education among pupils. - A commitment to academic excellence and the development and implementation of learning activities to ensure that each student develops at an appropriate pace through differentiated planning and teaching.

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<p>2. A significant contribution to the development of the Learning Support Department, including:</p>	<ul style="list-style-type: none"> - Being actively involved in the on-going review of teaching programmes, methods and approaches in effective SEND and Inclusion provision, including areas of behaviour for learning and wellbeing. - Coaching and supporting teachers across the Upper School to review and refine their practice to best support the needs of neurodiverse learners. - Being actively involved in monitoring, evaluation and review cycles, providing and receiving constructive feedback as appropriate. - Maintaining thorough and professional notes and tracking of students within their care to support the review and evaluation of interventions with students. - Undertaking administrative tasks that are designated by the Whole School SENDCO and Upper School Director of Studies, thereby contributing to a sense of teamwork and aiding professional development.
<p>3. Supporting targeted students, including:</p>	<ul style="list-style-type: none"> - Working closely with students in one-to-one and in-class settings to support the school's commitment to restorative practice. This might be in timetabled sessions, or in moments of heightened need to support students who have are working in a separate space from their main classroom. - Supporting the Upper School Director of Well-Being Department in targeted students' transition between phases: Pre-Prep into Prep (Year 5 into 6); Prep into Seniors (Year 8 into Year 9 and beyond). - Liaising with teachers, Heads of Department and Pastoral Leaders to ensure that students' learning profiles and levels of need are clearly articulated and addressed, and subsequently planned-for and met in lessons. - Supporting the Whole School SENDCO in preparation and participation of parent review meetings for SEND students.
<p>4. All teachers are expected to:</p>	<ul style="list-style-type: none"> - Actively seek opportunities to develop professionally including subject-specific knowledge, teaching and learning theory and research, and career-related goals. - Participate fully in the annual Professional Performance Review and seek CPD opportunities that may arise from it. - Participate in School-wide CPD initiatives and be prepared to share expertise in CPD programmes. - Take a central role in the school's pastoral programme and commitment to Close Personal Tutoring. - Be involved in field trips/extra-curricular activities, including residential when required.
<p>5. Safeguarding</p>	<ul style="list-style-type: none"> - To take seriously the responsibility to safeguard and promote the welfare of children, and to work together with others to ensure adequate arrangements within the School help to identify, assess, and support children who are suffering harm.

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Key Relationships:

Internal

Whole School SENDCO
Upper School Learning Support Coordinator
Upper School Senior Leadership Team (Pastoral and Academic)
Heads of Department
Class Teachers/Form Tutors

External

Parents/Carers
External agencies (where appropriate)

III. Person Specification:

	Essential	Desirable
Behaviours	<ul style="list-style-type: none"> • A team player with a reflective and flexible approach. • Organised, energetic, positive and able to self-direct. • Ability to think creatively and imaginatively. • High expectations for pupil attainment, personal development and conduct. • High levels of personal presentation, integrity and communication skills. 	<ul style="list-style-type: none"> • Ability to engage with published research and apply approaches to the classroom. • Outward-looking in pursuit of networking opportunities and innovations in SEND pedagogy.
Skills and Knowledge	<ul style="list-style-type: none"> • A good understanding of pedagogy in the teaching of students with SEND. • An understanding of how Assessment for Learning can improve student performance. • Ability to work in a way that promotes the safety and wellbeing of children. • Effective communication and engagement with children and their families. 	<ul style="list-style-type: none"> • Knowledge and understanding of positive disciplinary methods. • Knowledge and understanding of child development and its impact on behaviour.
Experience	<ul style="list-style-type: none"> • At least 3 years' experience as a qualified teacher. • Knowledge of how to challenge and differentiate for children of varying abilities. • Experience/confidence to teach and support across the age range of Year 6 to Year 13. • Experience in supporting and leading SEND provision in schools. 	<ul style="list-style-type: none"> • Teaching experience in an International School. • Experience in supporting students' transition into secondary school. • Taken a lead role in the facilitation of extra-curricular activities.



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Qualifications	<ul style="list-style-type: none"> • Degree in Education, QTS/PGCE or equivalent. • Evidence of ongoing CPD linked to SEND practice. • Committed to professional development and show a willingness to undertake appropriate training as required. 	<ul style="list-style-type: none"> • Proven record of improving standards through high quality teaching. • SEND qualifications. 	
Job Holder's Signature		Date	

Education is an ever-changing service and all staff are expected to participate constructively in school activities and to adopt a flexible approach to their work. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from the line manager to undertake work of a similar level that is not specified in this job description. This job description may be amended at any time following discussion between the line manager and staff member, and will be reviewed annually during the appraisal process, and will be varied in the light of the business needs of the school.