

LEARNING SUPPORT TEACHER JOB DESCRIPTION

Job Title:	Learning Support Teacher
Line Manager:	Head of Department

Purpose of Job

To Maximise the learning potential of the students they teach, particularly where Additional Educational Needs have been identified. The Learning Support Teacher will work collaboratively with colleagues to promote an inclusive environment which is positive, purposeful and professional, encouraging reflective and responsive practice.

Duties and Responsibilities

Overall Responsibilities

- Encourage high standards in all aspects of school life, particularly in student participation and progress
- Contribute to the effective and efficient running of the School
- Promote a school culture which is positive, purposeful and professional and inclusive
- Support and motivate students, teachers and other school employees
- Encourage consultation, review and improvement

Teaching and Learning

- Identify and adopt the most effective teaching and support approaches for students with AEN to ensure they make progress relative to other students, promoting inclusion through the provision of high quality differentiated and collaborative teaching across the age range (Year 6-13).
- Reflect on the quality of teaching within the department and the corresponding effect on student achievement
- Teach study skills that will develop students' ability to work independently
- Contribute to creation of bespoke curricula where required and ensure that appropriate intervention is in place
- Make sure that the learning environment is stimulating and facilitates learning
- Generate enthusiasm for the subject being taught and inspire all students to work to their potential
- Liaise with subject Heads of Department and Learning Support where a student may have special educational needs and with the Form Tutor and Head of House if a student is experiencing pastoral difficulties
- Promote high standards of behaviour by encouraging a positive, proactive approach to study and build productive relationships with students
- In collaboration with the Head of Department, respond timeously to school referrals, carrying out consultations with staff, observations, monitoring and student assessments where applicable
- In collaboration with the Head of Department and Heads of Phases, monitor relevant pupil data to help identify areas of need, concern and progress
- Assist in the management and running of Internal and External examinations where Access Arrangements are required. This may require reading, scribing or transcribing duties.
- Assist with the facilitating of referral to outside agencies, when and where required.
- Set homework according to policy and pertinent to the student's ability and wider work load
- Assess student's work accurately and regularly, giving thoughtful and meaningful feedback

Harrow International School Bangkok is committed to the safety and protection of children.
All employees are expected to comply with our School Child Protection and Safeguarding Policy.

- Promote high standards of organisation
- Be punctual to lessons
- Promote high standards in the use of English as the common language and help develop English for Academic Progress

Administrative Responsibilities

- In collaboration with the Head of Department, help maintain the recording and monitoring systems related to Additional Educational Needs, including the updating of Learning Enhancement Profiles and the Additional Educational Needs log
- Support the admissions team with entrance assessment to AEN students
- Improve, update and maintain materials and resources as needed
- Assist the Head of Department with the Administrative process related to Access Arrangements Assist in the assessment and administration of examination access arrangements for both internal and external examinations, in liaison the Heads of House, Director of Studies and the Examinations Office.
- Be respectful of the needs of colleagues and the Department with regards to cooperation, collegiality, deadlines and team cohesion
- Complete written assessments and reports according to guidelines and deadlines

Responsibilities to Parents

- Provide high-quality, accurate, constructive, sensitive and targeted information to parents at Parents' Evenings, in subject reports, incidental meetings and communications,
- Assess, record and monitor the progress of all students on bespoke curricula and intervention according to faculty guidelines in order to provide accurate information to parents in a variety of forms, as and when necessary

Responsibilities to the Department and School

- Participate positively in departmental meetings, follow policies and generally contributing to the effective and efficient running of the Department
- Promote professional dialogue, with a focus on dynamic inclusion, share ideas about teaching and learning and support other teachers in developing good practice and new approaches and initiatives
- Work in close collaboration with the Counselling team, ensuring professional etiquette at all times
- Take part in, and contribute to, INSET activities offered in the Department and by the School
- Enthusiastically contribute to cross-curricular links and initiatives, and Leadership in Action activities
- Be involved in new responsibilities within the department as part of an on-going process of professional development
- Keep up to date with developments in the subject, and in education generally

Other Responsibilities

- Undertake other reasonable duties as requested by the Head of Department, Head of Faculty or members of the Senior Leadership Team

Required Qualifications and personal qualities

- Appropriate degree
- Minimum three years teaching experience
- Passion for teaching and commitment to educating the whole child
- A high level of professionalism and consideration of the well-being of children
- An ability to work collaboratively, as a mentor and coach
- A personal commitment to lifelong learning, prepared to engage in further training, keeping abreast of best practice in the field
- Recent and consistent involvement in extracurricular activities
- Respect for all members of the School community, irrespective of position, gender, age and ethnic background
- Cultural sensitivity in relation to learning differences
- Previous experience working with students for whom English is not the first language
- A positive and solution-focused attitude to working life
- A reflective practitioner
- Acceptable police checks (or equivalent) from the country of origin and from all other countries in which the applicant has worked and no question regarding suitability to work with children
- Appropriate references from current and previous employer, corroborated by personal phone calls made to each referee

Education is an ever-changing service and all staff are expected to participate constructively in schools 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 member of staff, and will be reviewed annually during the appraisal process, and will be varied in the light of the business needs of the school.

LEARNING SUPPORT TEACHER JOB SPECIFICATION

About the Department

The Learning Support Department in the Upper School is made up of two teachers, a Lead Teaching Assistant and three Teaching Assistants who are deployed on an in-class support model for students with identified needs. The department works closely with the English for Academic Progress team. The Learning Support Department fulfils the dual roles of providing in-class support and occasional out of class support as well as leading on developing an inclusive model of provision.

Outcomes

Over the last 4 years, Harrow has seen continuous improvement in academic outcomes. The Learning Support department plays an instrumental role in helping students with a range of needs and abilities reach their full academic potential. Last year at A Level, students achieved 61% A*/A grades and 96% A*-C. At GCSE they achieved 64% A*/A and 96% A*-C.

About the Curriculum

In the Prep Phase (Years 6-8) students follow an adapted version of the English National Curriculum, tailored to our local context. In Shell, Remove and Fifth Form (Years 9-11), students work towards IGCSE and GCSE examinations. In the Sixth Form (Years 12-13), students study A Levels in preparation for university destinations around the world.

Aptitude or experience in the following areas would be an advantage

- Passion for supporting students with learning needs, breaking down barriers to learning wherever possible
- Experience in teaching both high achieving and less able students at Key Stage 3 and GCSE level
- Experience in collaborative and team teaching environments
- Willingness to analyse learning outcomes during and after learning episodes and use this to plan differentiated inputs to lessons
- Experience of teaching EAL learners, or willingness to develop skills necessary to fully engage them and ensure maximum progress
- Commitment to 'marking for literacy' and supporting 'English for Academic Progress'
- Ability to identify individuals in need of support and a commitment to offering significant extra support outside of lesson time to ensure all students reach their potential
- Willingness to share practice with colleagues and take an active approach to developing professionally by learning from other colleagues
- Experience of using creative approaches in the classroom, including the use of new technologies to support learning
- Willingness to take part in extracurricular after-school activities