

LEARNING SUPPORT TEACHER JOB DESCRIPTION

LOCATION	Nord Anglia School Beijing Fangshan
JOB PURPOSE	<p>To ensure that the school's learning support provision meets the needs of all students identified as requiring Learning Support</p> <p>To lead and coordinate the SEN/Learning Support process including identification, tracking, and monitoring of students receiving support and their transitions through school.</p> <p>To lead and coordinate the learning support team including performance management, provision mapping, and resources to ensure effective delivery of the support service.</p> <p>To assist the school leadership in developing long-term strategies to raise standards across the school.</p>
REPORTING TO	Principals and designated Assistant Head
DIRECT REPORTS	Learning Support
OTHER KEY RELATIONSHIP	School Leadership Team (SLT), Head of EAL, NAU Coordinator, Global Campus Coordinator

KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
Engagement and Interaction	
<ul style="list-style-type: none"> ▪ Fully support the school's Safeguarding policy and know the reporting procedures to follow in case of a Child Protection issue. ▪ To lead the learning support team to identify and adopt the most effective teaching approaches for pupils with SEND. ▪ To provide teachers with strategies to support children with additional learning needs through the SEN toolkit and strategies in class. ▪ To assist with coordination of the school's pathway 3 	<ul style="list-style-type: none"> ▪ Students are safe and ready to learn. ▪ Student attainment meets or exceeds targets. ▪ Students are tracked throughout school with effective transition between Primary and Secondary
KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
<ul style="list-style-type: none"> ▪ Liaise with Homeroom teachers and Assistant Heads regarding any students causing concern, initiate remedial action and where appropriate put in place additional intervention through the SEN/Learning Support process. 	

<ul style="list-style-type: none"> ▪ Carry out provision mapping to ensure that resources meet the needs of students. ▪ Liaise with EAL teachers regarding further support required for students. 	
<p>Leading in Learning and Teaching</p>	
<ul style="list-style-type: none"> ▪ Identify strategic development opportunities to further improve SEN/Learning Support provision across the school ▪ Lead the performance management process for learning support staff including support and disciplinary procedures where appropriate ▪ In collaboration with the line manager, deploy support staff to ensure the best use of staff skills to meet students' needs, including TAs ▪ Liaise with CPD lead on training and development needs for staff including TAs (Teaching Assistant) ▪ Identify both good practice and areas for improvement/strategic development and use these to agree on the annual action plan for the support, in agreement with the line manager/SLT. ▪ Communicate new developments or research about SEN/Learning Support to all staff ▪ Oversee parental contacts on academic matters, including follow up on reports, parents' conferences in relation to learning support ▪ Direct the delivery of staff INSET in SEN/Learning Support related matters. ▪ Chair weekly Department meetings as appropriate and keep records of minutes and actions ▪ Coordinate transition planning and oversee a smooth transition for students as they move to the next year group and Key Stage, liaising with appropriate staff to ensure this happens, ensuring all paperwork is in place to support this ▪ Maintaining an appropriate, confidential record of all pupils in line with whole school requirements ▪ Advising and supporting parents in organising specialist help such as speech therapist, psychologist, and tutors ▪ Liaising with the Admissions Team to provide smooth admissions support for new applications requiring SEN/Learning Support provision 	<ul style="list-style-type: none"> ▪ Staff have a clear understanding of their roles and responsibilities and understand their personal impact on the department and the whole school plan. ▪ There is a clear development plan that aligns to school priorities and matches with staff development needs ▪ Teachers and AHs have the data required to know how well a cohort are doing and take appropriate action to extend for support students. ▪ Interventions are devised for the students with the greatest level of need. ▪ Interventions and services that lead to the greatest impact.
<p>KEY RESULT AREA</p>	<p>MEASUREMENT OF PERFORMANCE</p>
<ul style="list-style-type: none"> ▪ Ensure all relevant staff are informed of the special needs of pupils ▪ Monitoring and evaluating I.E.P.s / I.L.P.s with relevant staff 	

