

# LEARNING SUPPORT COORDINATOR

## Harris Academy Battersea

Grade 5 (inner London) - £28 888 to £30 177 (actual salary) +  
Performance and Loyalty Bonus + Harris Wellbeing Cash Plan + Additional Harris  
Benefits

**Core Hours:** 8:00am-4:00pm, term time

For a confidential discussion about this post with the Head of Academy, more  
information or to arrange a visit, please contact the school on  
020 7622 0026 or [HABSHR@harrisbattersea.org.uk](mailto:HABSHR@harrisbattersea.org.uk)

Please visit [www.harriscareers.org.uk](http://www.harriscareers.org.uk) to apply online and submit your application.  
Shortlisted candidates may be asked for additional information before interview invitation.

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# Harris Academy Battersea

## Dear Candidate

Thank you for expressing an interest in the post of **Learning Support Coordinator**. Our **Learning Support Coordinator** work as part of a thriving SEND team to support the Special Educational Needs and Disabilities provision in our Academy. They will be committed to **equality of opportunity for all young people** and will have an unwavering **belief in the potential of every young person to be successful** no matter their starting points.

Our **Learning Support Coordinator** will work closely with our SENDCo, Deputy SENDCo, other leaders within the SEND team and all teaching and associate staff within the Academy. The Learning Support Coordinator will provide both **in-class support and differentiation** for learners with SEND and deliver **small group and one-to-one interventions** as appropriate. Our SEND team can access **world-class training and professional development opportunities** through our SEND network within the Harris Federation and we support all our staff in developing their skills and experience so as to even better support our students.

The development of our students academically, personally and professionally is at the heart of everything we do at Harris Academy Battersea. Our values of **Knowledge, Integrity and Resilience** embody the qualities we seek to promote and expect to see in our young people. Our Learning Support Coordinator will take a key role in the communication and reiteration of our vision and mission to our students: **'We develop aspirational young people to thrive in a changing world'**. At HABS, we believe that every student with SEND should be aspirational about their future and deserve the best possible support so that they can thrive.

If you are committed to these values and want to make a real difference to the lives of our young people, then we would welcome an application.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Steven Hinz', with a stylized flourish at the end.

**Steven Hinz**  
**Head of Academy**

# Our Academy

Harris Academy Battersea is a mixed state secondary school serving a truly comprehensive community in the heart of London. We are an Ofsted '**Outstanding**' school with a track record of delivering fantastic outcomes year on year for our students. In 2023, [Ofsted visited the academy and judged us as remaining 'outstanding'](#), commenting on our "**highly ambitious curriculum**", the "**exceptionally high quality of education**" provided and noted that "**behaviour in the school is very strong**". Nevertheless, we are extremely ambitious for our school and as we seek to continue to grow and develop, we are looking for more brilliant people to join us.

Our Academy is centred on the [values](#) of **Knowledge, Integrity and Resilience** and these underpin the way we work for both students and staff. Our staff are inclusive, diverse and committed to our mission: we develop aspirational young people to thrive in a changing world.

HABS offers a broad, academic and challenging curriculum founded on six key curriculum aims:

- To develop deep, long-lasting knowledge
- To develop students into accomplished readers, writers and orators
- To provide experiences within and beyond the classroom that enrich learning and ensure students can make informed choices about their futures
- To equip students to challenge injustice in all its forms
- To enable students to understand how they learn
- To support students to reflect on their choices and values to improve themselves and their community

These aims underpin all elements of our curriculum, and **we see our core academic curriculum and wider personal development curriculum as intrinsically linked**. All staff at the Academy contribute to the personal development of our students through their roles as tutors and through their contributions to the wider life of the academy.

A thriving school can only function with fantastic staff, and our vision is to make teaching at HABS both **enjoyable and sustainable**. The wellbeing of staff underpins every decision we make, and we seek to ensure that every member of staff can enjoy a work-life-balance enabling them to bring their best to work each day.

