



CAYMAN PREP & HIGH SCHOOL

JOB DESCRIPTION HIGH SCHOOL LEARNING SUPPORT TEACHER

The Learning Support Teacher enhances student learning, identifying, and removing barriers to achievement by helping students in Y7 – Y13 develop individual learning pathways and effective strategies to overcome specific learning difficulties across focus curriculum areas. The Learning Support Teacher provides strategies and expertise to support teachers within a faculty, working together to ensure the individual child's needs are met. The Learning Support Teacher offers purposeful training for staff and students ensuring that exam board requirements for accommodations are met. The Learning Support Teacher delivers study skills to students in KS3, KS4 & KS5 and is required to offer additional support in Brain Lab and other forums specifically designed to remove stigma and ensuring that no child is left behind. The Learning Support Teacher works with withdrawal groups, individuals and within mainstream classes, guaranteeing that progress is made and that each identified child reaches their potential.

Reporting to:

SENCO / Head of Assessment and Inclusion / Head of Faculty if appropriate

Liaising with:

Heads of Faculty, teachers, Key Stage Coordinators, School Counselor, Parents, external agencies, and ALT

The duties and responsibilities of the HS Learning Support Teacher include and are not restricted to the following:

Duties and Responsibilities:

- Teaches / reteaches further curriculum and study skills and provides cross-curricular assistance to students withdrawn from specific lessons or as part of in class support
- Teaches supplementary content and study skills and provides cross-curricular assistance with students withdrawn or in in class support
- Designs, resources, and teaches study skills to students
- Takes responsibility for the administration and implementation of word processing accommodation for relevant students in internal and external exams
- Assists with all other aspects of the administration of exam accommodations for students with registered learning disabilities from Y7-13 in both internal and external exams during all 3 exams sessions.
 - Assisting with the writing of educational psychologist report summary document reviews, their distribution and delivery to faculties.
 - Working with parents/guardians, fostering successful home/school partnerships
 - Planning (individually and collaboratively) and executing tasks where necessary. Collaborating with individual teachers through joint planning and where appropriate joint teaching.
 - Setting individual targets and monitoring student progress
 - Assisting with the identification and testing of students who are underperforming.
 - Being fully aware of how to administer and execute various screening stratagems
 - Assisting staff in interpreting data from summary documents and designing approaches to improve student achievement and instruction.
- Acting as the Learning Support lead teacher: liaising with designated faculty on issues such as set changes, providing where possible in class support, highlighting SEN issues as they relate to the Faculty

- Assisting teaching staff to enable students in their care to access the curriculum as far as is possible, and to enhance the learning of students with wide ranging needs.
- Facilitating teachers' use of successful, research-based instructional strategies, including differentiated instruction for diverse learners.
- Advising the SENCO regarding the need for specialist equipment, material and books required
- Liaising with subject departments:
- Representing the LS department in Faculty meetings and disseminating any relevant information
- Teaching the prescribed curriculum directed to teach

Additional Responsibilities

- Respect and promote the Mission Statement, Philosophy and Objectives of the School.
- Ensure students are individually challenged to reach their full potential.
- Create a welcoming, stimulating, and inclusive classroom environment.
- Maintain appropriate records of student progress and assessment.
- Teachers must adhere to all the school's policies and procedures. It is the teacher's responsibility to be informed of all procedures required of the administration in relation to the daily functioning of the school, their personal and professional requirements and or needs.
- Teachers are to be on campus from 7:30 a.m. to 3:30 pm, or as amended by the school, except when they are undertaking afternoon meetings or activities or duties per roster. On such occasion's responsibility continues until the end of the activity or duty.
- Demonstrate professionalism by recognising that, on occasions, duties will extend beyond the normal school day. Such duties will include early morning and after school duties, in-service training, workshops, faculty meetings, Parent/Teacher Consultations, full staff meetings, school functions, field trips and extra-curricular activities.
- Present a professional image always within the school community:
 - Communicate promptly with the Principal and Head of Faculty if matters arise which cause concern about the schoolwork or conduct of students.
 - Ensure that Form Tutors are kept fully informed of discussions with parents about the schoolwork or conduct of students.
 - Dress and conduct themselves in a professional manner and in accordance with the school's Christian ethos.
- Read and use the HS Handbook and curriculum documentation.
- Determine personal professional growth plans for the current academic year, recognising that these will form part of the performance management process.
- Maintain firm but fair discipline and enforce school rules and regulations always.
- Meet all reporting deadlines.
- Liaise with Learning Support staff and subject specialist staff where necessary.
- Participate pro-actively in curriculum / pastoral meetings and activities.
- Undertake other reasonable duties as may be required or designated from time to time by the Principal.

Safeguarding

In accordance with the school's commitment to follow and adhere to the School's Child Protection Policy and Procedures and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the school. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgment, which always focuses upon the best interests of the students and the school. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and dispatch your duty of care appropriately at all

times. You will always be expected to present a consistently positive image of the school and uphold public trust and confidence.

This job description will be reviewed annually and may be subject to modification or amendment after consultation between the Principal and the post holder.

Signed:

Post Holder: _____ Date: _____

High School Principal: _____ Date: _____