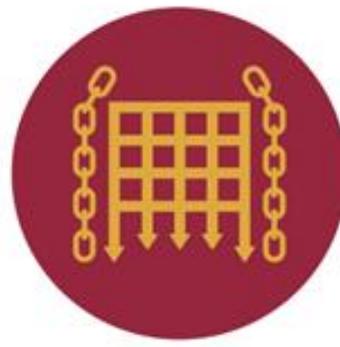


CARE
ASPIRE
INCLUDE



Learning Support Classroom Lead

Join Us

The Romsey School
Greatbridge
Romsey
Hampshire
SO51 8ZB

01794 512334

jobs@gatewaytrust.org

www.romsey.hants.sch.uk

#WEAREROMSEY

Key Information / Gateway Trust

We have one role available.

The Learning Support Classroom Lead role offers 30 hours per week, Term Time (39 weeks per year). We welcome applications from those new to working within schools and also those wishing to go into teaching, pastoral careers or within the mental health sector

The Position

Post Title:	Learning Support Classroom Lead
Academy:	The Romsey School
Pay Range:	Support Staff D Scale
Line Manager:	SENDCO/2nd in department
Team:	SEND Team
Year Group:	KS3 / KS4
Start Date:	ASAP subject to checks
Closes:	Midnight 12th April 2026
Interview:	TBC
School Visit	Contact HR to arrange

HR Administrator - Applications & Procedure

jobs@gatewaytrust.org

Hazel Hampton: 01794 517527



www.gatewaymat.org

'If you have the knowledge, let others light their candles in it' - Margaret Fuller.

The Gateway Trust was established in 2019 and is a small multi academy trust consisting of 2 Secondary Schools, 5 Primary Schools and Gateway Central Services, including Little Sunlights nursery. It is a trust looking to grow and develop, focussed on making a difference to the unique communities that each school / setting serves.

As the trust grows and develops, opportunities to work across settings may become available. This particular post however is based at The Romsey School.

For your reassurance, whilst we enjoy the freedom of Academy status for our school settings, we tend not to deviate significantly from STPCD and Hampshire terms and conditions. We are always very happy to answer any further questions that you may have at any stage of your application to come and work with us.

The Gateway Trust is built on strong values, with a collaborative approach to positively impact young people and communities. While each of our schools maintains its unique identity, we work together to provide support, guidance, and leadership to ensure excellence

Gwennan Harrison-Jones
CEO- Gateway Trust

The Romsey School



Greatbridge, Romsey
Hampshire
SO51 8ZB
Tel: 01794 512334
Email: jobs@gatewaytrust.org



11-16 Comprehensive School

Learning Support Classroom Lead

**30 hours per week,
Term Time (39 Weeks per year)
Support Staff D Scale £27,779 to £30,564 FTE per annum,
(Actual salary £19,318.24 to £21,255)
Permanent contract
Working days Monday to Friday, 8.30am-3.25pm**

Make a Real Difference—Every Day

Are you passionate about helping young people overcome barriers to learning?
Do you want a role where your support can genuinely transform a pupil's life?

If you are empathetic, resilient, and motivated by making a positive impact, we would love to hear from you.

About the Role

We are seeking a Learning Support Classroom Lead to join our dedicated and dynamic SEND Department. This is an excellent opportunity for someone who believes strongly in inclusion and is committed to supporting pupils with bespoke learning pathways, behavioural needs, and emotional challenges.

In this role, you will:

- Support pupils who are working outside of the mainstream classroom.
- Help pupils understand and manage their behaviour through self-regulation and restorative approaches.
- Work closely with the SENCO and wider SEND team to implement Behaviour Support Plans.
- Provide pastoral and emotional support to build pupils' confidence, resilience, and self-esteem.

- Collaborate with parents, staff, and external professionals to ensure consistent, holistic support.
- Monitor and record pupil progress, providing feedback and maintaining accurate documentation.

Key Responsibilities

- Support pupils experiencing behavioural, emotional, or attendance challenges.
- Supervise and guide pupils not following the standard timetable.
- Assist in assessing pupils' needs and developing personalised support strategies.
- Promote the reintegration of pupils returning from absence or exclusion.
- Act as a positive role model and trusted mentor.
- Encourage pupils to take ownership of their learning and behaviour.

