



LEARNING PRACTITIONER – SPECIALIST SKILLS

Middlewich High School

Grade 6

SCP 12 to 17

Job Description & Person Specification

Job Description

Reporting to

SENDCo

Purpose of the role

To play a key role in enabling students to access learning, overcome barriers and achieve their potential through skilled classroom support and the delivery of targeted interventions. Working collaboratively with teaching staff and the SENDCo, the Learning Practitioner will contribute to the planning, delivery and evaluation of inclusive provision, with a particular focus on students with special educational needs and disabilities.

The postholder will model effective practice, share expertise and support colleagues to strengthen the quality and consistency of support across the academy. The role will champion high expectations and promote students' independence, confidence and wellbeing, ensuring they are supported to participate fully in academy life and make meaningful progress.

Main responsibilities

1. Support and deliver learning activities under the direction of teaching staff, contributing to programmes of support that enable students to access the curriculum and develop independence. Work collaboratively with teachers to identify and reduce barriers to learning for students with cognition and learning needs, including dyslexia and dyscalculia. Support the implementation of high-

quality, inclusive and adaptive teaching in accordance with academy and Foundation SEND policies, drawing on relevant guidance, including the Cheshire East Toolkit for Inclusion.

2. Contribute to the planning and evaluation of learning activities for individual students and groups. Coordinate and carry out agreed screening activities, within the scope of training and under the direction of the SENDCo, using the findings to inform teaching approaches, targeted support and the review of students' cognition and learning needs.
3. Support and supervise individual students and groups within and beyond the classroom, including during targeted interventions and educational visits. Promote their safety, engagement, positive behaviour and social and emotional development in accordance with school policies. Plan, deliver and review agreed interventions to support emotional wellbeing and self-regulation, under appropriate guidance.
4. Monitor and record students' progress, achievements and development, sharing observations and assessment findings with teaching staff, the SENDCo and/or line manager. Use baseline and review assessments to evaluate the effectiveness of support and contribute to the review of individual learning, behaviour and personal care plans, as appropriate.
5. Liaise with parents and carers, in partnership with teaching staff and the SENDCo, to share relevant information about students' learning, progress and wellbeing and support a consistent approach between home and school.
6. Maintain accurate, timely and confidential student records using the school's agreed systems, in accordance with school procedures and data protection requirements.
7. Maintain and review progress trackers for specified interventions, using the information to identify progress, highlight concerns and inform discussions about next steps with teaching staff and the SENDCo.
8. Produce concise termly case studies and impact reports for specified interventions, drawing on assessment information, observations and student feedback to summarise outcomes and inform recommendations for future support.
9. Support students' personal and physical care needs in accordance with agreed care plans, school procedures and relevant training, maintaining their dignity, privacy, safety and wellbeing while promoting independence wherever possible.
10. Prepare, adapt, organise and maintain accessible learning resources, equipment and teaching spaces to support planned learning activities. Contribute to a safe, inclusive and well-organised learning environment in accordance with relevant health and safety requirements.
11. Work with teaching staff to display and celebrate students' work and achievements in ways that reflect the diversity of the school community, build confidence and create an inclusive and purposeful learning environment.
12. Attend relevant staff meetings, briefings and review discussions, and participate in professional development, mandatory training and appraisal. Apply learning to practice and contribute to the continuous improvement of support for students.

Other

1. Putting children and young people at the centre of everything the Foundation does, and to ensure their safety and welfare of children and young people across the Foundation.
2. To identify and implement opportunities for the Foundation to operate in a more effective and efficient manner for the benefit of stakeholders.
3. To continue to build upon the positive reputation of the Sir John Brunner Foundation and its rich history to ensure its long-term success and sustainability, liaising with external stakeholders at national, regional and local levels.
4. Build effective relationships with other MATs to facilitate the sharing of expertise and best practice and working closely with those schools wishing to join The Sir John Brunner Foundation.
5. Adhere to the Foundation's policies on code of conduct, Safeguarding, H&S and Data Privacy.
6. Any other duties not specified but are commensurate with the skills and knowledge of the post holder.

Person Specification

	Desirable	Essential
Qualification		
GCSEs at grades 9 to 4 (A* to C) including English and Maths		✓
Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant education qualification	✓	
Experience		
Experience of working with children		✓
Successful experience in more than one school.	✓	
Knowledge & Skills		
Good literacy and numeracy skills		✓
Good organisational skills		✓
Ability to build effective working relationships with students and adults		✓
Effective ICT skills to support students' learning		✓
Skills and expertise in understanding the needs of all students		✓
Excellent verbal communication skills & active listening skills		✓
Knowledge of guidance and requirements around safeguarding children		✓
Understanding of roles and responsibilities within the classroom and whole school context	✓	
Interpersonal Skills		
Energetic, able to work under pressure and meet deadlines		✓
Approachable		✓
Flexible approach and positive attitude towards work		✓
Punctual and reliable		✓
Excellent team player		✓
Ability to adapt to changes in the workplace		✓
Excellent communication skills		✓
Ability to show initiative		✓
Personal Qualities		
Commitment to getting the best outcomes for students and promoting the ethos and values of the school		✓
Commitment to equal opportunities and securing good outcomes for students with SEND or a disability		✓
Ability to work under pressure and prioritise effectively		✓
Commitment to maintaining confidentiality at all times		✓
Commitment to safeguarding and equality		✓