At HABS, **professional growth and development** is central to our mission. Our professional development motto is 'improve, not prove' and leaders are relentlessly focussed on supporting staff in getting even better through a wide range of internal and external training opportunities.

As a part of the [Harris Federation](#), all staff in the Academy benefit from being part of our network of more than fifty primary and secondary academies across London. Vibrant networks of subject experts meet regularly and teachers can access bespoke support from our central teams of consultants.

**For more information about what we do and who we are, we encourage you to visit our website [here](#) as well as our careers page [here](#) and explore!**



# Job Purpose

- The Learning Support Coordinator will support the SENDCo in providing professional leadership and management to remove barriers to learning where they exist for students with SEND.
- To provide professional guidance on SEND to colleagues, working closely with staff, parents and other agencies and assuming delegated responsibilities in negotiation with the SENDCo
- To provide academic and pastoral support to students with SEND, in particular those accessing their GCSEs and higher level courses, contributing to ensuring access to learning and enabling all learners to succeed.
- To monitor and support the overall progress of learners with SEND.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To support the academic progress of students with SEND through small group or 1:1 interventions.
- To oversee the team of TAs.
- To support the SENDCo in ensuring that Academy practice is compliant with the SEND Code of Practice (2014) and other relevant statutory requirements.

**Responsible to:** Deputy SENCo and SENDCo

**Liaise with:** Senior Leadership Team, other school leaders, pastoral support staff and relevant staff with cross-school responsibilities, teaching/support staff, external agencies and parents.

# Main Areas of Responsibility

- To support in the deployment of staff and resources within the SEND base according to the needs of SEND students.
- To support in the identification of SEND needs in students
- To monitor the progress of SEND students and evaluate the impact of interventions and support
- To run a number of small group and 1:1 interventions
- To interpret and disseminate key information from professional reports
- To support in the completion of referrals to external and specialist agencies

## Curriculum Provision

- To support all staff to understand and fulfil their statutory responsibilities as specified in the Academy SEND Policy.
- Raising the standard of SEND student inclusion, attainment and achievement.
- To be responsible for ensuring that all SEND provisions are rigorously evaluated to ensure students with SEND are making better progress, as part of assess-plan-do-review
- To monitor that outcomes from interventions are integrated into classroom teaching.
- To have day-to day responsibility for ensuring that Teaching Assistants (TAs) and Mentors have a clear understanding of their roles and that they are providing effective interactions within the classroom, facilitating learning development and independence.
- To support teachers with effective TA management within the classroom.

- To coordinate the assessments and monitoring of the access arrangements

### **Staff Development**

- To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the area as directed by the SENDCo.
- To make appropriate support arrangements for classes when staff are absent, ensuring appropriate arrangements for students when staff are absent.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To be responsible for the day-to-day management of staff within the area and act as a positive role model.

### **Quality Assurance**

- To help to implement Academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation in line with agreed Academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy

### **Management Information**

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc. and input this in accordance with required schedules.

### **Communications**

- To communicate effectively with the staff, parents and students as appropriate following agreed policies.
- Where appropriate, to communicate and co-operate with persons or bodies outside the Academy.
- To liaise with external providers/stakeholders.
- To attend all appropriate meetings and take notes.

### **Marketing and Liaison**

- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools as required by your line manager. A flexible approach to working hours is required.
- To contribute to the development of effective links with external agencies.

### **Management of Resources**

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist in identifying resource needs and to contribute to the efficient/effective use of resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, subject area and the students.

### **Pastoral System**

- To apply the Behaviour Management systems consistently so that effective learning can take place.

- To promote the general progress and well-being of individual students and of the form tutor group as a whole.
- To support the inclusion team in reaching the best outcomes for students with SEND.
- To support the safeguarding team with specific SEND perspectives and guidance
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times.
- Accompany teaching staff and students on visits, trips and off site activities as required.