What We are Looking For

We're looking for someone who:

- Believes all children can succeed.
- Is empathetic, calm under pressure, and proactive.
- Understands the barriers to learning—and how to remove them.
- Has excellent communication, organisation, and relationship-building skills.
- Works well as part of a team and is committed to professional growth.
- Holds GCSE English and Maths at Grade C/4 or above.

Previous experience in Learning Support or SEND is desirable but not essential as full training will be provided for the right candidate.

Why Join The Romsey School?

Our June 2023 Ofsted report rated us 'Good', highlighting our strong community, supportive leadership, and positive school culture.

We offer:

- A friendly and supportive team environment
- Excellent student behaviour
- Continual professional development
- Onsite nursery
- Free parking
- Generous pension contributions

- The opportunity to make a meaningful impact every single day

Interested?

For an informal conversation about the role, please contact us:

Via email at Jobs@gatewaytrust.org or via phone Sue Lee or Kerryn Thomas on 01794 512334

Apply Today

If this sounds like the right role for you, we would be excited to receive your application.

Submit your application online at:

<https://mynewterm.com/jobs/137239/EDV-2026-RS-24583>

The Gateway Trust is an equal opportunity employer and is committed to safeguarding and promoting the welfare of children and young people. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and Disclosure and Barring Service.

Job Description – Learning Support Classroom Lead

Grade:	Grade D
Responsible to:	SENDCO / 2 nd in Department
Department:	SEND Team

Role Purpose: To provide support to pupils with bespoke curriculums, who access the learning support environment alongside mainstream lessons. Part of the role is also to assist with addressing the needs of pupils who need particular help to overcome barriers to learning in order to achieve their full potential. Supporting pupils to self-regulate and understand (and respond to) the functions of behaviour.

Working as a member of the school's SEN team, you will support all aspects of pupil's well-being, behaviour and achievement. The role will involve a mixture of:

- Working alongside parents.
- Supporting pupils who have behavioural and attendance issues
- Providing pastoral/emotional support to a range of children with a variety of needs.
- Working with outside agencies where appropriate.
- Receive and supervise SEN pupils excluded from, or otherwise not working to, a normal timetable
- Participate with SENDCO and 2nd in Department in comprehensive assessment of pupils to determine those in need of particular help.
- Under the direction of the SENDCO/2nd in Department, assist staff with the development and implementation of Behaviour Support Plans.
- Establish productive working relationships with pupils acting as a positive role model.
- Provide support for distressed pupils.
- Promote the effective integration of those SEN pupils who have been absent.
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Challenge and motivate pupils, promote and reinforce self-esteem.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Monitor and evaluate pupils' responses and progress against behaviour/learning action plans

Role Profile

Accountabilities:

Support for Teachers

- Support pupils' access to learning using appropriate strategies, resources etc.
- Assist in planning, evaluating and adjusting learning activities, within the department, as appropriate.
- Provide objective and accurate feedback and reports as required on these plans, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Assist in the development and implementation of appropriate behaviour management strategies.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Assist in the development, implementation and monitoring of systems relating to attendance and integration.
- Provide clerical/admin support e.g. dealing with correspondence, making phone calls etc.

Support for school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the SENCO/2nd in Department, to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Supervise pupils on visits, trips and out of school activities as required

Support for the curriculum

- Implement learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.
- Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace.

The key decision-making areas in the role

- Deal with pupil behaviour and make judgements when to refer incidents to a senior member of staff/class teacher.

- Whilst working under the general direction of the SENCO/2nd in Department, will work unsupervised and without the close presence of the SENCO/2nd in Department.
- Will be required to produce detailed feedback to the SENCO/2nd in Department and keep records as appropriate – as such the postholder will decide on what feedback to give.

Role Dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)

- Role dimensions vary according to the experience of the Learning Support Classroom Supervisor
- Size of the school: between approx. 1200 pupils on roll (secondary)
- A Learning Support Classroom Lead will guide staff in their specialist area. They will also brief and support new staff (including teachers) on the achievement of pupils.

