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| **Position Title** | Learning Coach Level 2 |
| **Reporting to** | Learning Coach Team Leader |
| **Grade** | NJC Point 4-6 £11,693 - £12,166£11,693 Starting Salary |
| **Hours** | 1050 Hours pa. Fixed Term to 31 August 2021.Typically 8.50 am – 3.15pm (including 1 Hour of unpaid break time), Monday – Friday during term time.5.42 hours per day during term time plus an additional 20.2 hours for training days and meetings.  |

**Role Purpose**

To ensure that students with additional needs are supported to remove their barriers to learning so that they achieve at least in line with their expected levels of progress. Queen Elizabeth’s is a large School based across two campuses, the post holder will work flexibly across both sites.

To have a measurably positive impact and be accountable for the interventions delivered and wellbeing of students by acting as an advocate or enabler to them accessing and succeeding in all parts of their mainstream education.

To work flexibly to deliver targeted support according to the prevailing needs of the school; this may be in area of pre-existing expertise or an expertise which is developed over time and with training.

To support the effective management of student behaviour at the start of the school day to ensure safety and wellbeing.

**Job Description**

* To deliver in class support as applicable.
* To coach identified students to support the removal of barriers to learning.
* To deliver 1:1 and small group targeted provision.
* To deliver out of class support in areas such as study skills or specific area of support where appropriate. This may include support at student social times.
* To produce resources to support a student in lessons and with organisational skills.
* To coach students to enable them to become independent and resilient learners.
* To coach students in other wider skills including social skills to ensure other barriers to school and learning are removed.
* To liaise with teachers to support learning.
* To liaise with agencies / parents / colleagues regularly and effectively to support learning.
* To be a keyworker and advocate for the students identified.
* Keep up to date with all communication using appropriate systems.
* To support students before and after school and during break and lunchtimes (according to hours) as requested.
* Attend all appropriate meetings, training as directed by Team Leader/SENDCO.
* To monitor progress of key students and take proactive actions to remedy the barriers preventing progress.
* To become an expert in a targeted area (as defined by the needs of the school) to deliver outstanding intervention as well as advice to colleagues and parents which enable other people supporting the student to do so effectively.
* To measure and evaluate the impact of the provision you deliver including maintaining records/logs of student interventions you undertake.

##### **Supporting students, the curriculum and the school by:**

* Establishing productive working relationships with students, acting as a role model and setting high expectations for behaviour and learning.
* Providing support for emotional wellbeing.
* Promoting the inclusion and acceptance of all students within the classroom/school.
* Supporting students with transitions both to and from the school.
* Supporting students consistently whilst recognising and responding to their individual needs. Assisting students with personal self-care.
* Encouraging students to interact and work co-operatively with others and engaging all students in activities.
* Promoting independence and employing strategies to recognise and reward achievement of self-reliance.
* Providing feedback to students in relation to progress and achievement.
* Supporting students identified with additional arrangements for controlled assessments, trial and formal examinations.
* Attending additional training as directed by their team leader and being pro-active to take responsibility for their own professional development and also supporting the professional development of other colleagues.
* Delivering learning activities to students within agreed systems of supervision, adjusting activities according to student responses/needs
* Delivering local and national learning strategies and making effective use of opportunities provided by other learning activities to support the development of students’ skills
* Using ICT effectively to support learning activities develop students’ competence and independence in its use
* Selecting and preparing resources necessary to lead learning activities, taking account of students’ interests and language and cultural backgrounds
* Advising on appropriate deployment and use of specialist aids/resources/ equipment.
* Supporting students on out of lesson activities as appropriate (for example school trips and experiences outside the normal classroom lesson as required).
* Being focused on student need; this will include showing a high degree of flexibility to support different kinds of students as needs change as well as supporting the whole learning support team to ensure student support remains the first priority in times of staff illness or during special events being held at school.
* Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.
* Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher/team leader, to support achievement and progress of pupils.
* Recognising own strengths and areas of expertise and using these to lead, advise and support others.
* Delivering out of school learning activities within guidelines established by the school. Also contributing to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.

**Other Duties**

* To support the achievement of the school’s objectives by working proactively with colleagues on activities outside direct area of responsibility as required.
* To report any potential Health and Safety issues promptly.
* To follow the school’s ICT policy for safe use of ICT.
* To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the school’s safeguarding policies
* To comply with legislation, policies and procedures relating to confidentiality and data protection, reporting any concerns to the appropriate person.
* To work in compliance with the Codes of Conduct, Regulations and policies of the school and its commitment to equal opportunities.
* To comply with the school’s Health & Safety policy, procedures and statutory requirements.

**This is not an exhaustive list of duties; they may be varied from time to time without changing the general character of the job or the level of responsibility. A high degree of flexibility and adaptability is an important element of this role.**

**This is a description of the role as it is now. We periodically examine employees' job descriptions and update them to ensure that they reflect the job as it is then being performed, or to incorporate any changes being proposed. We aim to reach agreement on reasonable changes, but if agreement is not possible, we reserve the right to insist on changes to your job description after consultation with you.**

Signed: ……………………………………………….. Date: ……………………..

Signed: ………………………………………………… Date: ………………………..

 Principal

Queen Elizabeth’s School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Person Specification**

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| **Role Requirements:** | **Essential** | **Desirable** | **How Assessed** |
| **Qualifications:** |  |  |  |
| Educated to GCSE or above including a minimum of 5 GCSEs at grade C or above including English and Maths (or equivalent) | √ |  | Application Form |
| A levels or higher qualification. |  | √ | Application Form |
| **Experience:** |  |  |  |
| Experience supporting and supervising small groups of young people, ensuring a safe and effective learning environment. |  | √ | Application Form; Interview |

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| **Personal and Professional Skills and Attributes:** |  |  |  |
| Passionate belief in the potential of all young people | √ |  | Application Form; Interview |
| Ability to work without close supervision taking the appropriate level of responsibility for the learning, welfare and safety of students. | √ |  | Application Form; Interview; References |
| Good interpersonal skills | √ |  | Application Form; at interview |
| Strong communication skills, able to;* build positive professional relationships with young people and colleagues
* challenge inappropriate behaviour effectively and with confidence
* make short written reports
* win the respect of young people
 | √ |  | Application Form; Interview |
| Numeracy and literacy skills at a level appropriate to the role | √ |  | Application Form; Interview;  |
| Able to manage confidential information appropriately and with discretion. | √ |  | Application Form; Interview;  |
| Resilient, able to respond well under pressure.  | √ |  | Application Form; Interview |
| Positive, confident and constructive in approach with high levels of enthusiasm and energy. | √ |  | Application Form; Interview |
| Able to use initiative to solve problems | √ |  | Interview |
| Flexible and adaptable in approach | √ |  | Interview |
| Willingness to participate in ongoing training & development  | √ |  | Interview |
| Able to work effectively as a member of a team  | √ |  | Application Form; Interview |
| Respect for all members of our community and able to model this respect | √ |  | Interview |
| Understanding of safeguarding issues and able to promote the welfare of children and young people.  | √ |  | Interview |
| Suitability to work with children | √ |  | Application Form, Interview and Reference |