



The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Summary of the role:	Learning Support Specialist: The post will involve working as a part-time member of the SEND Department alongside teachers and teaching assistants. The role will involve supporting teachers and specific pupils. You will be accountable to the Head of Learning Support (Prep or Pre-Prep) in the first instance. Within your role, you will support the School’s aim to ensure that we provide a curriculum that is broad and balanced and which covers the academic, artistic and physical elements that are crucial for the development of the whole child. We set high standards of learning for all the children in a caring and supportive environment and you will help to promote our ethos by encouraging enquiring minds and building pupils’ strengths, interests and experiences.
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Line management responsibility for:	None
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Main duties and responsibilities:	<p><u>Academic duties</u></p> <ul style="list-style-type: none"> • Running one-to-one and paired sessions for children with specific difficulties. Either lead English-based booster sessions for children who find English lessons difficult, in Key Stages 1, 2 or 3 or run sessions for children who find Maths challenging in Key Stage 2. • Planning and preparing appropriate lessons and activities, taking into account the age, ability and specific needs of the children that you work with in order to meet their educational needs • Assisting in identifying and meeting the needs of children in your care at all times • Assessing children’s progress and communicating with class teachers and the Head of Learning Support (Prep or Pre-Prep) • Supporting class teachers in developing their own practice in relation to children with specific difficulties • Communicating effectively both orally and in writing with parents of the children that you work with • Helping to maintain a visually welcoming and educationally stimulating classroom, and to provide a disciplined and structured environment • Attending staff meetings, curriculum meetings and in-service training, as requested • Working flexibly with different children or groups, if required • Undertaking other duties that may be reasonably directed from time to time for the good of the school and its pupils • Evaluating your own teaching critically to improve effectiveness • Adopting and working towards the objectives outlined within the school’s development plan • Undertaking such other comparable duties as the Deputy Head (Academic) or Head of Learning Support (Prep or Pre-Prep)
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requires from time to time

Pastoral Duties

- Promoting and safeguarding the welfare of children and young persons for whom you are responsible and with whom you come into contact.
- Maintaining a constant awareness of all issues relating to child protection
- Setting and maintaining high educational and moral standards; assist in maintaining good order and discipline among pupils, safeguard their health and safety and participate in extra-curricular activities.
- Adhering to the school's Code of Conduct Policy.
- Being vigilant to help prevent bullying and work swiftly to resolve incidents of bullying, following the school's Anti-Bullying Policy
- Adhering to the philosophy, policies and the overall development plan of the school and to promote the ethos of the school
- Assisting in putting into practice curriculum policies appropriate to the needs of the children
- Adhering to the school's policy and organisation for children's pastoral care including behaviour and discipline
- Fostering the development of the wider curriculum so that children may gain new skills and experiences, develop their talents and interests, and to enhance their personal qualities
- Ensuring that all children have a proper respect for each other, and that health and safety regulations are observed at all times
- Promoting the general progress and well-being of individual pupils
- Encouraging pupils to participate in other aspects of school life

Person Specification

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	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
Qualifications	<ul style="list-style-type: none"> Level 3 NVQ or equivalent Good basic education to GCSE level in literacy and numeracy, or the equivalent Commitment to continued professional development (CPD) 	<ul style="list-style-type: none"> Teaching qualification OCR level 5 or 7 in teaching dyslexic children (depending on which role applied for) Level 5 or 7 qualification in teaching dyscalculic children (depending on which role applied for) 	<ul style="list-style-type: none"> Production of the Applicant's certificates Discussion at interview Independent verification of qualifications
Experience	<ul style="list-style-type: none"> Prior experience working with children Use of ICT to support teaching and learning Prior experience of working with children with special educational needs 	<ul style="list-style-type: none"> Prior experience of working with children in relevant Key Stages Prior experience of working with children for whom English is an additional language 	<ul style="list-style-type: none"> Contents of the application form Interview Professional references
Skills	<ul style="list-style-type: none"> Teaching children on an individual basis, in pairs or in small groups (depending on which role applied for) Be able to explain tasks simply and clearly and foster independence Supervise children, and adhere to defined behaviour management policies Accept and respond to authority and supervision Work with guidance, but under limited supervision Liaise and communicate effectively with others Demonstrate good organisational skills Display work effectively, and make and maintain basic teaching resources Support the class teacher and LS department in planning and preparing lessons appropriate to the needs of the pupil with specific difficulties Promote the school's aims positively and use effective strategies to monitor motivation and morale Have a secure understanding of learning styles and child 	<ul style="list-style-type: none"> Identify gaps in their own experience that they need help in filling Demonstrate the ability to learn and adapt from past experience 	<ul style="list-style-type: none"> Contents of the application form Interview Professional references

	<p>development</p> <ul style="list-style-type: none"> • Develop good personal relationships and work well within the team • Establish and develop good relationships with parents • Communicate effectively • Contribute to a happy, challenging and effective learning environment 		
Knowledge	<p>The Learning Support Specialist should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • Child development and the ways in which children learn • The roles played by various adults in a child’s education • Behaviour management strategies • The theory and practice of providing for the individual needs of all children (e.g. Classroom organisation and learning strategies) • The statutory requirements of legislation concerning equal opportunities, health & safety, learning support and child protection • The positive links necessary within school and with all its stakeholders 	<ul style="list-style-type: none"> • Awareness of the National Curriculum requirements at the appropriate Key Stage • The monitoring, assessment, recording and reporting of pupils’ progress 	<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references
Personal competencies and qualities	<ul style="list-style-type: none"> • An interest in supporting children of all academic abilities • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and boundaries with children and young people • Emotional resilience in working with different situations • Positive attitude to use of authority and maintaining discipline • Be a role model to staff, children and the community • Committed • Able to motivate self and others • Organised • Flexible • Excellent communication and interpersonal skills • Demonstrate initiative • Reflective on own practice 	<ul style="list-style-type: none"> • Liaise effectively with and report to teaching staff 	<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references

Candidates should ensure that they address all of the above criteria in their application form, referring, where appropriate to actual experience. In addition, the interview will explore issues relating to safeguarding and promoting the welfare of children including.