



**Part-time 1-2-1 Learning Support Practitioner, Harrogate Ladies College
15 - 20 Hours per week over 4 or 5 days**

Temporary Contract for the academic year October 2025- May 2026

Purpose of Job:

The role is to provide 1-2-1 support to one pupil in Harrogate Ladies College for the academic year October 2025 – May 2026, this is a term time only post. The role reports to the Head of Learning Support and SENCO in College.

To assist and support pupils with special educational, social, emotional and behaviour difficulties.

Responsibilities of the post:

The Learning Support Practitioner's (LSP's) main role is to provide in class support for a child with special educational, social, emotional and behaviour difficulties. The LSP will ensure that the pupil can integrate as fully as possible in the activities generally undertaken by the other in the class and make progress.

The LSP will be responsible for implementing the targets on the pupils' Individual Education Plan (IEP) in liaison with the class teachers and the SENCo Key responsibilities:

Supporting the pupil:

- To provide in class support to the designated pupil;
- To develop an understanding of the specific needs of child to be supported;
- To aid the child to learn as effectively as possible both in group situations and individually, inside and outside of College;
- To establish a supportive relationship with the child concerned;
- To establish acceptance and inclusion of the child within College;
- To manage child as advised by the Class Teacher or SENCo;
- To use methods of promoting reinforcing the child's self-esteem;
- To ensure the safety of the child while in your care;
- To carry out any specific duties as outlined in the child's Individual Learning Plan.
- To organise and maintain an inclusive learning environment across the whole school
- Provide positive reinforcement, rewards and praise to the child,
- Attend INSET and other training as identified to assist the post holder in completing their duties;

Supporting the SENCO:

- To work as part of a team to ensure that the wellbeing personal development of the child enhances their learning opportunities and life skills;
- To assist the SENCO to develop a suitable programme of support and then carry out the programme, within College;
- To maintain the SEN team's system of recording and monitoring of children's progress
- To provide feedback about child's difficulties and or progress to the SENCo;

PRINCIPAL: Joanna Fox, BA (OU), PGCE (Anglia Ruskin).

Clarence Drive • Harrogate • North Yorkshire • HG1 2QG T: +44 (0)1423 504543 E: enquire@hlc.org.uk www.hlc.org.uk

REGISTERED OFFICE: Harrogate Ladies' College, Clarence Drive, Harrogate, North Yorkshire HG1 2QG.

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- To participate in the evaluation of the support programme, with the SENCo;
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- To help create adapt find differentiated materials to enable child to access the curriculum;
- To report any problems about arrangements or any incidents to the SENCo, or if unavailable, to the Deputy Head or Designated Safeguarding Lead.

Supporting the School:

- To foster links between home and school;
- To liaise, advise and consult with other members of the SEN team;
- To contribute to Review meetings by invitation, as appropriate;
- To participate in relevant professional development;
- To be aware of and follow school policies and procedures;
- To maintain confidentiality about home- school child- teacher school work matters;
- To complete any other task as directed by the Deputy Head.

Planning and Organisation:

- Plan, resource and evaluate adult directed activities for all ;
- Ensure necessary materials and resources are available for all ;
- Attend child protection every year;
- Attend CPD courses and cascade information to the team at staff meeting.

Working with :

- Welcome and settle child during visits and when started;
- Assisting child with particular learning difficulties;
- Be responsible for groups of engaging in specific activities if required;
- Taking responsibility for small groups of on trips and outings if required.

Assessment of :

- Observe child whilst in school;
- Write up observations, summative and formative, write reports;
- Record and track key person child;
- Complete formal and informal assessments of key person child.

Care and Welfare of :

- Administer first aid to child or adults and record in the accident book. Ensure parent carer sign the accident book after they have been given a suitable explanation of the events;
- Supervise and assist dressing and toileting of including nappy changing if required;
- Provide comfort and reassurance to child in distress;
- Accompany sick child to hospital or HLC Wellness Centre.

Confidentiality:

- Staff must read and agree to the Confidentiality policy. Individual must not be discussed out of school;
- 's records and information must be kept confidential.

Professional conduct:

- To ensure written communications with parents are correctly spelt and punctuated;

- To remain professional with the upmost respect when discussing sensitive issues with parents;
- To respect one another's opinions and voice, supporting one another when necessary;
- To seek support if you are unsure of how to address a parent or are faced with a difficult situation;
- To have respect for others: including all staff (teaching and non-teaching), other trainees, and parents;
- To demonstrate appropriate behaviour: towards all and young people in relation to contacts in formal and informal settings;
- To have the ability to listen and act on feedback and advice: from management and other relevant staff at HLC;
- To take responsibility for own learning: be able to discuss professional strengths in relation to practice and raise action points for their development;
- To act in accordance with guidance as stated in the Staff Handbook.

Person specification

Essential

- Experience of working with in Key Stage 3 and 4;
- Experience of working with children with special educational needs in a senior school setting;
- Have GCSE, O Level of equivalent Maths and English
- Have an appreciation and understanding of the different social, cultural and physical needs of pupils;
- An interest in how children learn and behave;
- Have a sound knowledge and understanding of the welfare requirements;
- Have a secure, detailed knowledge of Child Protection and Safeguarding procedures;
- Have a secure knowledge of observation, planning and recording cycle;
- Have a secure knowledge of child development.
- Be able to role model behaviour both in classroom and in school environment for the children
- Excellent communication both verbally and in writing;
- Be able to maintain confidentiality;
- Be IT literate
- Be patient and flexible to assist the child in their learning;

Desirable

- Have NVQ2 or equivalent as recognised by the National Occupational Standards for Supporting Teaching and Learning (NOS-STL)
- Have training aspects of SEN ie Autism, ADHA, Dyslexia.

Harrogate Ladies' College is committed to safeguarding and promoting the welfare of and young people and expects all staff and volunteers to share this commitment. The successful applicant will not be allowed to start in school until all pre-employment checks have been completed satisfactorily. The successful applicant must be willing to undergo child protection screening appropriate to the post. This position is in regular, regulated activity making it exempt from the Rehabilitation of Offenders Act 1974. The School is an educational charity and equal opportunities employer.