



# Job Description- Learning Coach

**Responsible to: Heads of Key Stage/Secondary Senior Leader**

**Purpose of Role:**

Under an agreed system of supervision, take a lead role within the school to address the needs of students who would benefit from particular help to overcome barriers to learning. The Learning Coach will provide support, guidance, mentoring and training to individuals and groups of learners. Dependent on the individual needs the Learning Coach will have the responsibility to set and achieve realistic targets, and deliver an alternative curriculum where appropriate.

**MAIN DUTIES AND RESPONSIBILITIES:**

General duties:

- To provide, on a one to one and small group basis, high quality interventions that encourage learners to engage and enable the achievement of realistic yet challenging goals to support future success and progression.
- To maintain accurate records of all interventions and learner information on SIMS.
- To manage a flexible caseload of learners, prioritising those with attendance, retention, achievement or support needs.
- To facilitate regular caseload progress reviews with Head of Key Stage/SLT Link in order to create and implement effective support and stretch strategies for learners.
- To deliver initial assessment activities and use the results to inform support needs, set challenging SMART targets and track progress.
- To understand barriers to learning and to support learners to overcome these by developing innovative practice and delivering a consistently outstanding service.
- To work closely with Head of Key Stage to provide and deliver comprehensive group tutorial sessions, ensuring continuous service.
- To periodically cover the work of other colleagues within Learner Services and take on the management of small projects in order to broaden personal experience.
- To produce statistics to annually evaluate the impact of services, improve service standards and contribute to the Schools' quality processes.
- To liaise with external qualification bodies to ensure successful delivery of all programmes and with SLT/exams officer ensure entries are completed and qualifications cashed-in.
- To produce assessment plans for learners/groups of learners to ensure achievement of all courses being delivered.

## **Support for Identified Students**

- Manage the supervision of students not working to a normal timetable.
- Undertake assessments of students to determine those in need of particular help.
- Assist staff with the development and implementation of Individual Education/Behaviour/Support/Mentoring Plans for particular target groups of students.
- Establish productive working relationships with students, acting as a role model.
- Take a role in managing the speedy/effective transfer of students across phases/integration of those who have been absent or compromised.(KS3-4)
- Provide information and advice to enable students to make choices about their own learning/behaviour/attendance.
- Challenge and motivate students, promote and reinforce self-esteem.
- Provide feedback to students in relation to progress, achievement, behaviour, attendance, etc.
- To give appropriate levels of support and guidance to help students understand their learning.
- Liaise with HoKS4 to support pupils academically and pastorally

## **Support for Teachers**

- To co-ordinate the production of, and dissemination of, alternative curriculum plans that affect their learners.
- Support students' access to learning using appropriate strategies, resources, etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Monitor and evaluate students' responses and progress against action plans through observation and planned recording where appropriate.
- Provide objective and accurate feedback and reports as required to other staff on students' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Manage record keeping systems and processes.
- Establish constructive relationships with parents/carers, offering, support for their child's access to learning and supporting home-to-school and community links. etc.

## **Support for the Curriculum**

- Deliver and implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.

## **Support for the School**

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Attend and participate in regular meetings.
- Take an active roles in duties as per staff rotas.
- Contribute to the overall ethos/work/aims of the school.
- Recognise own strengths and areas of expertise and use these to advise and support others.

- Establish constructive relationships and communicate with other agencies/professionals, in liaison with all stakeholders, to support achievement and progress of students.

To attend relevant training sessions delivered in house or by external providers to develop them or the role.

## Person Specification

Essential Criteria	How Identified	Desirable Criteria	How identified
<p><b>SKILLS</b></p> <p>Can use ICT effectively to support learning</p> <p>Ability to organise, lead and motivate a team</p> <p>Ability to relate well to children and adults</p>	<p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p>	<p>Constantly improve own practice/ knowledge through self-evaluation and learning from others</p>	<p>Application Form</p>
<p><b>KNOWLEDGE &amp; UNDERSTANDING</b></p> <p>Understanding of statutory frameworks relating to teaching in a KS3 and KS4 environment</p> <p>Experience of engaging with learners who may display challenging behaviour or are disengaged with learning</p> <p>Working knowledge and experience of implementing high quality interventions/learning programmes/strategies with individuals and small groups of learners</p> <p>Good understanding of child development and learning processes</p> <p>Full working knowledge of relevant policies/codes of practice/legislation</p>	<p>Application Form</p> <p>Application Form and Selection Process</p> <p>Application Form and Selection Process</p> <p>Application form and Selection Process</p> <p>Application Form</p>	<p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p>	<p>Application form and Interview</p>
<p><b>QUALIFICATIONS/ TRAINING</b></p> <p>Meet Higher Level Teaching Assistant standards or equivalent qualification with relevant experience <b>or</b> be eligible to meet the HLTA standards and able to demonstrate relevant experience (please see selection criteria)</p> <p>Training in relevant learning strategies e.g. literacy and numeracy and other key interventions</p> <p>Training in positive behaviour management strategies</p>	<p>Application Form</p> <p>Application Form</p> <p>Application Form and Selection Process</p>	<p>Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT</p>	<p>Application Form and Selection Process</p>