

PRESTON MANOR SCHOOL

Upper School Site: Carlton Avenue East, Wembley, HA9 8NA

Head of Upper School: Mr. Tom Phillips

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Lower School site: Princess Avenue (off Carlton Avenue East), Wembley, HA9 8LZ

Head of Lower School: Mr. Kevin Atkinson

Email: lowerschooladmin@preston-manor.com | Tel: 020 8385 4089

Executive Headteacher: Mr. Russell Denial | Website: www.preston-manor.com



SECONDARY SCHOOL LEARNING SUPPORT TEACHER FOR THE LEARNING SUPPORT DEPARTMENT INFORMATION PACK

Permanent Vacancy

Permanent, fulltime: Inner London Teachers Pay Scale

Required from: January 2027 or sooner

Closing date: noon on Monday 28th September 2026

Interviews: w/c 5th October 2026



We 'ARE' Preston Manor School
Ambition | Responsibility | Excellence



Welcome to Preston Manor School

I am proud to lead our wonderful all-through school as we continue our journey, making every young person's school experience memorable by striving for excellence.

Our school is a vibrant, happy school where our young people join us in Reception and can stay with us all the way through until the end of Year 13. It is truly a unique experience that we have to offer and one that is centred on our strong partnership with our students and their families, realising each individual's potential.

Our school is part of our community - and our community shares the pride that we have in our performance. We have consistently high performance in our public examinations as well as providing many opportunities outside the classroom to develop and nurture our young people as we prepare them for 21st Century society.

We are an inclusive school where every individual is valued and diversity is celebrated. We are committed to equality of opportunity, and we are rightly proud of our caring and nurturing ethos. Visitors to our school always comment on how warm, friendly and welcoming our school is.

At Preston Manor we seek to provide an education that enables our students to gain university places of their choice, the desire to continue lifelong learning, the skills needed to be successful in the workplace, and the ability to be emotionally aware. It is our ambition for students to leave us well-prepared to be an active citizen of both today and the future.

I do hope that you will consider applying to join our successful and happy school and look forward to receiving your application.

Yours sincerely

Mr R Denial
Executive Headteacher

Safeguarding

Preston Manor School and its staff are committed to safeguarding the welfare of children. The School is registered with the DBS and successful applicants will be required to complete successfully the Disclosure procedure at the Enhanced level. It is an offence for any person barred from working with children to apply for this post.

Preston Manor School

Established in 1938, Preston Manor School is a thriving, inclusive all-through school serving its local community. It operates across two sites, with a Lower School (Reception to Year 6) and an Upper School (Year 7 to Sixth Form), supporting students throughout their entire educational journey.

The school has a committed staff and Governing Body alongside a supportive parent body. The school is known for strong academic performance, consistently exceeding national averages, and for its commitment to developing well-rounded individuals. With extensive outdoor space, students benefit from both academic and outdoor learning opportunities.

At its core, the school promotes three key values:

1. **Ambition** – encouraging students to aim high
2. **Responsibility** – fostering accountability for self and others
3. **Excellence** – striving for the best outcomes for everyone

The role

We are excited to appoint an enthusiastic and dedicated Learning Support Teacher to join our Learning Support Team, providing high-quality teaching and support for students with a wide range of Special Educational Needs across the school.

As part of the Learning Support Team, you will play a central role in ensuring that students with a range of SEN, including those with Education, Health and Care Plans (EHCPs), receive high-quality teaching and support, both through targeted intervention and across the wider curriculum. You will work closely with subject teachers, families and external professionals, and will also have the opportunity to act as an academic tutor and mentor for students in Key Stage 5. We are looking for someone confident and flexible in their subject teaching, ideally with direct teaching experience of STEM subjects.

We would particularly welcome applications from Qualified Teachers with experience of, or a strong interest in, supporting students with Special Educational Needs. Knowledge or experience of the AQA Unit Award Scheme, or a similar accreditation pathway, would be an advantage. Strong communication skills, a collaborative approach and a genuine passion for inclusive education are essential.

If you are ready to bring your expertise and commitment to a team where your contribution will truly be valued, we would love to hear from you.

You will join an energetic school which strives to ensure that all students enjoy learning and achieve their full potential.

