



Specialist Learning Coach Job Description

Job Title: Specialist Learning Coach – Speech and Language

Department: SEND

Directly Reporting to: Assistant Principal (Student Support)

Banding & Salary: United Learning Group 2, Band 2

Hours: 37.5 hours a week – 39 weeks per year

Responsible for: SEND support – Speech and Language

Role Purpose:

- Work within the Academy as part of a team, under the general direction of the Principal who will be responsible for the overall policy of the educational programme and for matters of control and discipline within the Academy.
- Undertake activities with either individuals or groups of children to ensure their safety and facilitating their physical, emotional and educational development.
- Carry out pre-planned activities to support the development of students with speech and language difficulties, both socially and academically, following the graduated response.
- Work to establish a supportive relationship with the children and parents concerned.
- Encourage acceptance and inclusion of children with special educational needs.
- Promote and help build students' self-esteem.

Role Tasks:

- Assist in the educational and social development of students under the direction and guidance of the Principal, Assistant Principal (Student Support), Student Support Manager and other professionals.
- Assist in administrative duties to support the Student Support department.
- Provide support for individual students for them to fully participate in all activities within the Academy.
- Conduct lesson observations on students with potential Speech and Language difficulties and feedback to the Assistant Principal (Student Support), supporting the plan-do-review process.
- Observe students with speech and language difficulties in their lessons to identify their areas of strength and areas for development for their ongoing intervention plan contributing to student ILP's.
- Work with other professionals and external agencies, such as SALT, Educational Psychologists, Literacy/Dyslexia specialists as necessary, offering feedback and implementing recommendations.
- Regularly review student progress data to support appropriate selection of interventions.
- Support students with emotional and/or mental health challenges in collaboration with other relevant Academy departments and external agencies.
- Plan, carry out and review interventions with small groups and/or individuals to provide high quality tutoring on targeted areas of need.
- Complete tracking data and records of involvement with each student, evidencing the graduated response.



- Promote resilience and harness students' independence in order to prepare them for learning post 16 and adulthood.
- Attend whole Academy, department briefings and INSET training sessions, with the desire to continuously improve your practice and share best practice.
- Liaise with other educational settings, parents and students to deliver effective transitions from both primary and to post -16 settings.
- Utilise the Academies' Arbor management system and 4 matrix to analyse student achievement, attendance, behavioural logs and rewards to plan suitable interventions and mentor students.
- Contribute with feedback to the Raising Standards agenda within the Academy to support the progress of students with Speech and Language challenges.
- Keep up to date with relevant research and findings on Speech and Language within young people and how best to support students with this need, both academically and socially.
- Liaise and work in partnership with other learning coaches to provide a well-rounded range of support for students to reach their true potential.
- To collect feedback, contribute, review EHCP outcomes and attend the EHCP annual reviews for students with your specialism.
- Provide evidence to support relevant access arrangements for exams. Work directly with students to facilitate access arrangements, such as acting as a reader/scribe.
- Provide relevant updates and continuous CPD to stakeholders on effective classroom support for students with speech and language challenges.
- Undertake appropriate training to support students with physical needs and carry this out as required.
- Set a good example in terms of professional dress, punctuality and attendance.

Safeguarding

- Undertake regular safeguarding as required.
- Ensure that statutory and Ofsted requirements for Safeguarding are met
- To promote the safeguarding of young people.

General responsibilities

- Contribute to the overall ethos / work aims of the Academy.
- Provide a courteous reception to staff, young people and visitors.
- Carry out lunch duty as required as part of the role.
- Carry out First Aid duties as required as part of the role.
- Help to foster and enhance strong links with local, national and global business and education providers to support and develop opportunities for the Academy.
- Participate in training and other learning activities as required.
- Undertake relevant training as required to support the functions of the post and to enhance personal development.
- Attend meetings as and when required.
- Undertake any other duties as specified by the Principal, Assistant Principal (Student Support).

Specialist Learning Coach (Speech & Language) Person Specification

	Essential	Desirable
EDUCATION/QUALIFICATIONS		
Educated to degree level or at least Level 4 with both English and Maths GCSE at Grade C or 5 or above	X	
KNOWLEDGE AND EXPERIENCE		
Experience of working with students with specific learning difficulties	X	
Experience with working with students with moderate learning difficulties	X	
Experience of working with students with Speech & Language difficulties	X	
Experience of working with students with Autism Spectrum Disorder.		X
Experience of knowledge of the national curriculum, United Learning strategies and relevant intervention or 'catch-up' programmes.	X	
SKILLS, BEHAVIOUR AND QUALITIES		
Ability to identify and analyse the underlying issues that may lead to underachievement and barriers to learning and participation.	X	
Ability to prioritise, plan, organise and manage work life balance.	X	
Ability to work as an effective team player, understanding the strengths and weakness of others to help team development.	X	
Excellent time management and organisational skills.	X	
Excellent interpersonal, presentation and communication skills, both written and spoken.	X	
Ability to be resilient and flexible and to try different approaches with students whose needs may be very different.	X	
Ability to plan, monitor, evaluate and review all interventions with students.	X	
Committed to the personal professional development of yourself and others.	X	
Commitment to safeguarding and welfare of all students.	X	