

## JOB DESCRIPTION

### Role: Learning Room Co-ordinator; Inclusion Faculty

Accountable to: Assistant Headteacher and Head of Inclusion

**Grade 6**

<b>Key Purpose</b>	The key purpose of this role is to ensure that identified students receive and benefit from additional intervention and in class support to enable them to achieve the best possible outcomes. The member of staff will work with the line manager to plan, deliver and evaluate effective interventions. The role will involve planning and managing interventions for small groups, tracking and monitoring relevant data and responding where needed with the aim of reintegrating back into mainstream learning. Responsibility includes the day to day running of the Learning Room, managing baseline testing and data, directing TAs and liaising with all stakeholders, including external agencies.
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<b>Key Tasks</b>	
	<ul style="list-style-type: none"> <li>• Liaise with teaching staff, Heads of Progress, Heads of Faculty and other key colleagues to co-ordinate intervention and support for individuals and groups of students</li> <li>• To work with the line manager on the identification of students for interventions that will best support their progress</li> <li>• To take pride in, and organise and manage, an appropriate learning environment in the Learning Room and to plan appropriate resources</li> <li>• Demonstrate an informed and efficient approach to teaching and learning by working closely with the Head of Faculty and other key staff to keep up to date with recent pedagogical developments</li> <li>• To use the school systems to feedback on the progress of identified students</li> <li>• To provide written feedback, in workbooks and on other resources, for groups and for individuals</li> <li>• To make best use of a range of literacy, numeracy and other intervention programmes to accelerate progress and to keep up to date with the development of other programmes that may be used in the future</li> <li>• To work with other members of the Inclusion Faculty to co-ordinate CATS tests and other assessments, such as STAR reading and Maths</li> <li>• To promote and develop the use of ICT, including the Frog page for the Learning Room, and to take advantage of other opportunities to promote the use of ICT</li> <li>• To ensure that the Learning Room is appropriately resourced</li> <li>• To develop and maintain relationships with parents and carers. To provide parents and carers with the opportunity to visit the Learning Room and to meet other parents and carers</li> <li>• To liaise with external agencies, for example SALT and Educational Psychology</li> <li>• To manage and maintain One Page Profiles and ensure their proper use</li> </ul>

across school

- To input into the success of our chosen provision mapping tool
- Promote, support and facilitate inclusion by encouraging participation of all students in learning, extracurricular activities and leadership opportunities
- Plan and implement where needed specialist programmes of intervention to accelerate rates of progress for individuals and/or target groups of students
- To support students that are in the Learning Room for reasons other than intervention sessions at the discretion of the line manager.
- To plan supervision rotas for inclusion classrooms during social times.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- With the class teacher where appropriate, keep other professionals accurately informed of performance and progress or concerns they may have about the students they work with.
- Communicate knowledge and understanding of individuals to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- Demonstrate expertise and skills in understanding the needs of all students (including specialist expertise as appropriate) and know how to contribute effectively to the adaptation and delivery of support to meet individual needs.
- Demonstrate a level of subject and curriculum knowledge relevant to the role and apply this effectively in supporting teachers and students.
- Accompany students on school trips
- Undertake First Aid training and be part of the First Aid rota as necessary

### **Other Specific Duties**

- To play a full part in the life of the school community, supporting the school mission, ethos and values
- To promote actively the school's policies
- To comply with the school's Health and Safety Policy and Safeguarding/Child Protection procedures
- To continue personal professional development
- To undertake any other duty as specified in the TA standards document not mentioned in the above section
- To comply with any reasonable request from the Head teacher to undertake work of a similar level that is not specified in this job description
- General tasks vary from time to time to take account of the changing nature of the school and the demands placed upon it. Such changes are normal parts of the post and as such do not constitute a change to the general job description
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers
- Employees are expected to set a good example in terms of dress punctuality and attendance
- Employees must uphold the school's behaviour code and uniform regulations
- The school will endeavour to make any 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

- This job description is current at the date shown, but following consultation with you, may be changed by the Academy Co-Headteachers to reflect or anticipate changes which are commensurate with the salary and job title

## Levenshulme High School

### The Greater Manchester Education Trust

#### Person Specification

#### Learning Room Co-ordinator – Grade 6

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##### For this job we are looking for:

- Knowledge and experience of working with SEND pupils
- Experience of working with or caring for students of a relevant age
- A good level of subject knowledge in English and Maths to GCSE level or above
- IT literacy, inc. Excel
- Ability to read, understand and present data confidently
- Ability to relate well to students and adults
- Ability to work as part of a team and communicate effectively with a wide range of colleagues
- Commitment to the values and ethos of the school
- An understanding of the role of the Teaching Assistant and other professionals working in the classroom
- Ability to use relevant technology to support and enhance learning
- Willingness to learn about curriculum demands across a range of subjects to effectively support students across subjects
- Understanding of child development and learning
- Willingness to undertake first aid training

##### Personal Style and Behaviour

- Tact and diplomacy in all interpersonal relationships with the public, students and colleagues at work
- Self-motivation and personal drive to complete tasks to the required timescales and quality standards
- The flexibility to adapt to changing workload demands and new school challenges
- Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of students
- Personal commitment to continuous self-development
- A commitment to school improvement

Applicants are expected to be willing to consent to and apply for an enhanced *disclosure* DBS (Disclosure and Barring Service) check