You will:

- have a passion for teaching and learning
- be an innovative and strategic thinker with vision and ideas
- be an excellent practitioner
- lead by example and act as a strong role model to students and staff
- have a positive, can do attitude with staff and students
- have a proven track record of achieving outstanding student progress through own

practice

- be an effective team player and value every aspect of the life of the school
- have effective interpersonal skills with the ability to inspire students and staff
- be an active learner, who constantly strives to improve, with the desire to progress

We offer:

- the opportunity to work across the education phases
- motivated, enthusiastic and ambitious students
- a friendly and supportive team of teachers
- well-resourced facilities
- a professionally stimulating and collaborative working environment
- a commitment to professional development, including an excellent CPD programme including ECT induction and Train to Teach candidates

The school is situated within walking distance of the world famous, Wembley Stadium, which offers easy access to newly created facilities including the London Designer Outlet.

The school benefits from excellent transport links via public transport and is located a short walk from both Wembley Park and Preston Road Underground Stations. Central London locations are accessible within 20 minutes from the school. The school is also easily accessible from main roads including the M25, M1, M40, A40 and A406.

The above post provides an excellent opportunity to work in a high quality environment and to become part of a highly motivated and visionary staff.

The successful candidate will be expected to carry out their role on the school site.

Application Process

The School's Application Form will only be accepted from candidates who have completed this form in full. CV's will not be accepted as a substitute.

In addition to completing an application form, all applicants will be required to complete a criminal records self-declaration form. Please note you are not required to disclose convictions or cautions that are 'protected', as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). If you have a conviction and are not sure whether it is 'protected', please visit the Gov.UK link below:

<https://www.gov.uk/tell-employer-or-college-about-criminal-record/check-your-conviction-caution>

Preston Manor School will conduct online searches for shortlisted candidates. This check will be undertaken based on the requirements set out in Keeping Children Safe in Education. The check will help to ensure safe and robust checks on the suitability of individuals to work within our school.

The safeguarding responsibilities of this post have been outlined in the job description and person specification.

Preston Manor School is committed to Equal Opportunities and welcomes applications from all sections of the community.

For further information and an application pack, email hadmin@preston-manor.com or download the pack from our website at <https://www.preston-manor.com>

The school reserves the right to close the vacancy earlier than the date advertised, so early application is advised.

JOB DESCRIPTION

Teaching and Learning

- Set high expectations which inspire, motivate and challenge students.
- Teach across the age and ability range demonstrating good subject and curriculum knowledge. Adapt teaching so that it responds to the strengths and learning need of all students.
- Plan and teach well-structured lessons within a coherent curriculum that meets statutory and other relevant requirements.
- Assess, record and report on the development, progress and attainment of students in line with school policy.
- Work in partnership with subject teachers and departments across the curriculum, ensuring lessons are fully accessible to all students through effective access strategies, personalisation and scaffolding.
- Teach and support students with a wide range of Special Educational Needs — including cognition and learning, communication, ASC/ADHD, SEMH, and sensory and medical needs — across a range of contexts, including 1:1, small group, classroom support and informal settings.
- Maintain confidence in delivering all GCSE content, with an interest in STEM subjects.

Academic Mentoring and KS5 Support

- Act as an academic tutor and coach/mentor for students across all key stages, and in particular Key Stage 5, supporting their academic progress, independence and preparation for the next stage of education or employment.
- Organise students to work towards AQA Unit Award Scheme certificates, developing clear and accessible systems that make it straightforward for staff across the school to deliver, track and record these awards.

Student Support and Key Working

- Act as Key Worker for named high-needs students, coordinating and evaluating their support and provision to ensure full inclusion and access to the curriculum, including leading Annual Reviews for students with EHCPs.
- Support students during unstructured time (break, lunch, homework club) as part of their timetable.
- Manage student behaviour to maintain a safe and positive learning environment, in line with school policy.

Assessment, Recording and Reporting

- Carry out formal and informal assessments and gather relevant information on students.
- Assess, record and report on students' development, progress and attainment in line with departmental and school policy.
- Monitor and evaluate student progress regularly, providing timely reports and assessments.
- Provide students with regular, supportive feedback to raise progress and attainment, including setting and marking work carried out in school and elsewhere.
- Support students across key stages in access arrangements for in-class and/ or formal assessments.

