

JOB DESCRIPTION & PERSON SPECIFICATION

Dyslexia Learning Support Tutor (self-employed)

Promote and exemplify the School Mission:

‘To prepare each child for life and inspire a love of learning.’

Promote the School Values:

- Respect, Kindness, Courage, Honesty, Resilience
- A warm family atmosphere
- The pursuit of excellence
- A generosity of heart
- A robust vitality

1. Purpose of the job

- To deliver learning programmes to dyslexic pupils requiring one-to-one or small group support.
- Actively promote and model good practice in equality and diversity, safeguarding and health and safety.

2. Relationships (including accountability)

- The post holder reports to the Head of Learning Support.
- The post holder works liaises closely with Teachers.
- The post holder seeks to establish professional relationships with colleagues and parents/carers.

3. Duties & responsibilities

As a Learning Support Tutor:

- Work under the guidance of the school Head of Learning Support, to take referred pupils for one-to-one support within curriculum time/contracted hours, on school premises, following The Hawthorns School SEND Policy.
- To assess pupil’s strengths and weaknesses and set appropriate targets to deliver individual, cumulative multi-sensory learning programmes to pupils requiring 1-1 support.
- To keep records of planning, pupil lessons, progress and levels of achievement. To evaluate effectiveness of interventions.
- Maintain up to date knowledge of SEN issues and have evidence of recent, relevant teaching practice.
- Co-operate with school’s parental terms and conditions for specialist tutors.
- Independently timetable withdrawn support and other duties after consultation with the Head of Learning Support. Liaise with staff, the pupil and the parents as necessary.
- To be sensitive to the needs of the pupils.

- Be responsible for drawing up bi-annual Learning Support Plans (LSPs) for each pupil, Group Support Plans. And end of year reports
- Use the School's Learning Support Unit on iSAMs to store assessment data, meeting notes and LSPs.
- To foster good relationships with parents. Keep parents fully informed of pupil LSP and targets and progress through regular meetings, phone/email contact
- To be available to meet parents for initial contact and at informal and formal parent meetings.
- To complete timely Reports and: LSP written evaluation at the end of the Autumn Term, at the end of the Summer Term and at other times within the School's reporting schedule.
- To meet with the Head of Learning Support individually on a regular basis; attend the fortnightly Team meeting to discuss and support pupils' progress.
- To share knowledge of referred pupils with other Hawthorns staff to guide and support learning within the classroom.
- To share information about referred pupils in written and electronic form.
- To share premises, resources and good practice with other Learning Support Tutors at mutually convenient times.
- To use formal and informal teacher assessments to monitor/track pupil progress.

General:

- Reappraising professional performance and keep abreast of current legislation and best practice.
- Engaging in training and development, including attendance at INSET to update child protection/safeguarding training, as well as health & safety and other training, as required.
- Assisting with supervision and covering for absent colleagues when required.
- To maintain high day-to-day standards of dress, punctuality and presentation of pupils.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relationships with children, parents/carers and colleagues.
- To be aware of and adhere to all School policies, procedures and risk assessments, including safeguarding, child protection and health & safety.

4. Safeguarding Children

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons, for whom s/he is responsible, or with whom s/he comes into contact, will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. If in the course of carrying out their duties, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school s/he must report any concerns to one of the School's Designated Safeguarding Leads or to the Headmaster.

This job description is not intended to be all embracing and the post holder shall be required to carry out other duties as necessary and required, commensurate with training and experience.



PERSON SPECIFICATION

Learning Support Tutor

	Essential Criteria	Desirable Criteria
Qualifications & Training	<ul style="list-style-type: none"> • Qualified Teacher Status (or equivalent) • Dyslexia qualification (Level 5 or equivalent) 	<ul style="list-style-type: none"> • Primary qualification • Evidence of continuing and relevant professional development
Experience	<ul style="list-style-type: none"> • Proven record of effective teaching or tutoring at KS2/3 	<ul style="list-style-type: none"> • Proven record of effective teaching or tutoring at KS1
Knowledge & Understanding	<ul style="list-style-type: none"> • Good understanding of the National Curriculum • Evidence of a commitment to high quality teaching and getting the best outcome for every pupil • Understanding strategies for inclusion • Good understanding of effective methods of promoting positive behaviour • Knowledge and understanding of and a commitment to safeguarding, equal opportunities and health & safety 	<ul style="list-style-type: none"> • An understanding of the independent school sector • Knowledge of school systems for tracking and assessment
Skills & Abilities	<ul style="list-style-type: none"> • Excellent communication skills both orally and in writing • Ability to plan, monitor & review, and meet deadlines • Enthusiasm for tutoring • Ability to work as part of a team • Good IT skills 	<ul style="list-style-type: none"> • Strong administrative and organisational abilities • Familiarity with iSAMS