

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

# Job Description Learning Coach

<b>Hours of work:</b>	Up to 37.5hrs per week, Mon to Fri, 8am – 4pm/8.30am – 4.30pm	<b>Contracted weeks:</b>	Term time plus 1 week (39 weeks pa]
<b>Supporting work/life balance:</b>	8 INSET days per year / term time only / 26 days annual leave / excellent family friendly policies		
<b>Reporting to:</b>	SENDCO/Deputy SENDCO	<b>Direct reports:</b>	NA
<b>Remuneration Package: Job Family: Teaching and Learning. Pay Band: Vocational 2.</b>			
<b>Salary:</b>	FTE £25,918 (actual salary based on 37.5 hrs £22,364 per annum)	<b>Employer pension contribution:</b>	LGPS 24% Employer contribution

## Role Purpose

In this role you will work closely with the teaching staff to support the academic and personal development of secondary school aged pupils. You will be assisting with subject-specific learning providing tailored support. You will work with whole classes, small groups of pupils and individual pupils with Special Educational Needs and Disabilities (SEND), supervising large groups or on a 1:2:1 basis, dependent on need.

## Main Duties and Responsibilities

### Support our Pupils

- Support pupils to undertake agreed subject-specific learning activities.
- Adapt your support for pupils with varying needs including SEND and EAL, using agreed techniques.
- Assist pupils with additional personal needs, including social, health, physical, hygiene and welfare.
- Support the class teachers / SENDCO to implement Individual Education and Behaviour Plans and Educational Health Care Plans.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils on their progress and achievement as appropriate.
- Help pupils access learning activated through specialist support. This may include liaising with internal and external professionals including therapists, medical staff, and education specialists.

### Support the Teacher

- Support the management of good behaviour, conflict resolution, and the promotion of positive peer relationships in line with school procedures.
- Identify and solve potential challenges for the pupils you support, to enable a positive learning environment for all.
- Oversee the preparation of classrooms with subject-specific learning materials and resources.
- Provide detailed feedback to the teacher on achievements, progress, and concerns for the pupils you support and keep accurate records as required.
- Complete tracking data and records of involvement with each student, evidencing the graduated response
- Support with marking and delivering feedback to pupils as appropriate.
- Correct use of equipment and resources to meet the lesson plans/needs, including IT.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

### Support the School and Community

- Demonstrate the importance of inclusion, equality and diversity when working with pupils and colleagues and when representing the school at all times.
- Build respectful and trusting relationships with pupils and families, acting as a role model for our professional behaviours and high aspirations.
- Proactively engage with activities outside the classroom, working as part of a team to oversee pupils and support with activities, such as break and lunch duties, before and after school clubs.
- Supervise pupils on visits and trips outside of school as required.

## Apprenticeships – An alternative route to becoming a qualified Teaching Assistant:



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We are committed to staff development and unqualified Teaching Assistant's will be supported to achieve a fully funded level 3 qualification, find out more [here](#).

## Person Specification – Learning Coach

Qualifications	Requirement	Evidenced
GCSE English and Maths (grade C/4 or higher).	Essential*	Application
Support Teaching and Learning Qualification.	Desirable	Application
<b>Skills and Knowledge</b>		
The ability to use IT effectively to support tasks and activities.	Essential	Application/interview
Good written and verbal communication skills, fluent in English.	Essential	Application/interview
A broad understanding of effective learning strategies/styles.	Desirable	Application/interview
Ability to recognise potential barriers to learning and an ability to develop plans to overcome these.	Desirable	Interview
Understanding of different strategies to manage behaviour and social skills development in a classroom context.	Desirable	Application/interview
Working knowledge of strategies available to support children with additional needs.	Desirable	Application/interview
Knowledge of the role of external agencies and the role that they can play to provide support for pupils.	Desirable	Application/Interview
Good problem-solving skills.	Desirable	Application/Interview
<b>Experience</b>		
Working with children across the age and ability range appropriate to the role.	Desirable	Application/interview
Working with children with additional needs in a similar role.	Desirable	Application/Interview
<b>Personal Characteristics</b>		
A commitment to own continuous professional development and learning.	Essential	Application/interview
Demonstrates a commitment to treating others fairly, consistently and with respect championing our inclusive culture.	Essential	Application/interview
Passionate about making a difference to young people and our communities.	Essential	Application/interview
Approachable and patient.	Essential	Application/Interview
<b>Other</b>		
Committed to the safeguarding of young people.	Essential	Application/interview
Willingness to participate in training, particularly First Aid and Team-Teach.	Essential	Application/Interview

\* If the successful applicant does not already hold GCSE English and maths, they must achieve level 2 functional skills as part of a [Level 3 Teaching Assistant Apprenticeship](#).

The information contained above is to help colleagues understand and appreciate the work content of their post and the role they are to play in the organisation. While every effort has been made to outline the key duties and responsibilities of the post this document does not permit every item to be specified in detail. Broad headings have therefore been used and it is accepted that associated duties will also be included in the role.

This job description will be reviewed regularly as part of the performance management process and may be subject to amendment or modification at any time after consultation with the post holder.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Name (Post holder): \_\_\_\_\_

