



## Higher Level Learner Support KEPIER JOB DESCRIPTION

**Name:**

**Job Title:** Higher Level Learner Support

**Salary Scale:** NJC

**Point Range:** 12-17

**Contractual hours:** 37

**Weeks per year:** Term Time Only +3 days

**Permanent Contract**

**Hours to be worked:** 8.00 am - 4.00 pm Monday to Thursday 8.00 am to 3.30 pm Friday

**Lunch break:** 30 minutes

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### **Purpose of Job:**

To be a dedicated and skilled Higher Level Learner Support to work primarily with small groups of learners who have been identified as needing additional support, particularly in Maths, according to their support plans. The successful candidate will deliver targeted interventions, following the school's curriculum, to ensure that all learners have the opportunity to make significant progress. There is potential for the role to be expanded to include support for Science, for a candidate with relevant skills and experience.

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**Principal Duties:** Providing support for learners, teachers and the whole school as outlined below:

### **Main Duties:**

- Small Group Teaching: Plan, prepare, and deliver targeted learning sessions to small groups of learners, focusing on Maths (with the potential for Science depending on the candidate's expertise).
- Intervention Delivery: Work closely with the SENCo and class teachers to ensure that interventions are aligned with students' individual support plans and educational needs.
- Monitor Progress: Regularly assess and track the progress of learners, keeping records of interventions and outcomes, and provide feedback to the SENCo and relevant staff.
- Adapt Teaching Materials: Modify resources and tasks to suit the individual learning needs of the students, ensuring accessibility and engagement.
- Provide Pastoral Support: Support the social and emotional development of students by promoting positive behaviour and a nurturing learning environment.
- Collaboration: Work collaboratively with teaching staff and other professionals (e.g., SENCo, external specialists) to ensure that the needs of students are met effectively.
- Plan and Review: Assist in the planning and reviewing of intervention strategies for students, working with the teaching team to ensure continuous improvement.
- Support Transitions: Assist students in transition points within the school year, particularly with a focus on readiness for future learning and school stages.

## **Support for School and Learner:**

- Individualised Support: Ensure that students with additional needs have access to a curriculum that is differentiated to meet their specific requirements, focusing on learning outcomes in Maths and Science.
- Assessment and Evaluation: Regularly assess learners' progress, providing appropriate feedback and implementing changes to interventions as needed.
- Collaboration with SENCo: Work closely with the SENCo to ensure the learning needs of students are being met according to their support plans.
- Encourage Independence: Promote the development of independent learning skills in students, encouraging them to take ownership of their progress and goals.
- Safeguarding: Be aware of and follow safeguarding procedures, ensuring the safety and wellbeing of all students in your care.

## **Professional Values and Practices:**

- Commitment to Inclusion: Demonstrate a commitment to inclusion and equal opportunities for all students, ensuring that learners with additional needs receive the necessary support.
- High Expectations: Set high expectations for all learners, encouraging them to take pride in their learning and achievement.
- Professional Development: Actively engage in professional development opportunities to further enhance your skills and knowledge, particularly in relation to supporting students with additional needs.
- Reflective Practice: Regularly reflect on your own practice and seek feedback to ensure continued improvement and effective support for students.
- Confidentiality: Maintain a high standard of confidentiality, particularly in relation to student progress and personal information.

## **General Requirements:**

- Experience: Experience in supporting learners with additional needs, preferably in small group settings. Experience in teaching Maths, or a willingness to develop expertise, is essential. Knowledge of Science teaching is desirable.
- Qualifications: A minimum of 5 GCSE's with strong passes, including Maths is essential. A relevant teaching qualification, such as a degree in Education, would be an advantage.
- Skills and Knowledge:
  - Sound knowledge of the National Curriculum, particularly in Maths (and Science).
  - Strong understanding of strategies for differentiating learning for students with additional needs.
  - Excellent communication and interpersonal skills.
  - Ability to work independently and as part of a team.
- Personal Attributes:
  - Patient, empathetic, and supportive in your approach to working with students.
  - Highly organised and able to manage multiple tasks effectively.
  - Strong problem-solving skills and initiative in addressing challenges.
  - Commitment to the ethos and values of the school.

## Responsible to: SLT and Department Leaders

- Whilst every effort has been made to explain the main duties of the post, each individual task undertaken by the post holder may not be identified.
- The job description is current at the date of issue, but following consultation, may be changed by Management to reflect changes in the job which are commensurate with the salary and job title.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous and supportive to colleagues and provide a welcoming environment to visitors and telephone callers.
- The school will endeavor to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

## Safeguarding

- Employees should be aware that the school will take any reasonable action to ensure the safety of its learners.
- In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow SSCB (Sunderland Safeguarding Children Procedures) Child Protection Procedures and inform Children's Services Social Care of their concern.

The post holder must comply with Health & Safety rules and regulations and with Health & Safety Legislation.

The post holder must carry out his or her duties with full regard to the School's Equal Opportunities Policy.

Kepier operates a **no smoking policy** in its building and grounds.

**Signed (Employee)**..... **Date**.....