The main contacts – external/internal customer contacts and purpose

- Internal (in school) – pupils, other colleagues, teachers, headteacher, special needs governor, other members of the governing body.
- External (outside school) – (usually under the direction of the SENCO/2nd in Department) Education Psychologist, Education Welfare Officer, parents/guardians/carers, GPs, hospital staff, Occupational therapists/physiotherapists, other LEA specialist colleagues, outside contractors, specialist groups on educational visits, students, escorts, police.

Working conditions – environment, and physical effort or strain

- School and classroom-based learning environment (sometimes significantly constrained in terms of space/equipment/seating) – responsibility, with SENCO/2nd in Department, for maintaining calm.
- External working on trips, educational visits etc.
- Manual handling responsibilities.
- Expected to maintain behaviour management standards of children, some of which can be especially challenging and difficult, and deal with racial/abusive language and bullying.
- Health and Safety responsibility for self, children and area which is particularly demanding in a child-centred environment.

Context/additional information

- This role has a high confidentiality component and needs to hold the trust and confidence of both the pupils and teachers.
- The Learning Support Classroom Lead may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately.
- The size and type of school will be a factor in determining how the role operates as will the physical site of the school.
- High levels of stress are generated by various aspects of the role including dealing with individual pupils and/or groups with complex and demanding learning needs.
- The postholder's working hours require constant pupil contact and there is no provision for attendance when children are not there.

Entry: Necessary role-related knowledge, skills and experience at selection

- Experience working with children of relevant age.
- Empathy with pupils and sympathetic to their needs.
- Experience of working with children with additional needs.
- Working knowledge of national curriculum and other relevant learning programmes.
- Understanding of principles of child development and learning processes and in particular barriers to learning.
- Very good literacy/numeracy skills.
- Good communication skills and able to clarify and explain instructions clearly.
- Professionally discreet and able to respect confidentiality on particular issues.
- Well-developed interpersonal skills and sense of humour enabling effective relationships with a variety of people.
- Team worker.

Initial induction/training required to become effective in the role

- Knowledge of school and school systems/policies.
- Approach towards pupil discipline and behaviour.
- Relationship between and respective responsibilities of teacher and the Learning Support Classroom Supervisor.
- Professional relationships between staff and pupils.
- Manual handling skills.
- Developing health and safety knowledge.
- Independent working, under the professional direction of a teacher, with groups of children.
- Specialist training in areas of need, i.e. ASD/Behaviour Management training.

Operationally effective: How would effectiveness in role be demonstrated?

- Firm, sensitive and effective approach towards pupil discipline.
- Good organisational ability.
- Able to work at an advanced level with the SENCO/2nd in Department on the development and implementation of behaviour management strategies.
- Ability to plan effective behaviour/learning actions for pupils at risk of under-achieving.
- Full understanding of the range of support services/providers.
- Able to monitor, evaluate and record pupil progress against behaviour/learning plans.
- Ability to apply knowledge and skills from training in practical classroom context.
- Flexible in relation to tasks undertaken and groups/children allocated.
- Ability to motivate and encourage children appropriately.
- Ability to work independently and with initiative.
- Ability to establish and maintain good relationships and rapport with other colleagues in the school, and external contacts.
- Possession of specialist qualifications/skills to deal with needs of particularly challenging pupils.
- Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.

Adding value: What characteristics will the advanced role holder demonstrate?

- Inputting and, where appropriate, leading on professional development of school staff during in-service activity.
- Recognised for expertise in school and, possibly, more widely in LEA.

- Support for the induction of other staff in the school including, in appropriate circumstances, teaching staff. Able, under the overall direction of the SENCO/2nd in Department, to take responsibility for meetings with external contacts.
- Ability to self-evaluate learning needs and actively seek learning opportunities.

In this role you will need to be the kind of person who can:

- 1) Use observation, dialogue and data analysis to identify strategies that support at a pupil, colleague and whole school level.
- 2) Support pupils with strategies to be successful in the classroom.
- 3) Create and monitor individual behaviour support plans and risk assessments.

