



San Silvestre School

Learning and Language Support Coordinator (Primary) **Start February 2025**

Description:

San Silvestre is currently seeking a Learning and Language Support Coordinator (Primary). The Learning and Language Support Coordinator supports students at risk of not reaching their potential, including those with special educational needs, disabilities, those exceeding expectations, and those with English as an additional language.

Internal relationships:

Reports to:

Assistant Head - Academic (Primary)

Line manager for: Learning Support Teachers and Learning Support Teaching Assistants

Key Internal Relationships: Educational Psychologist: Learning Support (EPLS), Assistant Head - Student Care (Primary), Whole school learning support coordinator

Leadership

- Contribute to the school as a member of the Middle Leadership Team and participate in Middle leadership meetings.
- Perform administrative duties related to the role (contribute to bulletins for staff, parents and students, school calendar, lead meetings, review school policies and documents).
- Organise and manage the Learning and Language Support timetables and provision lists, deciding on the best model of provision for each student, bearing in mind the need to allocate resources effectively, and ensure these are regularly reviewed.
- Plan student specific interventions using diagnostics and data.
- Support curriculum and grade-level teams to ensure best practices in adaptive teaching.
- Create agendas for, and maintain accurate minutes of all Learning Support meetings, sharing appropriately and ensuring follow up.
- Contribute to the development and management of the budget for professional development, technology, teaching resources such as online books and subscriptions, related to the role.

- Use the school's action planning process to create, implement, monitor and review medium and long term improvements to the school's provision within the scope of the role.

Ensuring Student Progress

- Analyse and act upon student data from GL Assessment tools, especially with relation to students with SEND, English language needs, or requiring extra challenge
- Regularly review progress of students receiving additional learning or language support in coordination with Learning Support and teaching staff.
- Ensure the data driven identification of students at risk of not meeting their potential, including the administration of diagnostic testing as appropriate.
- Use qualitative data alongside quantitative data (e.g., observations, student voice) to gain a more holistic understanding of student needs and progress.

Record Keeping and Reporting

- Maintaining comprehensive records of student needs, interventions, and external support, including individual 'Keys to Learning', the Learning Support Register, and individual education plans, ensuring these are share
- Maintain records of student needs and interventions using iSAMS.
- Oversee the administration and checking of twice-yearly Special Case Reports.
- Ensure effective transmission of Learning Support records between sections.
- Ensure students falling within the scope of the role are supported to be successful in the yearly student led conferences.
- Keep records of parent meetings, and share appropriately, using the agreed format.

Teaching

- Teach a timetable load of not less than 60%, ensuring the best alignment between student need and teacher expertise.

Technology

- Stay updated on teaching and learning tools to facilitate progress for students requiring learning support and language support.
- Maintain the school Learning Support Google Drive.

Communication and Relationship Management

- Liaise effectively with parents, teachers, and specialists to ensure student needs are met.

- Participate in regular meetings with Assistant Head (Student Care), Psychologists and Learning Support staff.
- Conduct regular parent workshops on language and learning support strategies.
- Respond to parent and staff concerns promptly, escalating serious issues to the Head of Primary.
- Maintain positive relationships and professional communication standards with the school community.
- Ensure confidentiality of sensitive student information.
- Coordinate fortnightly progress meetings between learning support staff, teachers, and parents.
- Represent the department at school events and parent-teacher conferences.
- Collaborate with external specialists such as speech and language therapists, educational psychologists, or occupational therapists when necessary.

Professional Development

- Participate in networks with schools locally, nationally and internationally.
- Promote external professional development recommending workshops and following up with other middle leaders to ensure all colleagues access to have updated within the scope of the role.
- Provide professional development and informal guidance to teachers on Learning and Language Support strategies.
- Participate in the school performance development system, as an appraiser.

Performance Development (Appraisal)

- In collaboration with the Senior Leadership Team, complete the performance development process with assigned appraisees.

Safeguarding and Child Protection

- Adhere to and promote the school's safeguarding and child protection policies and procedures at all times.
- Maintain up-to-date knowledge of safeguarding practices and attend regular safeguarding training.
- Identify and report any safeguarding concerns related to students receiving learning or language support, following the school's established protocols.
- Collaborate with the safeguarding team to ensure that learning support practices align with child protection measures.
- Incorporate safeguarding considerations into individual education plans and interventions for vulnerable students.

Formal Qualifications

- A formal, recognised teaching qualification.
- Evidence of further qualifications/extensive professional development in the areas covered by the role.

Knowledge and Competencies Required

- Experience in teaching and leading in a Primary school, with a specific focus on SEND and multilingual learners.
- Evidence of excellent organisational and time management skills.
- Effective leadership and communication skills.
- Ability to build teams and motivate others.
- Strong information technology skills including the use of spreadsheets and MIS systems (such as iSAMS).
- Ability to effectively manage one's own time, working unsupervised and using initiative.
- Excellent written and spoken English (essential) and competency in Spanish (desirable). If not competent in Spanish, a willingness to learn is essential.

Essential Personal Attributes

- Approachable and empathetic.
- Outstanding interpersonal and communication skills.
- Positive and collaborative team player.
- Motivated, dedicated, focussed and proactive.

This description is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. The duties and responsibilities of this post may vary from time to time according to the changing demands of the school. This job description may be reviewed at the reasonable discretion of the Head of School in the light of those changing requirements and in consultation with the post holder. In any event the Head of School reserves the right to review and amend the job description.