



Job Description for Learning Coach

Post Title:	LEARNING COACH – DYSLEXIA AND DYSCALCULIA
Reporting to:	SENDCo & Deputy SENDCo
	All duties and responsibilities should be carried out in accordance with the School Standards and Framework Act and United Learning’s policies and procedures. These standards set the expectations for good teaching practice alongside high standards of personal effectiveness. The Teacher Standards, along with this job description underpin the performance management of all teaching staff within the Academies.
Purpose:	<ul style="list-style-type: none"> • 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 dyslexia or dyscalculia 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.

MAIN ACCOUNTABILITIES

<p>ROLE TASKS:</p> <ul style="list-style-type: none"> • Assist in the educational and social development of students under the direction and guidance of the Principal, SENDCo, Deputy SENDCo, Assistant to SENDCo and other professionals. • Assist in administrative duties to support the Learning Support department. • Provide support to individual students for them to fully participate in all activities within the Academies. • Conduct lesson observations on students who potentially could be showing signs of dyslexia or dyscalculia and feedback to the SENDCo on the possibility of external professional involvement. • Have ownership of the dyslexia / dyscalculia screening process in the Academies, including administering the screening tool, discussing the result with the SENDCo and reporting findings to parents and teachers. • Work with other professionals, such as speech therapists and occupational therapists, offering feedback and implementing recommendations. • Observe students with dyslexia or dyscalculia in their lessons to identify their areas of strength and areas for development for their ongoing intervention plan. • Support students with emotional or behavioural problems and help develop their attention / social skills, in collaboration with relevant Academy departments. • 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’ MIS system (Arbor) 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 Academies to support the progress of students with dyslexic or dyscalculic difficulties.

- Keep up to date with relevant research and findings on numeracy skills 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, completing paperwork as requested in plenty of time.
- Review targets and discuss targets with students and parents.
- Regularly update the pupil passport for students within your specialism, liaising with other learning coaches as appropriate.
- Provide relevant updates and continuous CPD to stakeholders on effective classroom support for students with dyslexic or dyscalculic difficulties.
- 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.
- Partake in daily transition duties and weekly break/lunch duties
- Provide a courteous reception to staff, young people and visitors.
- 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 or SENDCo.

Other Duties

The post holder may be required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not of themselves justify the re-evaluation of a post. In cases, however where a permanent and substantial change in the duties and responsibilities of a post occurs, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation.



Person Specification Learning Coach

Essential Criteria	Desirable Criteria	Evidence
<p>Qualifications & experience:</p> <ul style="list-style-type: none"> GCSE English & Maths High level of Literacy and numeracy Previous experience in working with children in a variety of forms 	<ul style="list-style-type: none"> Previous work in a school / educational setting Experience of working with children who have a wide variety of educational needs 	<ul style="list-style-type: none"> Application Form Interview References Proof of Qualifications
<p>Knowledge & understanding</p> <ul style="list-style-type: none"> Some understanding of how people learn 	<ul style="list-style-type: none"> Barriers to students' learning Supporting children with Special Educational Needs How children learn and how to motivate them An understanding of the curriculum and assessment methods in a secondary school 	<ul style="list-style-type: none"> Application form Interview References
<p>Skills and ability:</p> <ul style="list-style-type: none"> Good IT skills in Microsoft Word / Excel, and email Ability to maintain thorough and accurate records Ability to prioritise work and multi-task <p>A Learning Coach will be able to:</p> <ul style="list-style-type: none"> work with an individual student or a group reinforce teaching points during teacher input, when appropriate address misunderstandings and misconceptions in the student's learning communicate effectively with all stakeholders within the Academies' teach or reteach new concepts consistently model appropriate and acceptable behaviour and good social skills provide strategies for teaching staff in your area of specialism in the Learning Coach role promote independence and resilience of students discuss progress and targets with children liaise with the SENDCo, Deputy SENDCo and outside agencies Be IT literate and competent in using Microsoft office. 	<ul style="list-style-type: none"> Experience in liaising with professionals (including external agencies) 	<ul style="list-style-type: none"> Interview Application Form References
<p>Disposition/Attitude:</p>		

<ul style="list-style-type: none"> • Good interpersonal skills and an ability to communicate effectively with students, staff and parents • Good organisation and time-management skills • Ability to work professionally and with confidentiality where required • Strong role model to students • Team player • High expectations of students • Completer finisher • Proactive and committed • Good decision making skills • Attention to detail • Caring and morally grounded 		<ul style="list-style-type: none"> • Interview • References
<p><u>Commitment and other requirements:</u></p> <ul style="list-style-type: none"> • Satisfactory Enhanced Disclosure with the Disclosure & Barring Service (DBS) • Excellent attendance record. 		<ul style="list-style-type: none"> • Application form • Interview • References

