



Job Family

<p>Role Name</p>	<p>Main Scale Class Teacher /Learning Support Class (LSC) Teacher/Special Educational Needs (SEN)/Individual Needs (IN) teacher</p>
<p>Role Summary</p>	<p>The position involves:</p> <p>A Learning Support teacher is part of our Special Educational Needs team. Whilst the role is often known as the Learning Support Class teacher, there is no specific class of children with special educational needs taught solely by this teacher. Instead, the students who have been identified for special educational provision, through the ESF’s assessment review panel and given Levels of Adjustment 3 or 4, are supported through mainstream class placements.</p> <p>For this reason we are looking for primary teachers with relevant experience/and or SEN qualifications. They must also have a genuine interest to work with children with special educational needs.</p> <p>The main role of the Learning Support Teacher is to maximise the learning and development of a small number of identified students through the planning, preparation and teaching of programmes which meet students’ individual learning needs and achieve specific student outcomes in close liaison with the students’ mainstream class teachers (eg Target Class Teacher). Teachers teach a range of student abilities and are accountable for the effective delivery of their programmes. The classroom/Learning Support Teacher engages in critical reflection in order to improve their knowledge and skills to better engage students and improve their learning.</p> <p>Classroom teachers assume roles beyond the classroom in endeavouring to maximise students’ learning. These roles include working collaboratively with colleagues and other members of the school community, and communicating with parents and care-givers.</p> <p>The classroom teacher’s contribution to the school goes beyond the classroom. They participate in the development of the school policies and programmes and assist in the implementation of school priorities. All classroom teachers may be required to undertake other duties in addition to their teaching duties.</p>
<p>Main Accountabilities</p>	<p><i>Teaching and Assessment:</i></p> <ul style="list-style-type: none"> • Planning lessons and sequences of lessons to meet student’s individual learning needs and to ensure student’s progression including the planning and preparation of teaching programmes (e.g., IEPs) to meet student’s individual needs • Work closely with target class teachers to ensure appropriate differentiation and support to promote the inclusion of students with individual needs • Planning lessons and sequences of lessons for delivery by education assistants • Liaise and work closely with other members of the learning support team including Head of SEN, SENCO (Special Educational Needs Coordinator), Educational Psychologists, Speech and Language Pathologists, Occupational Therapists and other professional agencies • Using a range of appropriate strategies for teaching and learning and classroom management. • Use flexible groupings and structured inquiry to deliver high quality lessons in line with the IBO philosophy. • Maintain a well organised and stimulating learning environment. • Use learning technologies such as the IWB and the VLE to enhance learning. • Using information about prior attainment to set expectations for students. • Using a range of assessment and reporting methods that show student’s achievement in relation to learning outcomes. • Providing clear and constructive feedback to students and their parents and caregivers through reporting and termly IEP meetings <p><i>Wider professional roles:</i></p> <ul style="list-style-type: none"> • Planning and engaging in professional learning activities that support school and

	<p>systematic priorities.</p> <ul style="list-style-type: none"> • Taking responsibility for own professional development and using the outcomes to improve teaching and students' learning. • Making an active contribution to the policies and aspirations of the school. • Ensuring administration of classroom procedures are completed efficiently. • Collaborating with members of the school community to build a team environment that supports students' learning. <p><i>Additional responsibilities may include:</i></p> <ul style="list-style-type: none"> • Managing a year level or subject area. • Assisting with or managing an aspect of daily school management. • Assisting year level co-ordinators, curriculum co-ordinators, student management co-ordinators, principal and vice principal with the performance of specific functions. • Assisting with or managing a specialist function such as sport, careers, student welfare, excursions or camps co-ordination. • Supervising a range of student activities including support and welfare programmes. • Developing a school transition programme and facilitating the associated orientation programme. • Managing and supervising a team of teachers in the planning, implementation and review of teaching and learning programmes. • Leading the development of curriculum policies and programmes. • Contributing to the Foundation-wide professional development programme.
Typical reporting relationship	School Leader
Minimum typical education	Bachelor Degree in Education, or Bachelor Degree in any subjects with PGCE (Postgraduate Certificate of Education), or equivalent
Minimum typical experience	1-3 years' teaching experience within a recognised educational organisation Desired – experience of teaching students with a range of individual needs
Core Professional / Technical Competencies required	<p><u>Abilities</u></p> <ul style="list-style-type: none"> • Adaptability/flexibility • Analysis / problem solving • Collaboration • Communication • Team centred • Knowledge and understanding of programmes and strategies used in supporting students with a range of individual needs • Self reflection <p><u>Knowledge</u></p> <p>Having a thorough and up-to-date knowledge of the teaching of their subject(s), their students, curriculum, pedagogy, education-related legislation and the specific teaching context.</p>
Core Soft / Transferable Competencies required	<ul style="list-style-type: none"> • Planning & Organising Work • Translating Strategies into Plans & Actions • Valuing & Integrating Diversity • Learning Agility • Leading Change • Written Communication • Work Standards/Quality Orientation • Creativity/Innovative • Formal Presentation

	<ul style="list-style-type: none"> • Developing Talent
Development / Training to support role competencies	<p><u>Development activities</u> To be negotiated as part of the performance management process</p> <p><u>Relevant courses</u> To be negotiated as part of the performance management plan</p>
<p>Notes: Two Year Finite Contract <i>Looking ahead to the future this role may also involve:</i></p> <ul style="list-style-type: none"> • <i>Being a mainstream class teacher with a number of SEN students in the classroom.</i> <p>All teachers are expected to contribute to the school extra curricular programme throughout the year</p>	