## Academy Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term
- To participate in training and other professional development learning activities
- To promote equal opportunities and celebrate diversity in all aspects of the academy
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example
- To support and attend academy events such as Open Evening
- To promote actively the academy's corporate policies
- To adhere to the academy's Dress Code
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies
- To be aware of and comply with all academy and Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

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. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy 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 (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.



# Person Specification

| Area                                                   | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Desirable                                                                                                                                                                                                          |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Qualifications</b>                                  | <ul style="list-style-type: none"> <li>University graduate (Good Honours degree)</li> <li>Pass in English and Maths GCSE, or alternative</li> <li>Evidence of Continuing Professional Development relevant to SEND or willingness to engage with further training</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>CPT3a qualification (Access Arrangements)</li> </ul>                                                                                                                        |
| <b>Knowledge &amp; Understanding of the Curriculum</b> | <ul style="list-style-type: none"> <li>Knowledge and understanding of national priorities, current curriculum development and an ability to design and implement an innovate curriculum based on students' needs</li> <li>A thorough understanding of quality assurance techniques</li> <li>An appreciation of student motivation</li> <li>An understanding of how professional development contributes to the raising of quality</li> </ul>                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Certified training for other SEND related support or interventions</li> </ul>                                                                                               |
| <b>Experience</b>                                      | <ul style="list-style-type: none"> <li>SEN experience in a secondary school</li> <li>Evidence of successful experience supporting young people with SEND</li> <li>Evidence of pastoral experience</li> <li>Experience of working with key stakeholders such as parents, governors, employers etc</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Ability to carry out psychometric testing /screeners on pupils</li> </ul>                                                                                                   |
| <b>Leadership &amp; Management</b>                     | <ul style="list-style-type: none"> <li>The ability to motivate and inspire staff and students</li> <li>The ability to make sound judgments based on objective criteria</li> <li>Ability to manage the process of change effectively and thereby deliver projects through to a successful outcome by continuously reviewing and evaluating progress</li> <li>Ability to analyse and interpret student data and set challenging targets</li> <li>The ability to effectively use ICT as a management and communication tool</li> </ul>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Support experience in all key stages</li> <li>Evidence of outstanding TA practice</li> <li>Experience of SEN documentation: EHCNA, CAMHS processes and referrals</li> </ul> |
| <b>Personal Skills, Abilities &amp; Qualities</b>      | <ul style="list-style-type: none"> <li>Excellent verbal and written communication skills</li> <li>Excellent presentation and inter-personal skills</li> <li>Excellent time and task management skills</li> <li>Ability to work under pressure and to deadlines</li> <li>Strong organisation skills</li> <li>Ability to use initiative and problem solve</li> </ul>                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Qualified dyslexia teacher</li> </ul>                                                                                                                                       |
| <b>Academy Ethos</b>                                   | <ul style="list-style-type: none"> <li>Enthusiasm for and commitment to the achievement of the Academy's overall vision for success at all levels.</li> <li>Motivation to work with children and young people</li> <li>Ability to build &amp; sustain professional standards, relationships &amp; personal boundaries with young people</li> <li>Emotional maturity &amp; resilience in dealing with challenging behaviours</li> <li>Ability to contribute towards creating a safe &amp; protective environment</li> <li>Empathy with the aims and objectives of Harris Federation</li> <li>Willingness to continue professional development</li> <li>Commitment to maintaining high standards &amp; expectations</li> </ul> |                                                                                                                                                                                                                    |

- Commitment to contributing to academy life as a whole
- Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students.

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

1. Equal Opportunities
2. Health and Safety
3. General Data Protection Regulations (2018) and Data Protection Act (2018)
4. Safeguarding children



# Applying For The Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date via our careers website.

Thank you for your interest in the Harris Federation. We look forward to receiving your application.

## Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

## Help and Support

For our Help and Support completing your application, visit [www.harriscareers.org.uk](http://www.harriscareers.org.uk)

## Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our **Policy Statement on the Recruitment of Ex-Offenders**.