

Gateways School
Harewood
Leeds
West Yorkshire
LS17 9LE

A photograph of a female teacher with long brown hair leaning over a desk, smiling and looking at a young female student with red hair and freckles. The student is also smiling and looking down at a piece of paper on the desk. They are both wearing lanyards with 'GATEWAYS' written on them. In the background, there are large windows showing greenery outside and a blue bulletin board with various items pinned to it. The scene is brightly lit, suggesting a sunny day.

A career at Gateways School



GATEWAYS
SCHOOL

About Gateways School

Gateways is an independent day school for boys and girls aged 2 to 18. Situated on a 16 acre site in the rural village of Harewood, Gateways is conveniently located on the main artery between Leeds and Harrogate.

Gateways is a small school, which allows staff to know their pupils, recognise their strengths and weaknesses and therefore provide a personal education getting the best out of each and every child who come through the gates.

Aims and Ethos

Gateways is a forward-thinking school built on traditional values.

Our ethos is rooted in three core values which apply to all of our stakeholders, that of **Growth, Wellbeing & Success**.

At Gateways we:

- Grow our knowledge, skills and confidence, supporting others to do the same;
- Build our resilience and self-awareness in a kind and inclusive environment;
- Achieve our full potential in preparation for the next challenge.



Growth ♦ **Wellbeing** ♦ **Success**

Learning Support Tutor

Introduction

An experienced specialist in dyslexia, ADHD and/or Autism is sought to work in a well-established and successful Learning Support department. The department supports pupils with dyslexia, and dyslexic tendencies in addition to pupils with other learning needs, including dyspraxia, ADHD and autism.

Learning support also oversees provision for international pupils where English is their second language. The role will sit within our Learning Support (LS) department and duties will include supporting pupils to access the curriculum throughout High School in addition to developing academic skills. This will include supporting pupils in KS4 through their GCSEs.

The tutor must have excellent organisational skills and be able to liaise effectively with parents and colleagues with diplomacy and sensitivity. They should be an effective and experienced tutor of SEND pupils, with specific experience in delivering 1:1 intervention to pupils with a variety of SEND needs.

Pupils who attend learning support are taught individually and in small groups on a withdrawal basis where our committed staff inspire our pupils to gain a love of learning, an inquisitive mind, and the confidence to try new things.

Key Conditions

- ❖ Starting as soon as possible
- ❖ 08:00 – 16:00 Monday, Tuesday, Wednesday & Friday and 08:00 – 17:00 Thursday during term time, and all staff training and development days
- ❖ Annual salary up to £26,000 depending on experience & qualifications
- ❖ Permanent contract



Staff benefits* include

- ❖ Free lunch during term time
- ❖ Fee remission for eligible children
- ❖ Enhanced 5% employer pension contribution, including 4 x death in service benefit
- ❖ CPD packages
- ❖ Cycle to work and electric car scheme
- ❖ Access to a staff wellbeing room and an employee assistance programme

**subject to eligibility*

Job Description

Reporting to: SENCo & Deputy Head

Key responsibilities

Specialist

- Plan, deliver and resource high quality and bespoke 1:1 specialist lessons.
- Contribute to the writing of individual pupil plans and the regular review of these.
- With the guidance of the SENCo, liaise with staff and parents regarding the work and progress of pupils.
- Build relationships with pupils to support them to overcome their difficulties.
- Support and train students to use exam access arrangements including the use of assistive technology.
- Support learners in curriculum areas through Study Skills Development.
- Monitor and support the overall progress and development of pupils who attend Learning Support.
- Keep accurate registers of the support pupils receive.
- Support the SENCo to keep pupil passports up to date.

General

- Supporting SEN pupils on a 1:1 basis or small group basis.
- Supporting EAL pupils on a 1:1 basis or small group basis.
- Working under the direction of a class teacher to provide small group support in class.
- Supporting teaching staff to engage pupils with ADHD.
- Preparing and delivering bespoke intervention-based activities on a 1:1 and small group basis.
- Liaising with teaching staff and SENCo on delivery of SEN provision.
- Providing targeted support outside of the classroom.
- Work on differentiated activities with groups of students.
- Deliver targets intervention directed by the SENCo.
- Undertaking professional development and relevant training sessions which improve the efficiency of SEN provision at Gateways School.
- Working alongside teaching staff to assess, monitor and review progress of pupils.
- Promoting Gateways behaviour systems, developing social/emotional skills (depending on the individual need) and positive self-esteem.
- Supporting the SENCo in writing a short summary of progress for SEN pupils' reports.

