

JOB DESCRIPTION – 2021

Job Title: Learning Support Teacher

Reports to: Head of Learning Support & SENDCo

Department: Learning Support Department

Hours per week: Full time – initially until the end of academic year 2021-22

Key working relationships

Head of Learning Support & SENDCo

Deputy Head

Learning Support Administrator

Teachers

Students

Parents

Job Summary

The successful candidate will work with children (on both a one-to-one and small group basis) who need additional support in order to reach their full educational potential. This includes children with learning, emotional, behavioural or communication difficulties, conditions such as ASD, dyspraxia, dyslexia and ADHD, sensory impairments (for example, visual impairment), sensory processing disorder and mental health issues.

A key aspect of this role is identifying individual needs and being responsible for creating a safe, stimulating and supportive learning environment.

Duties and responsibilities

Professional duties shall be deemed to include, but not be limited to, the following:

Teaching

- (a) Planning and preparing lessons based on a pupil's individual needs, whilst being aware of the need for flexibility and the ability to react to specific and particular needs;
- (b) Develop and adapt conventional teaching methods to meet the individual needs of students;
- (c) Preparing and adapting teaching materials to stimulate interest to learning;
- (d) Assessing, recording and reporting on the development, progress and attainment of students; in each case having regard to the curriculum for the school;
- (e) Collaborate with the classroom teacher to define appropriate activities for the students in relation to the curriculum;
- (f) Help students form strategies that will enable them to learn more effectively in class;
- (g) Use the latest ICT to create, store, print and back up work;
- (h) Work with students to develop ways that ICT can be used to facilitate their learning.

Other Activities

- (a) To act as a team player. While being responsible for a certain number of students, the focus of the ILC is such that all staff have awareness of each other's students and are willing to support them;
- (b) Communicate developments and liaise with staff in ILC and School to build good working relationships between departments to enhance students' learning;
- (c) Promoting the general progress and well-being of individual students and of any class or group of students assigned to him/her;
- (b) Providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;
- (c) Making records of and reports on the personal and social needs of students;
- (d) Communicating and consulting with the parents of students;
- (e) Communicating and co-operating with relevant persons or bodies outside the school;
- (f) Participating in meetings arranged for any of the purposes described above.

Assessments and Reports

- (a) Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students.
- (b) Write individual differentiation plans
- (c) Write termly Learning Support Plans for the pupil which outline the goals of the term which include input from the pupil and parents and are evaluated each term.

Review - Further Training and Development

- (a) Reviewing from time to time his/her methods of teaching and programmes of work;
- (b) Participating in arrangements for his/her further training and professional developments as a teacher.

Discipline, Health and Safety

- (a) Maintaining good order and discipline among the students and safeguarding their health and safety both on School premises and when they are engaged in authorised school activities elsewhere.

Staff Meetings

- (a) Participating in meetings at the School that relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

Extra-Curricular

- (a) To participate in the school's evening and weekend activities programme for at least one activity per week and up to eight Saturdays per academic year.

Public Examinations

- (a) Participating in arrangements for preparing students for public examinations and in assessing students for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for student's presentation for and supervision during such examinations.

Administration

- (a) Carry out administrative tasks, including updating and maintaining records of students' progress;
- (b) Attending assemblies e.g. collects, meetings for worship, etc., registering the attendance of students and supervising students, whether these duties are to be performed before, during or after School sessions.
- (c) Undertaking such duties and responsibilities as the Head may from time to time direct.

General

The Learning Support Teacher is expected to have regard to the Staff Handbook which will be issued as a reference guide to enable a common approach to School procedures to be adopted. The Learning Support Teacher is expected to and will comply with the provisions of the Staff Handbook. Procedures may be changed or updated from time to time as the needs of the School change. Updates will be issued to the Learning Support Teacher whenever a revision is made.

All teaching staff are expected to make a full contribution to the wider life of the School including extra-curricular activities and involvement in evening and weekend activities, hobbies and sport.

Other

The above is only an outline of the tasks and responsibilities of the role. The post holder will carry out any other duties as may be reasonably required by his/her line manager

The job description and person specification may be reviewed on an on-going basis in accordance with the changing needs of the department and School.

This job description and accompanying documentation do not form part of the employment contract.

Terms and Conditions of Service

The post holder will be required to comply with all policies and procedures issued by and on behalf of the School.

The post holder will be required to participate in the School appraisal procedures as an appraisee and if applicable, as an appraiser.

The post holder will be required to attend statutory and mandatory training.

Child Protection and Safeguarding

It is the post holder's responsibility for promoting and safeguarding the welfare of children. You will comply with Leighton Park's Child Protection and Safeguarding Policy and the requirement to report to the Child Protection Officer any concerns relating to the safety or welfare of children. This post is classed as being in regulated activity.

Information Security, Confidentiality and Data Protection

During the course of employment, the post holder may have access to, see or hear information of a confidential nature and he/she will be required not to disclose such information. All person identification information must be held in the strictest confidence and should be disclosed only to authorised people in accordance with the Data Protection Act 1998, unless explicit written consent has been given by the person identified.

Equal Opportunities

The post holder must comply with and promote Equal Opportunities and avoid any behaviour which discriminates against others on the grounds of sex, disability, marital status, sexual orientation, age, race, colour, nationality, ethnic or national origin, religion, political opinion, trade union membership.

Health and Safety

Under the Health & Safety at Work Act 1974, it is the responsibility of individual employees at every level to take care of their own health and safety and that of others who may be affected by their own acts at work. This includes co-operating with the School and colleagues in complying with Health and Safety obligations to maintain a safe environment.