



## Job Description and Person Specification

**Job Title:** Upper School Learning Specialist

**Reports to:** Head of Upper School

**Based at:** TASIS The American School in England, Coldharbour Lane, Thorpe, Surrey, TW20 8TE



### Job Summary:

The Upper School Learning Specialist role models the very best teaching practice and provides direction and organizational focus for the effective and consistent provision of learning support and differentiated teaching practice across the Upper School. With overall responsibility for special needs provision, the Learning Specialist collaborates with parents and members of the teaching, safeguarding and leadership team to ensure the best possible provision of learning support in line with the School's Mission and the Learning Support SEN Policy and Procedures.



## **Communication**

- Assists in the development of positive relationships with parents of students with learning support needs to help better understand their child's unique needs and to provide support to these parents;
- Works in conjunction with the Leadership team in fostering a positive and professional climate and culture in the school;
- Attends Grade level and department meetings as required;
- Liaises with the appropriate parents when and if required;
- Communicates openly and constructively;
- Encourages parent and family involvement in each student's learning to enhance the success of our programs;
- Respects the confidentiality of all school data and student information;
- Communicates with teachers to support their understanding of the protocols of the learning support process as defined in the Learning Support SEN Policy and Procedures;
- Liaises with the DSL and the sectional DDSL with regard to students with learning differences;
- Meets on a weekly basis with the Learning team to discuss the on-going implementation of policy and procedures and review student support plans; and
- Attends weekly safeguarding meetings.

## **Organization**

- Works with the Head of School and Board to ensure the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Provides coordination of Learning Support, working in conjunction with other Learning Support Specialists, the Section Head, AP, IB and Curriculum Coordinators; and
- Assists colleagues in the interpretation and implementation of the Learning Support SEN Policy and Procedures so that a consistent, cohesive approach is maintained throughout the School.

## **Planning**

- Working with other Learning Support Specialists across all school sections, assists the Head of School and Board in determining the strategic development of the Learning Support SEN Policy and Procedures in the School;
- Works with departments and the learning support team to assist teachers in planning to meet the needs of students requiring learning support;
- Maintains a register of all Learning Support students and the accommodations they require; and



- Maintains active and accurate learning support records and ensures records are updated in accordance to the procedures outlined in the Learning Support SEN Policy and Procedures.

### **Teaching**

- Teaches individual students and/or small groups of students based on the need and Step related to the Learning Support Flow Chart;
- Co-teaches with mainstream classroom teachers to assist with specific units or skills for brief, defined periods of time;
- Teaches using appropriate and motivating materials including educational technology;;
- Develops curriculum related to learning skills;
- Identifies student learning abilities and differences;
- Mentors learning support teachers, including providing instruction in the appropriate use of assessment materials currently available;
- Provides students with strategies and tools to promote their independent performance in class;
- Encourages student accountability for their learning; and
- Assists families with understanding of their child's learning challenges, and supports them through the learning support process.

### **Assessment**

- Ensures that systems and procedures are in place to support the appropriate learning support students with external examinations and liaise closely with the necessary teachers and leadership team members and coordinators;
- Assists teachers in developing and implementing a range and balance of assessment strategies, portfolio assessments and conferences to meet the needs of students receiving learning support;
- Tracks the progress of students receiving learning support;
- Coordinates accommodations for examinations;
- Assists with the admissions process if the prospective student requires Learning Support; and
- Liaises with Educational Psychologists and other external professionals, where required, with regards to referring students for further assessments.

### **Professional Development**

- Keeps up to date with curriculum development by means of personal professional reading, attending workshops and conferences;
- Keeps abreast of educational research in the field of Learning Support;



- Informs staff of professional development opportunities and new, relevant publications; and
- Sets professional goals that are linked to school improvement priorities.

### **General Responsibilities**

- Participates in any necessary committees required for the implementation and alignment of whole school curriculum;
- Liaises with the relevant members of the leadership team and admissions department on the enrolment and placement of students who may require learning support;
- Reviews Student Support Plans for the purpose of content and required data;
- Actively supports the mission of the School;
- Follows through in essential agreements and adheres to the established policies, procedures and guidelines of the School;
- Contributes to community building and positive morale by participating actively in whole school initiatives including the co-curricular and wellness programs of the school; and
- Any other duties that may be reasonably requested by the Head of Upper School.

### **Safeguarding Responsibilities:**

- To know the identity of the School's Designated Safeguarding Lead and Deputy;
- To proactively be alert to indicators of potential safeguarding issues and report these immediately in accordance with the school's procedure;
- To be aware of the School's policies relating to Safeguarding and Child Protection, Code of Conduct and Health and Safety, and follow their requirements;
- Attend training relating to Safeguarding of Children;
- Engage in safe practice and professional conduct to safeguard children to mitigate against the potential for misunderstandings or situations being misconstrued; and
- Create safe and secure learning environments.

**The School is fully committed to safeguarding the welfare of children and young people and expects the same from its employees. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.**



## Person Specification:

### Qualifications/Professional Bodies

Essential:	Desirable:
University Degree	A Master's Degree. In the field of Special Education
National Award in Special Educational Needs Coordination OR other qualification in Special Educational Needs	

### Experience

Essential:	Desirable:
Minimum of 2 years' teaching in the field of learning support with senior school students	Previous experience within an international education environment
Experience of teaching and working with grade 9 – 12 students	Previous experience within a boarding school environment
	Experience of co-educational settings
	Extensive experience (5 - 7 years) working in the field of learning support

### Skills/Knowledge

Essential:	Desirable:
Accomplished Learning Specialist	Knowledge of EAL
Experience within a standards-based curriculum	Knowledge of AP curriculum and IB curriculum
	Knowledge of American Pedagogy

### Personal Attributes

Essential:	Desirable:
Willingness to embrace the TASIS England Mission	
Committed to lifelong learning and the TASIS Learning Journey Program	
Empathic, enthusiastic and outgoing	
Principled, Open-minded and Compassionate	
Strong communication skills both verbal and written	
Organized and able to meet deadlines	
Collaborative and willing to participate in extra-curricular activities	
Supportive of school policies, procedures, rules and regulations	
Commitment to equal opportunities for students and colleagues	
Committed to supporting a diverse, equitable and inclusive educational and working environment	
Committed to safeguarding children and young people	