

Job Title: Learning Strategies Coordinator	Pay Scale: PPS8
Normal Place of Work: The Priory Academy LSST	Line Manager: SENCO (Head of Learning Strategies)
Role Summary: To assist the SENCO in matters concerning students with specific needs. To co-ordinate and implement appropriate support for students with SEN and non-SEN needs including EAL and Pupil Premium. To attend and lead meetings with students, parents and external agencies to coordinate support for students with SEN and non-SEN needs including EAL and Pupil Premium. To be responsible for the preparation, delivery and review of specialist intervention programmes for groups or individual students to meet specific needs. To deputise for the SENCO and/or the Learning Strategies Deputy Officer, where appropriate or as and when required.	

DUTIES AND RESPONSIBILITIES

Key Responsibilities

- Support the SENCO in matters concerning students with specific needs:
 - Discuss students' needs with staff, and their concerns regarding the initial identification of students with specific needs.
 - Liaise with all staff including the Pastoral Team and Heads of Year to gather and disseminate information relating to students with specific needs.
 - Lead and/or attend meetings regarding students with parents and/or academy staff and/or external agencies. This will include attendance at relevant parent consultation evenings, open evenings etc.
 - Support home visits with other academy staff.
 - Create and track outside agency referrals.
 - Carry out student observations to gather information and monitor student progress.
 - Complete and/or provide information for internal or outside agency referrals and support programmes e.g. specialist provision referrals etc.
 - Update and analyse records and data of all students with specific needs.
 - Work with the SENCO and/or Learning Strategies Deputy Officer to discuss future initiatives.
 - Deputise for the SENCO and/or Learning Strategies Deputy Officer, where appropriate.
- Prepare and deliver intervention programmes for small groups or individual students:
 - Provide in-class support to teachers for targeted students with recognised specific needs.
 - Provide support and planning for key stage transitions.
 - Provide mentoring for individual students, where appropriate e.g. strategies aimed at promoting self-esteem and an independent learning style.

- Provide intervention before school, lunch time and after school e.g. Literacy, Numeracy, Wellbeing and homework/revision sessions.
 - Provide support in relation to outcomes outlined in Education Health and Care plans.
 - Plan schemes of work and deliver department intervention based lessons for specific areas of need for students across Key Stage 3 to 5.
 - Assess and monitor student progress, adapting intervention planning to meet specific needs.
 - Record student intervention performance and update department records.
 - Liaise with the SENCO, staff and parents, providing progress reports in relation to student achievement and effort.
3. Prepare and delivery of student reviews and mentor meetings:
- Follow the Assess, Plan, Do, Review Cycle when reviewing student progress at agreed intervals.
 - Lead student review and mentor meetings, record student comments, progress and action points.
 - Liaise with parents, staff and external agencies regarding to profile information.
 - Use relevant information to update SEN Student Profiles. This list is not exhaustive and you may be required to undertake any additional duties within the general scope of this role as determined by your line manager.

Key Relationships

The post holder will be expected to develop and maintain good relationships with:

• Head Teacher, SLT and all Trust staff	To ensure a high quality service is provided that meets the needs of the Trust.
• Parents and Students	
• Visitors	

Generic Responsibilities

- Represent and promote The Priory Federation of Academies' values internally and externally.
- Ensure that the Federations internal customers receive an excellent customer service experience in all dealings with the service.
- Deliver your day to day duties consistently with the agreed service level.
- Act as a champion for change and improvement, constantly enhancing quality.
- Contribute to the annual quality review of the service and the programme of continuous improvement.
- Actively promote and act, at all times, in accordance with Federation policies, e.g. Health and Safety, Equal Opportunities and Safeguarding.
- Make a commitment and contribution to improving standards for pupils, as appropriate.
- Contribute to the maintenance of a caring and stimulating environment for pupils.
- Undertake other duties commensurate with the job level.

The post holder will interact professionally with colleagues to ensure understanding and awareness of responsibilities of all colleagues and undergo any relevant training.

Elements of this job description may be changed following consultation with your manager.

TERMS OF EMPLOYMENT

All offers of employment are subject to The Trust receiving proof of identity, two satisfactory references, satisfactory health and enhanced DBS checks, a signed Code of Conduct, evidence of your relevant qualifications and successful completion of a 12 month probation period.

HEALTH AND SAFETY

All employees are responsible for reading, understanding and carrying out the requirements of The Trust's Health and Safety policy and for informing a relevant person if they become aware of any non-compliance with the policy or of any identified training needs.

HOURS OF WORK

The Academy day is between 8:00 am and 6:00 pm. A flexible approach to working is expected as some tasks may be required to be carried out in the evenings and during holiday periods.

CONTINUAL PROFESSIONAL DEVELOPMENT

The Trust requires individuals to identify and analyse their own training and development needs and to actively participate in the design of a development plan to meet these needs and the needs of the Academy. This may be achieved through an appraisal process.

The post holder should recognise and take advantage of development opportunities and should periodically review their own progress towards meeting previously agreed goals.

CONDITIONS OF SERVICE

Governed by the National Agreement on Pay and Conditions of Service supplemented by local conditions as adopted.

SPECIAL ARRANGEMENTS

The post holder may be required to work outside of normal academy hours on occasion, with due notice.

SAFEGUARDING STATEMENT

The Priory Federation of Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

EQUALITY, DIVERSITY AND INCLUSION

The Priory Federation of Academies Trust is committed to maintaining a diverse workforce and an inclusive environment for all. Our aim, embedded in the Trust Values, is to enrich our workforce at every level and we encourage applications from all under-represented groups.

Person Specification – Learning Strategies Coordinator

		Essential	Desirable	How assessed
	QUALIFICATIONS			
1.	GCSE English and Mathematics Grade A-C or equivalent	X		AF / Cert
2.	Level 2 IT qualification /experience or equivalent	X		AF / Cert
3.	NVQ 3 qualification or working towards	X		AF/Cert
4.	Proficient in the use of email and the internet	X		AF/Cert
	KNOWLEDGE AND EXPERIENCE (UPTO DATE/ CURRENT)			
5.	Confidentiality ability to work with all confidential and sensitive data	X		AF/IV
6.	Experience of working in an education setting		X	AF/IV
7.	Able to prioritise tasks effectively, coping with conflicting demands and displaying flexibility	X		AF/IV
8.	High standards of accuracy and attention to detail	X		AF/IV
	SKILLS AND ABILITIES			
9.	Ability to use IT at a level commensurate with job role	X		AF/IV/AT
10.	Ability to work on own initiative and as part of a team	X		IV/R
11.	Good planning and organisational skills	X		IV/R
12.	Excellent oral and communication skills	X		IV/R
13.	Professional and responsive attitude and behaviour towards colleagues	X		IV/R
14.	Ability to motivate and develop self	X		IV/R
15.	Commitment to equality, diversity and inclusion	X		IV/R

*Key to how skills are assessed:

AF = Skill assessed via application form

IV = Skill assessed via interview

AT = Skill assessed via test/work-related task

Cert = Certificate checked at interview

R = Skills assessed via References

I have read and accept the content of the job description.

Signed Line Manager:

Dated:

Signed Employee.....

Dated.....