Essential Qualities and Skills:

- 1) Be passionate about enabling pupils to become independent, focused, regulated, resilient learners who are respectful.
- 2) Demonstrate a strong understanding of strategies to support different groups of learners.
- 3) Be aware of some of the barriers to positive learning behaviours, and of strategies to support pupils to overcome these.
- 4) Be an exceptional practitioner, committed to raising standards of behaviour.
- 5) Demonstrate a clear understanding of the importance of, and model, positive relationships.
- 6) Be proactive and committed to working as a team.
- 7) Be committed to inclusion.
- 8) Demonstrate a high level of professionalism in relationships with colleagues, parents and other agencies.
- 9) Have excellent organisational skills and ensure appropriate paperwork is up to date.
- 10) Be a clear and effective communicator, both written and verbal with all stakeholders.
- 11) Have C+ GCSE in English and Maths.
- 12) Enthusiasm, with a keen interest in working with the SENCO and 2nd in Department to develop exciting new opportunities for our pupils.
- 13) Empathy with pupils.
- 14) Resilience and flexibility.
- 15) Someone who believes that all children can achieve.

Additional Duties

To carry out any additional responsibilities as may be reasonably required by the Head Teacher within the purview of the post.

Individuals have a responsibility to promote and safeguard the welfare of children and young person's that they are responsible for, or come into contact .

THE ROMSEY SCHOOL SENIOR TEAM

WHY WORK WITH US?

Annie Eagle (Headteacher)

Thank you for having an interest in coming to work at The Romsey School. Romsey School is a very special place. It is a place which prides itself on aspiration, on its exceptional Student Support, superb Teaching & Learning and on the highly effective relationships that we have across our community. Our culture is based on mutual respect and members of our community strive to be the best we can be every day. [This link](#) will give you more details about our school values and our curriculum intentions.



As you will learn, our overarching vision is that we deliver “Compassionate Excellence” for all our students through the values of “Aspire, Care & Include”. We aim to ensure that our youngsters leave our school confident, inspired and fulfilled, ready to rise to the challenges of their future.

We hope that after reading this pack you will be excited about applying to become part of the continuing success that is The Romsey School. We are a great team, looking for likeminded people to join us. If you would welcome an initial discussion about this role and/or a tour of the school, please contact HR via jobs@gatewaytrust.org

Chris Cove (Deputy Headteacher)

The Romsey School is a place that lives its Values; Aspire, Care & Include. The staff are incredibly supportive and strive to ensure that students are successful in all aspects of school life. They do this through creating a safe and engaging environment for students to learn whilst ensuring they develop both academically and personally both in and out of the classroom. The Senior Leadership Team are excellent at nurturing staff whilst driving the school forward with an aspiration to create a world class education for our students. I look forward to meeting you and welcoming you to The Romsey School in the near future.



Chris Stephens (Deputy Headteacher)

I really enjoy working at Romsey because I have always felt that the school provides “High Challenge in a Low Threat” environment and it stimulates growth. I also really enjoy working with our students. How happy they are to talk to us, laugh with us and work with us! Lastly, I have always valued the support given to me to enable me to pursue my Career Development.



Alison Clarke (Assistant Headteacher – Pupil Premium & Personal Development)

I love the shared excitement at Romsey, finding out what works, what makes students and staff motivated to achieve, and most importantly to be happy. Romsey is an inclusive school where teachers and support staff of all career stages are excited about the learning and outcomes in the classroom and beyond. We enjoy working in our school because members of the community are valued and nurtured, feeling a sense of belonging where they can work and grow in an inclusive and supportive environment.



David Fawcett (Assistant Headteacher – Teaching & Learning)

Having worked in a number of schools around Hampshire, The Romsey School is a place where both student learning and staff development are front and centre of its drive towards being exceptional. The spirit around the campus is infectious with both students and adults hungry to learn and improve. The school has such a community feel. It is a place where students shine, and staff meticulously develop their craft, working in synergy to be the best they possibly can be. The Romsey School is special and unique, full of opportunities, full of talent, and a place where working with our strong leadership team can help move our school beyond what can be imagined.





Donna Page (Assistant Headteacher - SEND, Diversity & Inclusion)

If you are looking for a supportive team, amazing children and a lovely location - Romsey is the place for you. When I researched job opportunities and then interviewed, I was so excited by the vision of 'aspire, care, include' and I still am. It's not just 'lip-service' of a vision, it is what we do, what we believe and how we run our school.

