



LIGHTHOUSE
SCHOOLS PARTNERSHIP

Job Title:	Learning Partner
Location:	Any Lighthouse Schools Partnership location
Salary Range:	JG4
Reports To:	Headteacher

Job Purpose

To work flexibly as part of a team, under the direction of class teacher or the SENCO to support teaching staff with their responsibility for the educational, personal and social development of pupils including those who may have special educational needs.

Main Responsibilities and Duties

OBJECTIVES

- To support learning and improve attainment throughout the school.
- To support learning both directly and indirectly, developing pupils' independence, confidence and resilience to succeed.
- To work in partnership with teachers and the SENDCO to maintain the classroom ethos and a consistent approach to teaching and learning following the school's approach to pedagogy and curriculum.

MAJOR RESPONSIBILITY AREAS

- A. Under the direction of teachers, provide direct instructional support for pupils in whole class situations, in small groups and individually to supplement their learning in the classroom.
- B. Support teachers in planning, preparation and assessment and other administrative tasks to support learning.
- C. Support teachers in meeting pupils' welfare and pastoral needs.

KEY TASKS

1. To support the delivery of direct instructional support for pupils in whole class situations, in small groups and individually as directed following work plans created by the teacher/SENDCO and with the support of the class teacher.
2. To deliver brief, but intensive, structured interventions which supplement the learning in the classroom and enable pupils to retain access to high quality universal provision.
3. To provide 'teaching triage': Whilst roving the classroom keeping pupils on task (whilst the teacher works with a group) identify pupils who are having difficulty with a particular task, and who need further help, and flag this to the teacher for support. (Assessment for learning)
4. To help all pupils develop essential skills underpinning learning, through the use of scaffolding techniques (such as those contained within the EEF scaffolding framework) to enable pupils to become independent learners.
5. To support teachers in planning, preparation and assessment and other administrative tasks to support learning.
6. Foster and develop supportive relationships with all children.
7. Work well as part of a team to support colleagues across the setting where needed under the direction of the SENDCO *e.g., supporting another colleague when/if intimate care is required.*



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8. To deliver structured activities and supervision for pupils during lunch breaks with a particular focus on physical activities and behaviour management.
9. To develop and maintain effectiveness by taking responsibility for your own continuing professional development.
10. To contribute to overall aims and objectives of the school, working within agreed policies and procedures. E.g., Making a full commitment to working to safeguard pupils, following school code of conduct, safer working practice etc.

Supervision and Management

This post will be managed by the Headteacher and supervised by teachers

Problem Solving and Creativity

Through assessment for learning Identify pupils who are having difficulty with a particular task, and who need further help, and flagging this to the teacher

Dimensions

Working with teachers and pupils across the whole school(s)

Key Contacts and Relationships

Pupils, parents and other members of staff

Decision Making

None

Resources

Curriculum and lesson planning, Education Health and Care Plans

Working Environment

School

Special Notes or Conditions

This guidance outlines clearly the minimum requirements expected at this level. It is not intended to be an exhaustive list and, if appropriate, staff may wish to exceed these expectations.

Name	
Signature	
Date	



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PERSON SPECIFICATION

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KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Experience	<ul style="list-style-type: none"> NVQ Level 2 A good standard of education with 3 or more GCSEs (or equivalent) including Maths and English Experience of working with children in an educational setting 	
Knowledge		<ul style="list-style-type: none"> Knowledge of keeping children safe in Education
Skills and Abilities	<ul style="list-style-type: none"> Excellent interpersonal skills Excellent organisation skills Competent ICT skills Ability to deal with difficult situations and resolve conflict. Resilience, enthusiasm, energy and vigour Flexibility and adaptability in changing situations. Demonstrate reliability, resilience, integrity and commitment. Ability to seek out, manage and influence opportunities for continuous improvement and change. Ability to maintain a positive and professional demeanour. Think creatively and imaginatively to solve problems and identify opportunities. Ability to show sensitivity and discretion in dealing with confidential issues 	
Work-related Personal Requirements	<ul style="list-style-type: none"> Take responsibility for own professional development and attend training courses as required to perform duties. 	



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	<ul style="list-style-type: none">• Demonstrate a commitment to the school's vision, aims and ethos, its community and outcomes for its pupils.	
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Post holders will be required to provide evidence of qualifications at the point of interview.