



Queen's College, London

Established 1848

Learning Support Specialist Teacher

The Role

Reporting to: The SENDCo

The Neurodiversity and Adaptive Learning Department at Queen's College provides support for pupils with a range of specific learning difficulties, including dyslexia, dyscalculia and dyspraxia, as well as pupils with ADHD, autism and other learning needs. Pupils at the College achieve strong academic results with the Neurodiversity and Adaptive Learning Department playing a key role in this success.

Under the direct guidance and supervision of the SENDCo, the Specialist Teacher will play a key role in providing high-quality specialist support to our pupils with SEND. We welcome applications from candidates with some experience of access arrangements who are keen to expand their knowledge and play an increasingly active role in coordinating and managing access arrangements.

Key Responsibilities

The successful candidate will be required to:

- Plan and teach specialist one-to-one and small group lessons for pupils with SEND, maintaining an up-to-date log and evaluating their effectiveness
- Contribute to the planning of small group interventions to be delivered to by the LSAs to Year 7 pupils.
- Screen pupils for SpLDs and other learning needs
- Interpret specialist assessment reports and sharing findings with staff
- Write, review, and monitor Individual Learning Plans
- Use a range of data to monitor pupil progress
- Update pupil information relating to SEND and Access Arrangements on Provision Map.
- Provide guidance to colleagues on teaching pupils with SpLDs and SEND
- Communicate regularly with parents in a professional and timely way

- Support the SENDCo in liaising with Admissions to support a smooth transition for pupils with SEND
- Take on some responsibility for the coordination of access arrangements
- Promote pupils' inclusion in the school community and co-curricular activities
- Keep up to date with recent research and legislation in SEND
- Ensure the pastoral care, safety and wellbeing of all students
- Fulfil other reasonable duties as directed

All staff are expected to:

- Be aware of and committed to the ethos and values of Queen's
- Take an active role in the development and implementation of school policies and in the whole life of the school
- Ensure that there are equal opportunities for all
- Adhere to school policies and procedures
- Be fully committed to safeguarding and promoting the welfare of children

Person Specification

The person appointed is highly likely to have the following qualification and attributes:

- An honours degree
- Qualified teacher status
- A Level 5 or Level 7 Diploma in Specific Learning Difficulties
- A Level 7 qualification in assessment is welcome but not essential
- Membership of SEND related professional organisations
- The ability to teach across the 11-18 age range and provide individual learning support sessions to both GCSE and A-level students
- Evidence of further relevant professional development
- Personal warmth and excellent communication skills to gain the confidence of pupils, staff and parents
- Be passionate and knowledgeable about the learning process for different individuals and have a good understanding of recent developments
- Some previous experience of access arrangements administration is welcome but not essential
- Ability to work creatively and collaboratively (as well as independently)
- Evidence of the ability to write clear, concise professional reports and to maintain effective records.
- Be competent in the use of ICT and assistive technology
- Have knowledge of, and commitment to, safeguarding and promoting the welfare of children and young people and to adhere to and comply with the College's Child Protection Policy statement at all times

Terms and Conditions

- Permanent position
- Full-time
- Start date: as soon as possible
- The salary for this role will be competitive, dependent on qualifications, skills and experience
- Normal working hours: 0830 to 1605, Monday to Friday
- Free lunch in the Dining Hall during term time
- Healthcare insurance (taxable benefit)
- Defined Contribution pension scheme (up to 22% employer contribution)
- Wellness Allowance
- Cycle to Work Scheme
- Employee Assistance Programme

Queen's College, London is committed to safeguarding and promoting the welfare of children; applicants must be willing to undergo the requisite pre-employment procedures, including checks with past employers and the Disclosure and Barring Service.

During the shortlisting process, Queen's College, London will consider carrying out an online search on shortlisted candidates as part of its due diligence.

This post is 'exempt' from the Rehabilitation of Offenders Act 1974; all shortlisted applicants will be required to declare:

- *All unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974*
- *All spent adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020*

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further guidance on disclosure can be found [HERE](#).

Queen's College, London recognises the positive value of diversity, promotes equality and challenges discrimination. We welcome applications from people of all backgrounds.