



LEARNING SUPPORT AREA CO-ORDINATOR

Role Information





ROLE INFORMATION FOR THE POST OF LEARNING SUPPORT AREA CO-ORDINATOR

Salary: £21,159 - £22,700 p.a. Based on (Grade 9 SCP 16 - SCP 19 £25,753 - £27,629)

Role Type: Permanent

Start Date: As soon as possible following pre-employment checks

Thank you for your interest in this post. I hope that the information about the school and the details of the post will prompt you to apply.

We are currently seeking to appoint a Learning Support Area Co-ordinator. The successful candidate will work as a team leader assisting the SENDCO in managing and co-ordinating the Learning Support area. To facilitate the smooth running of Learning Support on a day-to-day basis, this includes overseeing the deployment of Teaching Assistants and the timetabling for the area as well as supervising and supporting Teaching Assistants within the department to ensure that they are suitably trained and resourced to enable high quality provision within the department. The role is interesting and varied, if this appeals to you we would encourage you to read the full role description and person specification to find out more about the role.

If this opportunity interests you and you think that you meet the requirements on the person specification below we would welcome your application. Details on how to apply can be found on the following page.

Belper School and Sixth Form Centre is committed to safeguarding and protecting the welfare of children and young people and expects all staff to share this commitment. All successful candidates will be required to undertake pre-employment checks including a criminal record check via the DBS before they can be appointed. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

APPLICATION METHOD

Applications can be made using the “Support Staff Application Form” which is located on the Staff, Vacancies section of our website www.belperschool.co.uk. Please use the section of the form entitled “Summary of Experience, Skills, Knowledge and Competencies” to write your letter of application. Applicants should answer the following questions within the letter of application. You should use the questions as headings, please note that applications which do not include the following headings will not be considered.

- **Reasons for applying for this role and how this links to the schools Vision and Values**
- **How your knowledge and experience of the SEND Code of Practice will ensure that Learning Support identifies potential barriers to learning and help to plan strategies to overcome these.**
- **How your experience of leading, supporting and supervising others has equipped you to carry out this role effectively.**

Application closing date: Thursday 2 December 2021, 12 Noon

LEARNING SUPPORT CO-ORDINATOR INFORMATION

Post title:	Learning Support Area Co-ordinator
Grade:	Grade 9
Job Family:	Teaching and Learning
Responsible to:	SENDCO
Hours of work:	35 ½ hours per week Monday: 8am – 3.45pm with 30 minutes for lunch Tuesday: 8am – 3.45pm with 30 minutes for lunch Wednesday: 8am – 3.45pm with 30 minutes for lunch Thursday: 8am – 3.45pm with 30 minutes for lunch Friday: 8am – 3pm with 30 minutes for lunch
Weeks of contract:	39 weeks per annum (being 38 weeks of term time plus 1 week of INSET days)
Flexible working:	Flexible working is not available in this post

Role Description

Purpose of the Post

- To work as a team leader assisting the SENDCO in managing and co-ordinating the Learning Support area. To facilitate the smooth running of Learning Support on a day-to-day basis
- Using knowledge and understanding of the Code of Practice and relevant policies, guidance and legislation, to assist the SENDCO to ensure that the Learning Support area delivers high quality SEND support provision to students and that there is good communication to all stakeholders
- To work at HLTA level, implementing agreed work programmes to individuals / groups both within and out of the classroom, enabling students to access learning activities and structured programmes and to overcome barriers to learning

Key Tasks and Responsibilities

- To work under the guidance and overall supervision of the SENDCO
- To oversee the deployment of the Teaching Assistants in the Learning Support department including timetabling
- To oversee the induction of new Teaching Assistants into the department
- To supervise the Teaching Assistants in the department and to ensure that they are suitably trained and resourced, and to lead the team in delivering high quality provision
- To assist the SENDCO in the development of the Learning Support intervention programme, and to co-ordinate the implementation of the agreed programme including managing the delivery of the Supported Study programme in the Learning Support area
- Under the overall supervision of the SENDCO, to use a range of assessment materials and carry out diagnostic assessments of students in accordance with training received, and ensure the collation of results and communication to other staff under SENDCO guidance
- Under the guidance of the SENDCO, to analyse data and reports to identify students who may need interventions that are additional to and different from the mainstream
- To assist with the production and review of student support plans, under the supervision of the SENDCO, by co-ordinating the graduated response and implementing the Assess Plan Do Review model for each provision. To produce individualised timetables to communicate the provision to stakeholders as required
- To support and provide care and welfare, and to implement structured learning programmes for students in the Learning Support Base who may have complex disabilities, SEN needs, medical needs, behaviour and/or emotional difficulties or social development needs to enable them to participate in learning activities and develop relationships with others

