

Learning Support Teacher

Raoul Wallenberg International School, Mallorca

Purpose of the Role

The Learning Support Teacher works as part of Raoul Wallenberg International School's Learning Support provision to help ensure that students with additional learning needs can access the curriculum, participate successfully in school life, and make appropriate academic progress.

Working collaboratively with the Learning Support Leader, Heads of Primary and Secondary, classroom teachers and subject teachers, the Learning Support Teacher provides targeted teaching, intervention, in-class support, assessment and monitoring for students across the school.

The role supports students with a range of learning profiles, including literacy and numeracy difficulties, dyslexia, dyscalculia, attention and executive-function needs, neurodivergent profiles, and other barriers to learning.

A key purpose of the position is to build student independence while also strengthening teachers' capacity to meet a range of learning needs within the classroom.

Employment and Professional Relationships

- This is a full-time position employed directly by Raoul Wallenberg International School.
- The Learning Support Teacher forms part of the school's Learning Support and teaching provision.
- The role works collaboratively with the Learning Support Leader, Head of Primary and Head of Secondary, according to the students and year groups being supported.
- Deployment across Primary and Secondary is determined according to identified student needs, school priorities and the school's Learning Support provision.
- The specific line-management structure will be determined by the school's leadership structure.

Main Duties and Responsibilities

1. Targeted Learning Support

- Deliver targeted individual and small-group interventions for students identified through the school's Learning Support process.

- Provide structured support in areas such as:
 - reading;
 - reading fluency and comprehension;
 - spelling and written language;
 - mathematics and arithmetic fluency;
 - study skills;
 - organisation and executive functioning.
- Adapt teaching approaches and resources according to individual student needs.
- Use evidence-informed strategies and appropriate intervention programmes where available.
- Help students develop strategies that allow them to become increasingly independent learners.
- Support students in understanding their own strengths, needs and effective learning strategies.

2. In-Class Support

- Work alongside classroom and subject teachers to support students within mainstream lessons.
- Scaffold instructions, tasks and resources without unnecessarily reducing curriculum expectations.
- Support differentiation and accessibility within the classroom.
- Help students organise materials, understand task expectations and manage multi-step activities.
- Promote student independence rather than creating dependence on adult support.
- Support appropriate strategies for attention, emotional regulation and engagement where these affect learning.

3. Assessment and Identification of Need

- Carry out appropriate screening and educational assessments as part of the school's Learning Support process.
- Contribute to baseline and progress assessments in areas such as literacy, reading fluency and numeracy.
- Conduct classroom observations when concerns about a student have been raised.
- Gather evidence from teachers, students and assessment information to help identify barriers to learning.
- Contribute to decisions regarding appropriate intervention and monitoring.
- Recognise when further specialist or external assessment may be appropriate and communicate concerns through the agreed school process.

4. Support Plans and Student Monitoring

- Contribute to the development and implementation of Individual Support Plans and other Learning Support documentation.
- Support teachers in implementing identified strategies and accommodations consistently.
- Establish clear and measurable intervention targets where appropriate.
- Maintain concise records of interventions, progress and relevant observations.
- Review student progress regularly and adapt intervention accordingly.

- Provide evidence that supports decisions about continuing, increasing, reducing or ending additional support.

5. Collaboration with Teachers

- Work closely with classroom and subject teachers to identify and remove barriers to learning.
- Provide practical advice regarding differentiation, scaffolding and classroom accommodations.
- Help teachers understand and implement recommendations contained within student reports and support plans.
- Share appropriate resources and strategies with teaching staff.
- Participate in relevant student-support meetings.
- Encourage inclusive classroom practice and shared responsibility for students with additional learning needs.

6. Collaboration with Learning Support and School Leadership

- Work collaboratively with the Learning Support Leader and relevant Heads to identify priorities and allocate support effectively.
- Contribute to the school's referral, observation, intervention and review processes.
- Provide regular updates regarding students receiving targeted support.
- Assist with maintaining appropriate Learning Support records and documentation.
- Contribute to the evaluation and development of Learning Support provision across the school.
- Liaise with the Head of Primary or Head of Secondary where student needs, curriculum access, behaviour, attendance or wider school provision require joint planning.
- Contribute to whole-school approaches to inclusive education and Learning for All.

7. Student Wellbeing and Inclusion

- Build positive and respectful relationships with students.
- Promote confidence, participation and a positive learner identity.
- Recognise when emotional, behavioural or social factors may be creating barriers to learning and communicate concerns appropriately.
- Support agreed regulation, movement-break or organisational strategies where these form part of a student's Support Plan.
- Work collaboratively with pastoral staff where learning and wellbeing needs overlap.

The Learning Support Teacher does not replace specialist psychological, therapeutic or clinical services, but works collaboratively with relevant professionals when appropriate.

8. Communication with Families

- Contribute educational observations and progress information for parent meetings when requested.
- Participate in meetings with families alongside relevant members of the Learning Support or leadership team where appropriate.
- Communicate professionally and objectively about student progress and support.
- Maintain clear professional boundaries and confidentiality.
- Significant changes to Learning Support provision or recommendations should be coordinated through the school's agreed Learning Support process.

Professional Conduct Requirements

The Learning Support Teacher is expected to:

- comply fully with RWIS safeguarding and child-protection procedures;
- maintain confidentiality and follow GDPR and school data-protection requirements;
- maintain appropriate professional boundaries with students and families;
- communicate through approved school channels;
- follow RWIS behaviour, inclusion and safeguarding policies;
- maintain accurate and professional records;
- work collaboratively and respectfully with colleagues;
- demonstrate reliability, initiative and professional judgement;
- promote an inclusive culture in which additional support enables participation rather than separation from the wider school community.

Qualifications and Experience

Essential

- Qualified teacher status or recognised teaching qualification.
- Degree in Education or a relevant related field.
- Experience teaching children or young people in a school setting.
- Experience supporting students with additional learning needs.
- Strong understanding of differentiation, scaffolding and inclusive classroom practice.
- Understanding of literacy and/or numeracy intervention.
- Knowledge of safeguarding and child-protection expectations.
- Excellent spoken and written English.
- Strong communication and organisational skills.

Preferred

- Qualification or postgraduate training in Special Educational Needs, Inclusive Education, Dyslexia, Literacy, Psychology or a related area.
- Experience delivering structured literacy or numeracy interventions.
- Experience supporting students with dyslexia, dyscalculia, ADHD and other neurodivergent profiles.
- Experience administering educational screening or progress-monitoring assessments.
- Familiarity with executive-function, self-regulation and Social and Emotional Learning approaches.
- Experience working within an international or multilingual school.
- Additional languages, particularly Spanish, Catalan, German or Swedish.

Key Competencies

The successful candidate will demonstrate:

- strong teaching and intervention skills;
- ability to identify barriers to learning;
- high expectations for all learners;
- ability to differentiate while maintaining appropriate challenge;
- strong interpersonal and collaborative skills;
- patience, empathy and consistency;
- effective organisation and record-keeping;
- confidence working independently while remaining part of a wider team;
- flexibility within a dynamic school environment;
- reflective practice and willingness to adapt support according to evidence;
- commitment to inclusion and student independence.

Reporting and Professional Relationships

Reports to:

Designated member of the School Leadership Team.

Works closely with:

Learning Support Leader, Head of Primary, Head of Secondary, classroom teachers, subject teachers, pastoral staff and other relevant professionals.

Professional collaboration:

The Learning Support Teacher works within the school's established Learning Support processes for identification, assessment, intervention, monitoring and review. Priorities and deployment are agreed collaboratively with the relevant members of the school's Learning Support and leadership teams.