Adam Bettiss (Assistant Headteacher - Behaviour, Safeguarding and Attendance)

Romsey is a school that is genuinely at the heart of the community it serves and not just in the physical sense. We Aspire, Care and Include in equal measure and the care shown by the student support team for our entire community (parents, pupils and staff) is second to none. It is this unrelenting desire by all staff to support each and every pupil to reach and exceed their potential that gets me through my lengthy commute each day.



Nick Chafer (Senior Leader)

I've been here for 27 years and the main reason why I love it so much? The people and the community. Working here is a joy and allows you to develop a whole spectrum of skills to really make a difference. As a school we have continually evolved and we are all pushed to constantly ask ourselves if we could be doing things better.



The Senior Leadership Team at Romsey is a creative and supportive one. We have a strong focus on empowering all colleagues to develop and evolve teaching and learning and we believe in improving, not proving. As a group we have challenging and also creative conversations, along with lots of laughs.



Simon Lawrenson - Associate Assistant Headteacher

Having been part of The Romsey School community for the past nine years, I feel incredibly proud to work in a place where students and staff are genuinely supported to grow and thrive. My role gives me the privilege of overseeing attendance, leading our Year 7 cohort, working closely with Upper School Progress Leaders, and championing our culture and diversity work. What inspires me most is the shared commitment across the school to creating an environment where every student feels valued, included, and motivated to succeed. Romsey is a special place—full of energy, ambition and heart—and it's a joy to contribute to a community where people truly belong.

N.B. The current senior team's roles and responsibilities are available on request.

EXTRA APPLICATION INFORMATION

Safer Recruitment

Gateway Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring checks along with other relevant employment checks.

Data Protection Data Protection Act 1998.

You should be aware that the information you have provided will be stored on Gateway Trust/The Romsey School secure database and will only be used to process your application. It will not be passed to any other organisation.

Privacy Notice

The School collects information about you in order to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and, if successful, to activate employment with the School.

The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the school to comply with a legal obligation.

The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

You have some legal rights in respect of the personal information we collect from you. Please see the School's website for further details on their privacy notice and data protection policy.

You can contact the Schools Data Protection Officer if you have a concern about the way they collect or use your data.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt. If you do not receive an acknowledgement within this time, please contact the HR Department on jobs@gatewaytrust.org

Selection Procedure

The shortlist will be drawn up soon after the deadline. Further details will be sent to those candidates called for interview. Failure to send your application form to the above address may invalidate your application.

Equality Monitoring

All applicants are requested to complete a Confidential Equality monitoring form.

The Romsey Charter

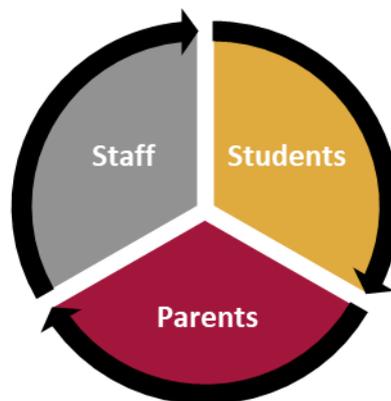
Our lived experience of '**Compassionate Excellence**' means that we **aspire**, **care**, and **include**. These values result in young people who are **inspired**, **confident**, and **fulfilled**. Students leave our school ready to rise to the challenges of their future.

All members of our community have the RIGHT:

- To feel and be safe in their working environment
- To be treated fairly, with respect and without prejudice
- To have a voice, to be listened to and to be included
- To deliver and receive a high quality education
- To be encouraged to explore, develop and flourish
- To be able to make mistakes and to have the chance to learn from them
- To be able to ask for, receive and offer support

All members of our community have the RESPONSIBILITY:

- To deliver our curriculum intentions for all learners
- To support students & guide them on how to improve
- To monitor pupils' wellbeing and to raise concerns
- To model standards and professionalism at all times
- To communicate respectfully with other staff, pupils & parents



- To meet the expectations for all Romsey Students
- To take care of our environment (local & global)
- To be honest and take responsibility for our actions
- To seek help and support from others as needed
- To communicate respectfully with other pupils, staff & parents

- To support their child in their learning, and the school in maintaining high standards
- To support and trust in the decisions made by the school staff
- To provide boundaries, model and encourage good behaviour
- To support their child in meeting the expectations for all Romsey Students
- To communicate respectfully with other parents, pupils & staff