- To establish productive working relationships with students, acting as a role model and setting high expectations. This includes supporting students consistently, while recognising and responding to their individual needs, promoting independence and employing strategies to recognise and reward achievement and self-reliance
- To deliver programmes and monitor the student's response to the learning activities and where necessary modify or adapt the activities as agreed with the class teacher or SENDCO to achieve the intended learning outcome
- To be able to plan and develop differentiated learning activities and have awareness of child development and pupil learning
- Under the overall supervision of the SENDCO, to accurately record and report on the development, progress and attainment of students on the student file through a central system for provision mapping in accordance with school procedures
- To monitor and review to ensure that all key workers in the Learning Support team keep student records updated in accordance with school procedures
- To liaise with a range of outside agencies around the needs of students including (in consultation with the SENDCO) co-ordinating provision for pupils with physical or sensory impairment through the relevant services, and (alongside the SENDCO) attending meetings with the Educational Psychologist and transitional annual reviews of EHCPs.
- To attend or hold SEND support and pupil passport review meetings with students and parents as agreed with the SENDCO, and to attend annual reviews for students with an EHCP alongside the SENDCO
- To liaise with parents and teachers as required and to attend open evenings and parents evening as appropriate
- To supervise students in the Learning Support Base outside usual school hours including before school and during lunchtimes as required
- To be responsible for the running of the Learning Support Homework Club after school, and liaising with appropriate staff around the students' skills and achievements
- To monitor and maintain curriculum resources in the Learning Support base for use with a wide range of students at all ages of secondary school who have a wide range of needs and to be the budget holder for the departmental budget
- To identify potential day-to-day gaps in Teaching and Learning Assistant provision and to adjust staff deployment accordingly to best meet service needs
- To liaise with Office and Finance staff and the Cover Manager on behalf of Learning Support as appropriate to ensure good absence reporting and adequate cover for students. To be the main point of contact for all relevant personnel so that this is achieved

Common tasks and responsibilities

1. To provide specialist skills as appropriate (including literacy and numeracy), contribute to the planning of learning activities, undertake work/core/support programmes to enable access to learning and to assist the class teacher in the management of the children and young people in the classroom
2. To be able to work at HLTA level, independently planning and delivering lessons to support students to learn away from the mainstream, assessing and reporting

- appropriately on development and attainment
3. To contribute to maintaining children and young people's records
 4. To contribute to the management of children and young people's behaviour, dealing with any disruption and report to the class teacher any difficulties unable to overcome
 5. To work with students within the classroom to enable them to access the curriculum
 6. To work with students as individuals or small groups on study or support programmes, withdrawn from mainstream under the direction of the SENDCO
 7. To enable students to maintain appropriate personal and social organisation
 8. To encourage students to interact and work co-operatively with each other
 9. To accompany students on educational visits as appropriate
 10. To assist with the development and implementation of student support plans as appropriate
 11. To respond knowledgeably to any questions from students or parents about process and procedures
 12. To promote the inclusion of all students within the classroom and the school
 13. To attend meetings (faculty, staff, pastoral, annual reviews, multi-agency etc) at the request of the SENDCO as appropriate
 14. To carry out other duties which may be reasonably requested by the SENDCO from time to time
 15. To undertake training as required at the request of the SENDCO

Line management or supervisory responsibilities (if applicable)

- Supervision of Teaching Assistants deployed to the Learning Support area

Supervision received (if applicable)

- Line manager is the SENDCO
- Supervision from class teachers as required for relevant students

Corporate Responsibilities

- To be aware of and comply with school policies and procedures
- To work towards the school vision and in support of the school's ethos and aspirations
- To comply with the school Code of Conduct
- To comply with health and safety policies and procedures
- To maintain confidentiality and observe data protection and associated guidelines
- To receive safeguarding training and comply with school policies and procedures
- To carry out the duties and responsibilities of the post in compliance with the Equalities Act and the school's equal opportunities policies
- To act with honesty and integrity and in accordance with the school's financial regulations
- To act appropriately and professionally, and to treat others with courtesy, respect and consideration

