OUR VALUES
We enrich through a broad and varied curriculum

Job Description

Job Title	Peripatetic Learning Support Teacher (English)
Line Manager	SENCo
Department	Learning Support

Job Summary

To provide high-quality, specialist one-to-one English and literacy support for pupils with a range of additional learning needs, enabling them to develop confidence, strengthen essential skills and achieve their academic potential.

Through carefully planned, individualised sessions of 30 or 60 minutes, tailored to each pupil's learning profile and identified needs, the successful candidate will deliver targeted interventions that address gaps in literacy, reinforce classroom learning and develop effective study skills and independent learning strategies.

Working collaboratively with the SENCo, Learning Support team and subject teachers, the postholder will ensure that specialist provision complements classroom teaching, promotes meaningful and measurable progress, and equips pupils with the skills, confidence and independence to access the curriculum successfully and thrive in their learning.

Main Responsibilities

Teaching and Learning:

- Deliver high-quality, engaging and carefully structured one-to-one English and literacy lessons of 30 or 60 minutes, tailored to individual pupil needs.
- Develop pupils' reading, writing, spelling, comprehension and written expression skills through targeted, evidence-informed teaching.
- Reinforce and consolidate learning from English lessons, enabling pupils to access the curriculum with greater confidence and independence.
- Identify and address gaps in knowledge, understanding and essential literacy skills through personalised interventions.
- Adapt teaching approaches, resources and strategies to accommodate individual learning profiles, including pupils with specific learning difficulties and other additional learning needs.
- Foster a positive and supportive learning environment that promotes confidence, resilience, motivation and independence.

Supporting Academic Progress:

- Liaise closely with the English Department and Learning Support team to ensure a shared understanding of curriculum expectations, assessment requirements and individual pupil needs.
- Plan and deliver targeted interventions that complement and reinforce classroom teaching, avoiding unnecessary duplication.

- Monitor, evaluate and record pupil progress, using assessment information and ongoing observations to inform teaching and measure the impact of interventions.
- Work collaboratively with teaching staff to identify and implement effective strategies that improve pupils' attainment, engagement and access to learning.
- Support pupils in preparing for internal assessments and public examinations, developing subject knowledge, examination techniques and confidence, as appropriate to their individual needs.

Study Skills Support:

- Develop pupils' organisational, revision and independent learning skills, equipping them with practical strategies to manage academic demands effectively.
- Develop pupils' effective notetaking, retrieval practice, revision and examination preparation skills, using strategies tailored to their individual learning needs and agreed access arrangements.
- Support the development of executive functioning skills, including planning, prioritisation, time management, task initiation and written communication.
- Encourage pupils to reflect on their learning, recognise their strengths and develop strategies to overcome barriers to progress.
- Promote increasing independence, self-confidence and personal responsibility, enabling pupils to become more effective and self-directed learners.

Communication and Collaboration:

- Work closely with the SENCo, Learning Support team and teaching staff to ensure a consistent, coordinated and pupil-centred approach to support.
- Maintain clear, accurate and confidential records of interventions, pupil progress and agreed support strategies, in accordance with school policies and procedures.
- Provide timely and constructive feedback to the SENCo and relevant teaching staff, highlighting pupil progress, emerging needs and any concerns requiring further support.
- Implement personalised learning strategies, reasonable adjustments and support provision outlined in individual Pupil Profiles, SEN Support Plans and Education, Health and Care Plans (EHCPs), as appropriate.
- Work collaboratively with teaching staff and other relevant professionals to promote an inclusive learning environment that supports pupils' academic progress, independence, confidence and wellbeing.

Wider Responsibilities

- Promote an inclusive and supportive learning environment in which pupils feel valued, encouraged and confident in their literacy abilities.
- Uphold the school's policies and procedures relating to safeguarding, child protection, behaviour, equality, inclusion and pupil wellbeing.
- Maintain appropriate professional boundaries and ensure the confidentiality of pupil information in accordance with school policies and data protection requirements.
- Engage in relevant professional development to maintain and enhance knowledge of effective English teaching, SEND and specialist intervention strategies.
- Undertake other reasonable duties relevant to the role, as agreed with the SENCo.

This job description is not intended to be all embracing and the post holder shall be required to carry out other duties as necessary and required, commensurate with training and experience.

Safeguarding Children
The postholder is responsible for promoting and safeguarding the welfare of children and young persons with whom they come into contact, and to adhere to and ensure compliance with Tormead's Safeguarding Policy at all times. If, in the course of carrying out their duties, the postholder becomes aware of any actual or potential risks to the safety or welfare of children in the School, they must report any concerns to one of the school's Designated Safeguarding Leads in accordance with Tormead's policies and procedures.
Key Relationships
Internal: SENCo, Head of English, Pupils, Parents **External:** Parents, healthcare providers

Person Spec – see page 4

Person Specification – Peripatetic Learning Support Teacher (English)		
	Essential Criteria	**Desirable Criteria**
Qualifications & Training	● Degree in English or a related subject.	● Qualified Teacher Status (QTS) or equivalent teaching qualification. ● Level 5 or Level 7 specialist qualification in Dyslexia and/or Specific Learning Difficulties.
Experience	● Experience of teaching English at secondary level. ● Experience of GCSE and/or A Level preparation.	● Experience of one-to-one or small-group intervention teaching. ● Experience supporting pupils with SEND, including specific learning difficulties.
Knowledge & Understanding	● Excellent subject knowledge and understanding of curriculum requirements.	● Knowledge of effective study skills, revision strategies and examination preparation techniques. ● Understanding of working memory, processing speed and executive functioning difficulties and their impact on literacy and learning.
Skills & Abilities	● Patient, encouraging and adaptable. ● Highly organised and reliable. ● Committed to supporting pupil progress and wellbeing. ● Collaborative and willing to work closely with teaching staff. ● Passionate about fostering confidence and independence in learners.	● Ability to support pupils in developing study skills, organisation and independent learning strategies. ● Experience of using specialist literacy assessment tools to identify learning needs and monitor progress.