General cont.

- Maintain and enhance the Learning Support classrooms in line with pupils' needs and under the direction of the SENCo.
- Supporting teaching staff and pupils in making academic progress.
- Creating and enhancing displays to aid learning.
- Supporting teaching staff in the delivery of the curriculum.
- Provide Prep Learning Support as and when required.
- Carry out any other duties as required by the SENCo.

General responsibilities including personal and professional conduct

- Be responsible for safeguarding and promoting the welfare of children.
- Follow all School policies and procedures.
- Attend meetings, staff briefings and CPD sessions.
- Attend all training and development days.
- Demonstrate a commitment to continuous development, identify opportunities for professional development and undertake training opportunities where appropriate.
- Maintain confidentiality inside and outside the School, following all GDPR and Data Protection legislation.
- Manage and prioritise your own workload in line with the requirements of the department and School.
- Establish effective working relationships with professional colleagues.
- Be a role model for students through personal presentation and professional conduct.
- Present a positive personal image, contributing to a welcoming School environment.
- Contribute to the ethos of the School, ensuring the School's values are displayed.
- Support School events.
- Carry out any other duties required by the Head.

Please note, this job description is not a definitive list of the responsibilities of the role. Responsibilities will be varied to meet the changing demands of the department and the School. Job descriptions are reviewed as part of the appraisal process.



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Person Specification

Qualifications

- (E) A* - C English and Maths GCSE (or equivalent/above).
- (E) Learning Support/Teaching Assistant qualification's (or equivalent/above).
- (D) QTS/PGCE.

Experience

- (E) Experience of supporting dyslexic students in a school setting.
- (E) Effective practitioner with evidence of delivering engaging and effective interventions that motivate, inspire, and improve pupil performance.
- (E) Working with children with complex needs including autism, ADHD or speech delay.

Specialist Knowledge

- (E) Knowledge of child development.
- (E) A belief in inclusion for all and an understanding of multi-sensory teaching methods.
- (E) A passion for special educational needs and knowledge of methods to support children in their academic and personal achievements.

Skills

- (E) Good lesson planning and multi-sensory teaching skills.
- (E) Excellent listening and communication skills.
- (E) Excellent problem-solving skills.
- (E) Competent user of IT.
- (E) The ability to communicate effectively with pupils, parents and colleagues.
- (E) The ability to manage time and prioritise tasks so that all duties are fulfilled effectively.

Personal Qualities

- (E) Be patient, kind, approachable, adaptable and creative.
- (E) Be reliable and punctual.
- (E) Ability to enthuse and motivate pupils.
- (E) Ability to work alone or as a member of a team as appropriate.
- (E) The flexibility to respond to the challenge of change.
- (E) Emotional resilience when working with challenging behaviours and appropriate attitude to the use of authority to maintain discipline.

Safeguarding

- (E) Commitment to safeguarding and promoting the welfare of young people.
- (E) Understanding of the importance of safeguarding and child protection.
- (E) Ability to maintain appropriate relationships and personal boundaries with children and young people.

Key

- (E) – Essential
- (D) – Desirable

Methods of assessment include certificates, professional references, application form, interviews, observations and in tray tasks.

Further information



How to Apply

[Click here](#) to visit our website and download an application form

Please send your completed application form and a cover letter outlining your suitability for the role to jobs@gatewaysschool.co.uk

Application Deadline: Wednesday 6th August 2025 at 9am

Interviews: Wednesday 13th August 2025

Enquiries

Please contact Rhiannon Morris, PA to the Head

E-mail: jobs@gatewaysschool.co.uk

Tel: 0113 824 2770

Policies

[Click here](#) to visit our website and view our policies, including our Safer Recruitment and Safeguarding policies.

Gateways School is committed to safeguarding and promoting the welfare of its students and expect all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS with barred list check as well as a prohibition list check (where applicable).



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