**JOB DESCRIPTION & PERSON SPECIFICATION**

**JOB TITLE: Learning Support Coordinator**

***Job Description***

**JOB PURPOSE**

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| This is an opportunity to undertake operational leadership of learning support on the campus. This includes line management, training and deployment of learning support staff and communication with campus colleagues and parents regarding the needs of students. The post holder will liaise closely with the Head Teacher, Regional Learning Support Coordinator and Learning Support Trustee. |

**DUTIES**

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| **SPECIFIC DUTIES:**  **Supporting Teaching and Learning**     * Operational responsibility for the day to day running of Learning Support across School. * Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning. This includes assessing access arrangements for public exams. * Maintain the SEN register in accordance with the Learning Support Policy. * Ensure all teaching staff are fully aware of Passports and targets for students on the SEN Register, and that targets are highly tailored and effective to support students’ progress. * Plan, deliver and evaluate specific intervention programmes. * Identify students and appropriate intervention for identified students. * Monitor, track and analyse the progress of pupils on all intervention programmes. * Lead a team of Support Assistants in the planning, delivering, evaluation and review of the Learning   Support.   * Deliver learning activities to small groups. * Organise and manage appropriate learning environments and resources. * Ensure communication between teachers and parents is highly effective in meeting students’ needs and bridging support strategies between school and home.   **Supporting Statemented students and those with an Education, Health and Care Plan**   * Prepare for, chair and follow up annual reviews for pupils with a statement on Education, Health and Care Plan. * Maintain a diary of reviews for EHCP students * Make sure all evidence of progress against EHCP targets is detailed, accurate and demonstrates the impact upon the student’s outcomes. * Be a point of contact for the parents of pupils at Phases 2 and 3 and those participating in the Learning Support Programme at Phase 1. * Work with staff, students and parents to ensure pupils are set meaningful targets for improvement and monitor and review them appropriately. * Ensure the Code of Practice is reviewed half termly and accurately maintained. * Attend meetings as appropriate.   **Support for the school**   * Be aware of and comply with policies and procedures. * Be aware of and support difference and ensure all pupils have equal access to opportunities to learn * and develop. * Recognise own strengths and areas of expertise and use these to assist and support others. * Participate in training and performance management as required. * Deliver training as required, to support teaching and learning for students with learning support needs. * Attend relevant meetings as required. * To work as a part of a flexible and supportive team to further the ethos of the school and undertake any other duties as required by the Head Teacher and trustees commensurate with the scale of the post.   **OTHER DUTIES:**   * To act in line with the main job description for a Learning Support Assistant   **GENERAL DUTIES**   * To perform such other duties as may be requested from time to time, commensurate with the role * Uphold and promulgate the Focus ethos within all areas of responsibility * Contribute to, share in and promote the wider and longer term vision of FLT and OneSchool. * To promote equality, diversity and inclusion and demonstrate this within the role, adhering to the FLT Equal Opportunity Policy * Comply with and support the implementation of all School and FLT policies * To adhere to Health & Safety Policies and ensure all tasks are carried out with due regard to Health and Safety * To work with due regard to confidentiality and the principles of Data Protection, encouraging others to do the same   **PERSONAL DUTIES**   * To set an example of positive personal integrity and professionalism, with positive, appropriate and effective communications and relationships at all levels * Ensure high standards are maintained, progressed and promoted in all areas of work * To undertake appropriate professional development and positively participate in the appraisal of own performance * Communicate and co-operate effectively and positively with specialists from outside agencies where applicable * Attendance at staff meetings as appropriate   **SAFEGUARDING** |
| Focus Learning Trust and its affiliated schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.  The post is subject to an enhanced DBS check with appropriate Barred List checks, or the equivalent enhanced criminal records check. |

**REPORTING TO**

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| Reporting to the Head Teacher |

