



Job Description and Person Specification

Part time Teacher of Learning Support: 46% FTE. Fixed term: Autumn Term 2027)

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.

Job Title:	Part-time Teacher of Learning Support
Summary of the role:	To foster academic excellence and individual growth in a supportive and inclusive environment. To enhance students' literacy skills across Key Stages 3 to 5. To promote a positive attitude to learning and ensure that students are active participants in their learning.
Line management responsibility for:	N/A



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<p>Main duties and responsibilities:</p>	<p>Promote and safeguard the welfare of children and young persons for who you are responsible and with whom you come into contact.</p> <p>Deliver targeted literacy support to individual students and small groups, addressing a range of needs including dyslexia, reading comprehension difficulties, and written expression.</p> <p>Work closely with classroom teachers to identify students requiring support and to plan interventions that are aligned with the curriculum.</p> <p>Develop, implement, and review Individual Education Plans (IEPs) for students with specific learning difficulties (SpLD), with a focus on literacy development.</p> <p>Conduct literacy assessments to track progress and inform teaching strategies.</p> <p>Provide support and differentiated resources to help students access the full curriculum.</p> <p>Liaise with parents, carers, and external specialists to ensure cohesive support strategies are in place.</p> <p>Maintain accurate and confidential records of student progress and support sessions.</p> <p>Contribute to staff training and CPD on inclusive teaching strategies and literacy interventions.</p> <p>Support exam access arrangements in accordance with JCQ regulations where applicable and as directed by the Head of Learning Support.</p> <p>Establish constructive relationships with students and interact with them according to their individual needs</p> <p>Encourage students to engage in and develop a positive attitude to their learning by providing strategies that promote thinking, independence and active participation.</p> <p>Set challenging expectations, recognise and reward achievement and promote self-esteem.</p>
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Line management duties and responsibilities	None

You may also be required to undertake such other comparable duties as the Head or your line manager requires from time to time.



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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	<p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></p> <p>A recognised qualification in SpLD (e.g. Level 5 or Level 7 in Dyslexia or Literacy Intervention).</p> <p>A minimum of GCSE Maths and English Language Grade C, or Level 4 (or equivalent)</p> <p>Qualified Teacher Status (QTS) or equivalent.</p>	<p><i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</i></p>	<p>Production of the Applicant's certificates</p> <p>Discussion at interview</p> <p>Independent verification of qualifications</p>



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<p>Experience</p>	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role</i></p> <p>Proven experience working with secondary-aged students with learning support needs, particularly in literacy.</p> <p>Commitment to safeguarding and promoting the welfare of children.</p> <p>Experience of delivering 1:1 or small group interventions to students with specific difficulties</p>	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role</i></p> <p>Recent experience of working in a secondary school setting</p> <p>Experience in administering and interpreting literacy assessments.</p> <p>Experience of working with children with SEMH needs</p> <p>Experience of behaviour management</p> <p>Experience of Microsoft Teams and OneNote</p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
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<p>Skills</p>	<p><i>The skills required by the Applicant to perform effectively in the role</i></p> <p>Excellent communication, organisation, and interpersonal skills.</p> <p>Ability to adapt learning and develop resources to enable students with specific learning needs to access course content and achieve their potential</p> <p>Ability to use initiative to prioritise student needs and adapt learning tasks as appropriate</p> <p>Good ICT skills to support learning and use of on-line resources</p>	<p><i>The skills that would enable the Applicant to perform effectively in the role</i></p> <p>Ability to support children with a range of SEND needs</p> <p>Effective classroom and behaviour management skills</p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
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<p>Knowledge</p>	<p><i>The knowledge required by the Applicant to perform effectively in the role</i></p> <p>Knowledge of the impact of Specific Learning Difficulties on teaching and learning</p> <p>In-depth knowledge of specific learning difficulties such as dyslexia, and evidence-based strategies to support them.</p>	<p><i>The knowledge that would enable the Applicant to perform effectively in the role</i></p> <p>Knowledge of other SEND (eg ASD, ADHD)</p> <p>Knowledge of secondary curriculum</p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
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<p>Personal competencies and qualities</p>	<p><i>The personal qualities that the Applicant requires to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <p>motivation to work with children and young people</p> <p>ability to form and maintain appropriate relationships and personal boundaries with children and young people</p> <p>supportive of the Quaker ethos and principles</p> <p>emotional resilience in working with challenging behaviours</p> <p>positive attitude to use of authority and maintaining discipline</p> <p>Ability to work successfully within a team</p> <p>Maintain confidentiality both in and outside of school</p>	<p><i>The personal qualities that would assist the Applicant to perform effectively in the role</i></p> <p>Willingness to undertake further training/professional development as required</p> <p>A strong commitment to inclusion and overcoming barriers to learning and achievement</p>	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
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