AVANTI SCHOOLS TRUST

# Job Description

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| **Post Title** | **Learning Coach** |
| **School / Organisation** | Krishna Avanti Primary School |
| **Location** | Leicester |
| **Grade** | Grade 3, £26,388 - £27,188 per annum, pro rata<br>*Approximately £19,133 – £19,714 per annum (0.72508 FTE)* |
| **Hours** | 34 hours per week, 37 weeks per year |
| **Contract Type** | Permanent, Term time only |
| **Reports to** | Assistant Principal / SENDCo |
| **Preferred Start Date** | January 2027 |

## MAIN PURPOSES OF THE JOB

As a Learning Coach you will play a central role in ensuring the very highest expectations are achieved for all young people, with a positive proactive attitude to finding ways through for every child, in line with the ethos and vision of the Trust. It will be your mission to:

- Assist class teachers and school leaders in ensuring the very best learning experience for children and young people in our trust schools,
- Carry out the duties of a Learning Coach, placing the focus on each child as a unique and incredible individual, who is part of the collective Avanti family.
- Demonstrate a passion for learning and education, striving to develop our children, yourself and others around you in our ongoing pursuit to enable each other to be the best we can be.

As a Learning Coach, you will be working with a range of children and young people, at the direction of teachers and senior colleagues. We believe in inclusive mainstream classroom provision where adults flexibly support all children to access a broad and balanced curriculum. Most learning will take place in the classroom, supplemented by small group targeted interventions and some individual learning and support for identified children. This will mean that each working day may be different and that the ability to form strong relationships with a range of colleagues and children, each with their own unique needs and amazing personalities, will be vital to being successful in the role.

Through providing individual, small group and whole class support, flexibly responding in the moment to individual and whole class needs, your role as a Learning Coach will contribute to creating the inclusive, high-achieving and connected Trust that we want each child, parent and colleague to experience.

## RESPONSIBILITIES OF THE JOB

**Individual and Small Group Support**

- Develop strong supportive relationships with children both individually and in small groups, understanding individual needs, strengths and support required.
- As directed by a class or inclusion teacher, lead out-of-class interventions, adapting learning delivery as appropriate to meet the unique needs of each child. Where relevant, follow strategies and advice for children with SEND described in their Individual Learning Plans (ILPs).
- Promote social and emotional learning for all children by providing positive reinforcement of behaviour and learning expectations, and by using a range of strategies to support children who become dysregulated during the school day to co-regulate or self-regulate as required.
- Observe, learn and adapt from different learning approaches and implement new practices from Trust and school CPD and training to continually evolve the way that we support, teach and encourage our children.

**SEND and English as a Second Language**

- Provide learning support to children with special needs or where English is not their first language, to support progression in line with their peers.

- Work within our values framework so that every child's voice is heard and valued, and to ensure respect of all children and young people irrespective of sex, gender identity, ethnicity, race, religion, disability, sexuality of any other unique characteristic that makes our children who they are.
- Liaise with school colleagues and other professionals to identify needs and support children's development, suggesting adaptations to learning delivery and/or approach as appropriate to meet individual needs.
- Work alongside and implement guidance from specialist services on behalf of individual learners such as psychologists and speech therapists where appropriate to do so, or as agreed with the relevant teacher or school leader.
- Encourage and promote inclusion in the classroom, ensuring all learners are involved with tasks and activities.
- Be willing and enthusiastic to move between children, groups and classes, recognising that shifting your focus to where you can have the most impact best supports individual and group development.

**Parent and Carer Relationships**

- Develop positive relationships with families, working at the direction of teachers and/or leaders to communicate and consult with the parents and carers of children and young people, listening carefully and responding to parent concerns about their child's progress and development. Follow the school policy for when to make a written record of conversations with parents.
- Build understanding amongst parents and carers about the unique and important role they play in their children's education and the impact they can have on both educational success and their children's wellbeing.

**Whole Class Support**

- Supervise the whole class as required and lead pre-prepared activities to enable continuation of learning to keep standards at a high level. Follow lesson formats provided to ensure learners achieve the expected outcomes.
- To work alongside the teacher to find, access or contribute resources needed for lessons, including individual adaptations and reasonable adjustments planned for children with SEND in their Individual Learning Plans (ILPs)
- Maintain good practices in terms of recording attendance, following the school's positive relationship behaviour policy and any other relevant policies or practices.
- Develop strong partnerships with teachers, collaborating to ensure that support provided for children is effective. Engage in timely and constructive feedback with teachers about children's learning and progress, and proactively raise any concerns or difficulties identified.

**Safeguarding and Concerns**

- Ensure that safeguarding children is central to your practice. Being alert to identifying risks and concerns and having the confidence to escalate these to the relevant classroom teacher or safeguarding lead as appropriate.
- Inform the relevant teacher of any educational or behavioural concerns about any of the children you support.

**Other Duties**

- Alongside all school colleagues, promote the school within the local community, acting as an ambassador for our vision and The Avanti Way.
- Support with design and construction of classroom displays to school and Trust standards.
- Model good communication within and across the school, and treat each interaction as an opportunity to understand, learn and collaborate.
- Participate actively in the community life of the school, including fairs, festivals, special occasions and other celebrations.
- Accompany students on trips, visits and other educational activities as required.
- Undertake lunch and break cover in rotation with other colleagues as required.
- Following training, support children with medical, first aid and intimate care as required.

**Personal and Professional Development**

- Actively engage and take ownership of your professional development through a range of ways, such as:
    - Engaging with high-quality professional learning opportunities as offered and facilitated by the School or Trust.
    - Participating in the performance development review process, contributing to identifying your own developmental needs and taking accountability for your own performance.

- Attending and undertaking all compliance and mandatory training, supplementing this with any additional learning that you may require, and as supported by your line manager.

## PERSON SPECIFICATION

| Criteria | | Requirement | |
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| | | *Essential* | *Desirable* |
| 1. | High degree of drive, resilience and enthusiasm | | X |
| 2. | Evidence of strong communication skills; Ability to communicate clearly and concisely both orally and in writing | X | |
| 3. | Evidence of child-centred attitude to all you do; Ability to relate well to children and adults to build and maintain effective relationships | X | |
| 4. | Evidence of commitment to equality and celebrating diversities | X | |
| 5. | Experience of working with relevant age group within a learning environment | | X |
| 6. | Experience of working with children with additional learning needs | | X |
| 7. | Excellent level of literacy and numeracy skills | X | |
| 8. | Experience of general administrative work e.g. photocopying, laminating and the ability to work well within a team | X | |
| 9. | Working knowledge of relevant strategies in the appropriate curriculum or learning area | | X |
| 10. | An understanding of classroom roles and responsibilities | X | |
| 11. | An ability to understand the principles of child development and learning processes and in particular barriers to learning | X | |
| 12. | Ability to work with teachers to observe, monitor and provide constructive feedback on children's progress | X | |
| 13. | Good working knowledge of relevant policies and codes of practice and awareness of relevant legislation | | X |
| 14. | Ability to provide necessary first aid, medical and intimate care to children or undertake training successfully | X | |
| 15. | Ability to understand the role of parents and carers in children and young people learning and demonstrate ability to liaise with them sensitively and effectively | X | |
| 16. | Commitment to safeguarding the welfare of children and young people within the school | X | |
| 17. | Awareness of Health and Safety requirements within a school setting | | X |
| 18. | Commitment to professional development, learning and development | X | |

## FURTHER INFORMATION

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Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.
For further information - Child Protection and Safeguarding Policy 2026-2027