**SUPPORT FOR THE ROLE**

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| The role is supported on occasion by networked meetings organised by Focus Learning Trust, plus a personal CPD budget allocation linked to agreed PPD targets.  Focus Learning Trust provides a range of support services in areas such as ICT, recruitment, HR, policies, resources and compliance. |

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| **Employee Signature:** |  |
| **Line Manager Signature:** |  |
| **Date:** |  |

**ISSUED BY**

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| Focus Learning Trust  Issue date: November 18 |

**JOB TITLE: Learning Support Coordinator**

***Person Specification***

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| ***Level 1*** | ***Level 2*** | ***Level 3*** |
| Have been educated to at least CSE/GCSE/O level  Have an understanding of special educational needs as defined in the SEN Code of Practise  Experience of working with children of the age with which the post is concerned  Have experience of ICT as a learning tool  Be able to relate well to both children and adults  Have good communication, persuasion and negotiation skills  Have empathy with pupils, especially those with learning difficulties  Have good listening skills  Be patient  Be able to work effectively in a team  Be able to take direction but be prepared to take initiative when required  Have natural authority  Be sensitive to the needs of children  Be flexible and adaptable  Be committed to undertaking appropriate induction training and other short in-service training courses  Be committed to own professional development, and be willing to undertake other appropriate training, preferably leading to national standards (NVQ Level 2)  Be trustworthy and discreet maintaining confidentiality  Be able to establish clear boundaries  Have a good sense of humour  Have good interpersonal skills  Be able to work sensitively with colleagues and a range of professionals and pupils | In addition to the responsibilities of Level 1, a Level 2 TA will:  **Experience**  Have experience of TA work  Have attended Inset on aspects of the curriculum; literacy/numeracy/SEN/early years/behaviour management/training and learning  Have NVQ Level 2 or equivalent knowledge, experience and skills  Be working towards NVQ Level 3 or have equivalent knowledge, experience and skills  Understand the schools policies relevant to the subject/support provided and how they relate to local and national frameworks/policies  Have an up to date understanding of the Level 2 post  **Skills**  Have a good level of knowledge and understanding of at least one area of learning  Be able to present information effectively, verbally and in writing to others (for formal SEN reviews etc.)  Ability to acquire new skills  Be able to transfer theory/training into practice and demonstrate skills of problem solving drawing on relevant experience  **Qualities**  Be able to exercise initiative and independent action including offering ideas  **Curriculum**  Support teachers in promoting high standards across the curriculum, and assist pupils to develop their skills.  Have an understanding of relevant curriculum areas and reinforce the learning objectives as required  Assist in the organisation of resources  Prepare pupils before the lesson e.g. reading the text and explaining the words and phrases they do not understand  Keep records against specific targets and contribute to further planning  Support, consolidate and extend learning through working with groups of pupils in differentiated tasks  Become familiar with the resources which are designed specifically for assistants to use, such as Springboard 5 or Year 6 Booster materials  Evaluate the progress made by pupils in groups supported, marking and annotating the pupils work and feeding back to the teacher according to school procedures | In addition to the responsibilities of Level 2, a Level 3 TA will:  **Experience**  Have considerable experience (at least 3 years) of working to support children’s learning  Have to recognise qualification (NVQ Level 3 or equivalent or detailed knowledge and understanding of at least one area of the curriculum/age range/SEN  Have an up to date understanding of the Level 3 post  **Skills**  Be able to supervise and train others  Have good organisational skills  Have a good advocacy  **Qualities**  Have the confidence to review own performance  Demonstrate creativity and imagination, showing an ability to adapt teaching styles to the needs of a group of pupils  **Curriculum**  In addition, those working at Level 3 should:  Plan a series of support sessions for a small group of pupils, ensuring appropriate progression in the content  Manage the purchase, maintenance and use of resources required for specific intervention programmes  Contribute to the identification of pupils in need of specific intervention support  Make assessments of pupils progress on specific intervention programmes and make proposals for further support and intervention |

*The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK.*

*Focus Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

*All staff are expected to be committed to the Equal Opportunities Policy*.