<ul style="list-style-type: none"> ▪ To work with Assistant Heads to evaluate assessment data to identify requirements for intervention and support ▪ To work with Assistant Heads to maintain a register of all students receiving support (Inclusion Profile) ▪ To use year group data to identify target students and possible programmes of interventions to meet their needs ▪ To monitor students who may require support in the future through feedback received from teachers (Pupil Progress Register) ▪ Organise appropriate assessment tests for pupils enrolling/transitioning/accessing the service ▪ Oversee student assessment (summative and formative) and reporting to parents ▪ Liaise with ISAMS administrator to maintain academic records of students receiving Learning Support ▪ Collate data/levels to monitor and track progress, analyse trends ▪ Explore a variety of assessment tools and develop the school's assessment policy w.r.t. AFL to support areas of responsibility ▪ Monitoring pupils' experience of SEN/Learning Support provision through the school to provide evidence of continuity and progress ▪ Monitor the impact of interventions and report the quality of outcomes to the line manager/SLT through the information dashboard process 	
<p>Operational Expertise & Resource Management</p>	
<ul style="list-style-type: none"> ▪ Oversee and coordinate the team's timetables ▪ Update Department sections of curriculum guides/booklets; update school handbooks ▪ Liaise with SLT to produce an annual requisition and on-going requirements. 	<ul style="list-style-type: none"> ▪
<p>Professional and Personal Development – Contribution beyond the Classroom and on-going Professional Development</p>	
<ul style="list-style-type: none"> ▪ All staff are required to manage effective personal development as part of the school's commitment to invest in staff as the key resource in the organisation ▪ Each individual must ensure that they meet their statutory 	<ul style="list-style-type: none"> ▪ Valued member of the team and organisation
<p>KEY RESULT AREA</p>	<p>MEASUREMENT OF PERFORMANCE</p>
<p>responsibilities and Company policies with regards to Health and Safety, Equal Opportunities, and other relevant legislation</p> <ul style="list-style-type: none"> ▪ Any other appropriate duties as allocated by the Principal 	

PERSONAL SPECIFICATIONS – Skills Knowledge and Experience	
<ul style="list-style-type: none"> ▪ Degree plus a teaching qualification ▪ SEN/Learning Support qualification OR experience ▪ Excellent classroom practice ▪ Understanding of effective teaching and learning theory and practice of providing effectively for the individual needs of all children through classroom organization, differentiation and learning strategies ▪ Proven ability to develop good personal relationships within a team ▪ High level of IT competence 	Essential
<ul style="list-style-type: none"> ▪ Leadership training ▪ CELTA/DELTA or Equivalent ▪ International Experience ▪ Understanding of IPC Structure and Philosophy ▪ Knowledge of EAL in the mainstream ▪ Subject Leadership experience ▪ Proven ability to develop opportunities for parental involvement ▪ Use of ISAMS 	Desirable
Personal Attributes	
<ul style="list-style-type: none"> ▪ High levels of personal integrity ▪ Conscientious and able to focus on completing work to a consistently high standard ▪ Flexible and positive approach to work ▪ Excellent organisational and time-management skills; high attention to detail ▪ Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved ▪ Adaptable to working in a fast paced ever changing environment ▪ Ability to work under pressure and remain calm ▪ Proactive and willingness to take on multiple tasks ▪ Self-motivated and enthusiastic ▪ Ability to work independently ▪ Must be a team player, willing to help and be flexible ▪ Continually strive for improvement 	
Other	
<ul style="list-style-type: none"> ▪ Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK. ▪ Compliance with visa requirements for working in China ▪ A commitment to safeguarding and promoting the welfare of all pupils, and the willingness to undertake appropriate child protection training when required 	

PHILOSOPHY AND VALUES

We are ambitious for our students, our people, and our family of schools. We believe that:

- There is no limit to what every person can achieve.
- Creativity and challenge help us get better every day.
- Learning should be personalised.
- Unique global opportunities enhance the learning experience.

The NAE Commitment

At Nord Anglia Education, we work every day to inspire our schools, our students, and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social, and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with **respect, integrity, openness, courage, and ambition**. These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.

Promote and embodies *The CORE 7 Leadership Capabilities:*

- **Accountable** – Establishes a high performing culture and accepts accountability for organisational performance.
- **Strategic** – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction
- **Collaborative** – Works collaboratively with others to achieve organisational outcomes
- **Entrepreneurial** – Creates organisational value for diverse stakeholders and achieves commercial success
- **Enabling** – Drives excellence through valuing and developing others
- **Agile** – Achieves personal and organisational success within a changing, dynamic, and complex environment
- **Resilient** – Demonstrates personal resilience within a demanding environment of high expectations

- Role-model the 'Be Ambitious' philosophy each day
- Feedback as a valued member of the team and the wider organisation