



The King's School Job Description

LEARNING COACH	
Purpose:	<ul style="list-style-type: none"> To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve helping teachers in the planning, preparing and delivering of learning activities for individuals and/or groups. To provide students (under the guidance of the SENCo) with individual, personal and behaviour support.
Reporting to:	SENCo, Deputy Headteacher-Inclusion, Deputy Headteacher-Student Support, Headteacher
Liaising with:	Pastoral team, teachers
Working time:	08:30-17:00 Monday to Friday during term-time (35 hours per week, 39 weeks per year, this includes 5 INSET/training days), and 3 evening events – from Year 6 Open Evening, Reassurance Evening, and 1 Parents' Evening. Work pattern to be agreed with Line Manager.
Salary/Grade:	Scale D (£16,613-£18,965) for Exceptional Performance in Role up to £20,579
Disclosure level:	Enhanced
Key Tasks:	<ul style="list-style-type: none"> To co-ordinate and provide day-to-day support for Pupil Premium (PP) students. To reduce barriers to learning, and to support PP students to achieve high levels of attendance, behaviour and engagement with school and their studies through a holistic approach around the student and their family. To support PP students with their emotional health by dealing proactively and reactively with situations that are presented. To help the class teacher in monitoring and evaluating student responses to learning activities through a range of assessment and monitoring strategies. To provide objective and accurate feedback and reports as required on student achievement, progress and other matters to the DHT-Inclusion. To work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence. To liaise with the pastoral team to identify where poor behaviour is a barrier to learning for PP students and identify ways to remove these.
Support students by:	<ul style="list-style-type: none"> Being able to access Early Help, using the Rights for Children portal so that Early Help cases can be set up and monitored in liaison with the Head of House. To lead TAF meetings where the Head of House is unable to attend. Establishing productive working relationships with students, acting as a role model and setting high expectations for behaviour and learning. Liaising with the pastoral team and EWO to identify poor attendance in PP students, and provide support to promote regular attendance at school. Attending extended pastoral support team meetings. Liaising with the HOHs and attending fortnightly meetings to support attendance. Developing good relationships with parents, which may include home visits if appropriate. Liaising with parents and encouraging the uptake of 1:1 tutoring. Accompanying students on educational activities such as college which may be outside normal school working hours. Running parent groups. Encouraging the uptake of extra-curricular activities for PP students. Carrying out the education plan for adopted children (EPAC) process for students who have been adopted from care.



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Support students by (continued):	<ul style="list-style-type: none"> ▪ Carrying out necessary duties relating to safeguarding, including the use of CPOMs. ▪ Dealing with safeguarding issues and making MASH referrals in liaison with the DSL. ▪ Organising breakfast club (staffing, ordering of provisions, etc.) ▪ Arranging peripatetic music tuition for PP students. ▪ Co-ordinating provision of laptops for students in receipt of FSM. ▪ Supporting the National Tutoring Programme by helping in the identification of students and liaising with the tutors. ▪ Using the HOGES system for orders in relation to PP. ▪ Carrying out relevant risk assessments including the use of EVOLVE. ▪ Co-ordinating school and community-based initiatives which support disadvantaged families.
Support the curriculum by:	<ul style="list-style-type: none"> ▪ Promoting the learning of individual or small groups of students under the direction of the DHT personalisation/class teacher. ▪ Supporting the organisation and delivery of Aspire events and activities. Support the school by: <ul style="list-style-type: none"> ○ being aware of and supporting difference and ensuring all students have equal access to opportunities to learn and develop; ○ contributing to the overall ethos/work/aims of the school; ○ establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students; ○ recognising own strengths and areas of expertise and using these to support others; ○ providing and checking information for the termly census; ○ updating PP information on SIMS.
Staffing:	<ul style="list-style-type: none"> ▪ Taking part in the school's staff development programme. ▪ Continuing personal development in the relevant areas, committing to improve own practice through self-evaluation and awareness. ▪ Engaging actively in the appraisal process.
Other specific duties:	<ul style="list-style-type: none"> ▪ To run and promote an after-school homework club for PP students. ▪ To work with other relevant agencies. You would be required to use the Rights for Children portal. ▪ To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. ▪ To provide a level of sustained and substantial contribution to all aspects of the school commensurate with experience and pay grade. ▪ To promote actively the school's corporate policies. ▪ To continue personal development as agreed. ▪ To comply with the school's Health & Safety policy.
<p>Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p>	
<p>This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title. We are committed to safeguarding the welfare of students so all staff are enhanced DBS checked.</p>	