Person Specification

A – application form R- references I – interview T – task

Knowledge and Skills	Essential / Desirable	Evidence
<ul style="list-style-type: none"> • Knowledge of SEND Code of Practice and relevant legislation and guidance 	E	ARI
<ul style="list-style-type: none"> • Ability to lead, support and supervise a team effectively 	E	ARI
<ul style="list-style-type: none"> • Systematic, well-organised and able to manage time of self and others effectively 	E	ARI
<ul style="list-style-type: none"> • Evidence of having co-ordinated the learning of students when not under direct teacher supervision 	D	ARI
<ul style="list-style-type: none"> • Ability to co-ordinate and ensure the adequate level of supervision of SEN students 	E	ARI
<ul style="list-style-type: none"> • Ability to run an after-school homework club for SEN students each week 	E	ARI
<ul style="list-style-type: none"> • Ability to assist students in making successful transitions between key stages, educational establishments and aid progression through the school as necessary 	E	ARI
<ul style="list-style-type: none"> • Ability to identify potential barriers to learning and help to plan strategies to overcome these 	E	ARI
<ul style="list-style-type: none"> • Ability to establish and develop one-to-one/small group working of students and set targets for development as part of the learning action planning process. Ability to produce individual/group action plans for students and implement and evaluate as appropriate 	E	ARI
<ul style="list-style-type: none"> • Ability to manage, motivate and support students who may have complex disabilities, SEN needs, medical needs, behaviour and/or emotional difficulties or social development needs, to enable them to develop relationships with others and to participate in learning activities 	E	ARI
<ul style="list-style-type: none"> • Possession of good ICT and organisational skills with an ability to manage and maintain all appropriate electronic and paper records as requested by the SENDCO 	E	ARI
<ul style="list-style-type: none"> • Ability to communicate effectively to a range of staff, students, parents and outside agencies and to effectively work with a range of agencies to promote the learning and progress of young people 	E	ARI
<ul style="list-style-type: none"> • Initiative and judgement to know when to request further advice in order to maintain student progress 	E	ARI
<ul style="list-style-type: none"> • Understanding of a range of SEN needs and their 	E	ARI

<ul style="list-style-type: none"> implications within the classroom environment Ability to work accurately under pressure and to meet deadlines Ability to use a range of diagnostic assessments (following training) in relation to student needs 	D	ARI
	E	ARI

Personal Qualities	Essential / Desirable	Evidence
<ul style="list-style-type: none"> Able to communicate tactfully, diplomatically, professionally and effectively in a range of ways with a range of stakeholders including staff, students, parents and external advisors and providers Ability to communicate effectively to engage and influence SEN students and to be an active listener Able to work co-operatively as part of a team and to form good working relationships Patient and approachable Willing to undertake training and to share knowledge and expertise with other staff Able to work accurately and calmly under pressure and to manage deadlines Takes care and pride in all work, and has good attention to detail Flexible and adaptive to changing circumstances and requirements 	E	ARI
	E	ARI
	E	ARI
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	E	ARI
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	E	ARI
	E	ARI

Qualifications	Essential / Desirable	Evidence
<ul style="list-style-type: none"> Grade C or above in GCSE English or equivalent Grade C or above in GCSE Maths or equivalent 5 GCSEs grades A* - C or equivalent Further qualifications (A Level, L3 or above) HLTA qualification or equivalent 	E	ARI
	E	ARI
	D	ARI
	D	ARI
	D	ARI

Corporate Competencies	Essential / Desirable	Evidence
<ul style="list-style-type: none"> General knowledge and understanding of the requirements of a school environment Ability to relate to students aged 11 to 18 Punctuality and reliability Understanding of the importance of safeguarding and 	E	ARI
	E	ARI
	E	ARI

the welfare of children, and a commitment to remaining up to date with requirements of the role in this area	E	ARI
<ul style="list-style-type: none"> • Understanding of the importance of financial rules and procedures and a commitment to remaining up to date with the requirements of the role in this area 	E	ARI
<ul style="list-style-type: none"> • Understanding of the importance of health and safety rules and procedures and a commitment to remaining up to date with the requirements of the role in this area 	E	ARI
<ul style="list-style-type: none"> • Understanding of the importance of Equalities Act requirements and a commitment to remaining up to date with the requirements of the role in this area 	E	ARI
<ul style="list-style-type: none"> • Understanding of the need for confidentiality and knowledge of data protection principles 	E	ARI