**JOB DESCRIPTION – Progress and Achievement Coach (English)**

**JOB TITLE:** Progress and Achievement Coach

**GRADE:** 6

**SALARY RANGE:** Points 18 - 21

**WORKING YEAR:** Term time only

**Post responsible to:** Director of Studies

*Conditions of service are those specified by the National Joint Council for Local Government Services*

## General Purpose

### To work as part of the English and Drama Faculty in supporting students. This support may take the form or working in classes or with groups of students as directed by the teacher. The post-holder will be directed by the Director of Studies for English but will also work alongside other professionals in and around the School. The post-holder will be expected to support students holistically; this will include their progress, their learning styles and their organisation. They will also support the behavioural, social and emotional factors that can have an impact on students’ opportunity to make accelerated progress. Whilst this is primarily based in English there may be work in other subject areas as directed by the line manager.

**Duties and responsibilities**

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| This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the duties listed below are in no order of priority and are not exhaustive. The job description or the duties therein may vary or be amended from time to time without changing either the level of responsibility or the financial remuneration associated with this post. |

**In relation to the students**

1. To be an ambassador for a specific cohort of students and be dedicated to ensuring these students make excellent and rapid progress.
2. To develop an understanding of the factors that impact on the progress and attainment levels of students at all times within both structured and unstructured times and share these with relevant personnel.
3. To promote and develop study and organisational skills which help students to learn independently.
4. To build effective relationships with students and families; having the capacity to hold challenging conversations with students and their parents/carers.
5. To be proactive in developing strategies that will ensure students’ attendance, punctuality and progress is consistently improving.
6. To support students in using technology and develop students’ competence and independence in its use.
7. To help reinforce learning by providing feedback to students in relation to progress and achievement, in consultation with the class teacher.
8. To support the behavioural and emotional needs to students, self-esteem and motivation in line with classroom and school policies.
9. To take into account each student’s specific circumstances and develop strategies to ensure they make the most of every opportunity in all aspects of school life. This will include the development and management of student-centred provision maps for targeted students.
10. To be responsible for the tracking and monitoring of targeted students. This will include using existing systems and developing bespoke programmes to suit the individual needs of the students. This may include supporting students in lessons or the development and delivery of bespoke 1:1 or small group programmes.
11. Liaise with the line manager, teaching and support staff to promote effective implementation of student-centred programmes.
12. Provide feedback to SLT at regular intervals.

**In relation to the teachers:**

1. To have clear lines of communication with the student’s teacher and support the development and presentation of the students individual programme.
2. Where appropriate, to act as liaison between students, parents/carers and the teacher.
3. Involvement in keeping records and evaluation of students programmes.

**In relation to the school:**

1. To be aware of school policies and procedures, including those relating to confidentiality and safeguarding.
2. To work as part of the team in relation to individual students, liaising, advising and consulting where appropriate.
3. To identify personal in-service needs and to attend appropriate internal and external in-service training.
4. To support whole school events and educational visits for all students of the school.
5. To assist in Educational Visits for students with additional needs, other whole school events and to take responsibility for a group under the supervision of a teacher.
6. To support college transition, work with students off site for KS4 placements and work experience.
7. Be aware of and support difference and ensure that students have equal access to equal opportunities to learn and develop
8. To attend and participate in relevant meetings as required.
9. Any other tasks as directed by the Headteacher which fall within the remit of the post.

We reserve the right to review and change the job description, in consultation with the post-holder, dependent on the changing circumstances of the school.

**Date:** November 2017

**Person Specification**

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|  | Essential | Desirable | Comment |
| **Qualifications**   * 5 GCSEs or equivalent, including Maths and English (Grade C or above).   AND   * Teaching Assistant NVQ 2 or above or have completed training of a similar standard. * First Aid Qualification. * Experience of working with children who have a wide variety of educational needs. | Y | Y  Y  Y | These will be tested either through the application or interview process. |
| **Knowledge and understanding**   * Knowledge and understanding of school-based education including how students develop. * How to support children across all key stages and abilities in literacy, phonics, numeracy and assisted technology. | Y  Y |  |  |
| **Personal characteristics**   * Ability to bring to the role initiative, enthusiasm and commitment. * Flexibility, empathy and reliability * Confidentiality. * Willingness to develop skills with further training. | Y  Y  Y  Y |  |  |
| **Skills and abilities (relevant to post)**  The post-holder will:   * demonstrate excellent communication skills, the ability to relate well to children, staff and parents/carers; * demonstrate specialist skills, training or experience in an area of SEND and promote the use of assisted technology and ICT; * demonstrate evidence of working effectively as part of a team and taking an active involvement in medium-term planning for SEND students; * demonstrate good social skills and an ability to model acceptable behaviour; * the ability to discuss with children their understanding of learning objectives; extend their thinking skills and suggest ways of developing learning; * be able to work with an individual or a group under the direction of the class teacher or Director of Studies; * assess children’s understanding via formative and summative assessment; * update assessments, data and individual student profiles. | Y  Y  Y  Y  Y  Y  Y  Y |  |  |
| Special Conditions   * Willingness to undertake a DBS check * Willingness to undertake Child Protection training as part of the 3 year cycle. | Y  Y |  |  |