Collaboration and Safeguarding

- Safeguard and promote the welfare of children and young people, following school policies and the staff code of conduct.
- Collaborate with colleagues, parents/carers and students to maintain accurate SEN data, including student voice and current, appropriate strategies.
- Develop and maintain professional relationships with colleagues.

Professional Duties

- Take responsibility for personal development, improving practice through appropriate professional development.
- Attend staff and departmental meetings, training days and parents' evenings.
- Carry out pastoral duties, including the role of Form Tutor, as required.
- Produce and maintain attractive, purposeful classroom displays.
- Promote equal opportunities for all within the school community.
- As an all-through school all staff are expected to make the most of this provision and to liaise with relevant colleagues in all parts of the school. The school is based on two sites and there may be times when colleagues are expected to work across both sites with students.
- Carry out the professional duties of a school teacher, under the direction of the SENCO and Executive Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).

The above responsibilities are subject to review and may be modified in the light of personal or professional development and changing school needs.

The post holder is required to support and contribute to the school's ethos; its objectives, policies and procedures as agreed by the governing body. The post holder shall be subject to all relevant statutory and institutional requirements and must comply with all General Data Protection Regulations (GDPR).

Job descriptions are reviewed regularly and may be amended following discussion with the post holder.

This job description should be read in conjunction with the School Teachers' Pay and Conditions Document (STPCD).

PERSON SPECIFICATION

QUALIFICATIONS

Essential

- Qualified Teacher Status (QTS).
- All other appropriate academic qualifications including the completion of Induction for qualified teachers.
- Good degree.
- Confidence and flexibility to teach across a range of subject areas, including GCSE-level content.

Desirable

- Clear evidence of SEN-related CPD and/or relevant experience.
- Direct teaching experience of STEM subjects (Maths and/or Science).

KNOWLEDGE AND EXPERIENCE

Essential

- Experience of teaching and supporting students with SEN in Key Stage 3 and Key Stage 4, both individually and in groups.
- Experience of working collaboratively with families and external professionals (e.g. therapists, educational psychologists, social care) to support students' needs.
- Experience of, or a strong aptitude for, mentoring or coaching Key Stage 5 students to support their academic progress and next steps.
- Clear evidence of raising student achievement and tracking attainment.
- Experience of differentiation and planning individual intervention programmes.
- Up-to-date knowledge of the SEND Code of Practice and current practice in the field.
- Good practice in creating a socially inclusive learning environment.
- Effective management of student behaviour.

Desirable

- Experience of teaching and supporting students with a range of special needs, including ASC, specific and general learning difficulties and SEMH.
- Experience of coordinating or delivering accreditation pathways such as the AQA Unit Award Scheme, or a similar award.

SKILLS AND ABILITY

Essential

- Emotional literacy and empathy for all young people.
- A positive, innovative approach to teaching and learning, and to fostering school improvement.
- Ability to model effective teaching methods and support colleagues in developing inclusive teaching and learning strategies.
- Able to work in such a way as to secure the professional respect of colleagues and be adept at developing the knowledge, skills and understanding of those colleagues.
- Ability to assess and promote student progress in a variety of ways.
- Strong interpersonal and communication skills, both verbal and written.
- Effective organisational skills and the ability to meet deadlines.
- Ability to work effectively as part of a team, within and beyond the department.
- Ability to liaise professionally with external agencies.
- Good time management, communication and organisational skills.

Desirable

- Experience of working in a multidisciplinary team.
- Experience of cross-curricular collaboration.

EQUAL OPPORTUNITIES

Essential

- Awareness of and commitment to equal opportunities and how these can be addressed in the classroom environment.
- Commitment and contribution to School policies
- Committed to the promotion of equal opportunities

CHILD PROTECTION

Essential

- Commitment to safeguarding and promoting the welfare of children and young people, following school policies and the staff code of conduct.

DISPOSITION

Essential

- A genuine interest in students as individuals and in how they learn.
- A warm, approachable and professional manner.
- A flexible approach, with resilience and a good sense of humour.
- A positive, constructive and empathetic outlook, sensitive to differing viewpoints, particularly those of young people.
- A strong belief in the value of teamwork.