

## **GLF Schools - Job Description**

Cluster       Didcot         Core purpose       Didcot         • To support the teacher wield       education of a child with set of the class, but of the class, but often in the class, but often in the class, but often in the environment	special educatior as part of a tean ir own learning s eachers and othe	Travel Required bility for the development al needs in both group and n to support a key child wh pace near the classroom er staff to create a safe and	d one-to-one settings. To learns in parallel with
<ul> <li>Core purpose</li> <li>To support the teacher will education of a child with sector of a child with sector</li></ul>	special educatior as part of a tean ir own learning s eachers and othe	nal needs in both group and n to support a key child wh pace near the classroom	d one-to-one settings. To learns in parallel with
<ul> <li>To support the teacher wieducation of a child with a</li> <li>Using routine supervision the class, but often in the</li> <li>Collaborate closely with the environment</li> </ul>	special educatior as part of a tean ir own learning s eachers and othe	nal needs in both group and n to support a key child wh pace near the classroom	d one-to-one settings. To learns in parallel with
<ul> <li>education of a child with s</li> <li>Using routine supervision the class, but often in the</li> <li>Collaborate closely with t environment</li> </ul>	special educatior as part of a tean ir own learning s eachers and othe	nal needs in both group and n to support a key child wh pace near the classroom	d one-to-one settings. To learns in parallel with
<ul> <li>participating in day to day best of their abilities.</li> <li>To support in planning an the particular requiremen</li> <li>To discuss with and report support with any addition etc.</li> <li>Provide care and encoura confidence.</li> <li>To contribute to the carry and to ensure that the product of the participate in staff devidisciplinary discussion of a monitor and report on put</li> <li>To work as part of a team development of the species</li> </ul>	y learning activiti d evaluating prop hts of the individu t back to the teach al paperwork suc gement to pupils ying out of progra ogramme is delivitie a child's needs/p upil progress to in to ensure that to fic child enhance the parents of the ss teacher.	cher on the assessment of ch as ISP writing, end of te s, helping them develop ind ammes, including literacy a ered professionally at all t ies and, where required to rogress. Iform teaching strategies a the well-being, behaviour a s their learning opportunit ne specific child in a profes the workplace.	that they achieve to the ching materials to suit the child's work and rm level judgements dependence and and numeracy, life skills imes. contribute to any multi- ind interventions. and personal cies and like skills.
<ul> <li>Any other duties commer</li> <li>To attend the weekly staf</li> </ul>		role as directed by the Hea	dteacher.
Accountability	-		



- Headteacher, Deputy Headteacher and SENCO.
- GLF Schools expects its employees to work flexibly with the framework of the duties and responsibilities above. This means that the post holder may be expected to carry out work that is not specified in the job profile but which is within the remit of the duties and responsibilities.

## **Collaborative working**

GLF Schools promotes a cross-cluster collaborative approach, allowing colleagues to share expertise and experience, ensuring all children in our schools receive an excellent education and reach their potential. Through this cluster model, GLF Schools is committed to providing opportunities for professional development and career progression.

## Safeguarding

GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.