San Silvestre School

Learning Support Coordinator - Primary

Position Description

The Learning Support Coordinator will play a key role within the Section to support and enrich the learning for students who have been identified as being at risk of not achieving their full potential. The ideal candidate will demonstrate a clear understanding of the needs of all students , including those with special educational needs; those gifted and talented; those with English and/or Spanish as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

The Learning Support Coordinator is accountable for:

- **Facilitating** the Learning Support programme within the Primary Section.
- **Facilitating** the Language Support programme within the Primary Section in collaboration with the Spanish Second Language Coordinator.
- **Organising** the timetable of Learning Support.
- **Providing** coordination of the teaching and learning in Learning Support.
- **Providing** appropriate guidance to teachers regarding Learning Support.
- **Collaborating** and **communicating effectively** with the Whole School LS team, Primary Learning Support team, the Primary staff and the Educational Psychologists.
- **Participating** in regular meetings with a) the Deputy Heads of Primary b) SAE - Support for Accessible Education team and c) the staff who provide Learning Support
- **Ensuring** a thorough understanding of the policies and procedures of the Section and the School.

Accountable to:

Head of Section

Line Managers:

Deputy Head – Academic

Deputy Head – Student Care

Direct Reports:

Staff who provide Learning Support

Key Internal Relationships:

Educational Psychologist – Learning Support (EPLS)

Senior Leadership Team (SLT): Head of Section, Deputy Head Academic, Deputy Head Student Care and Assistant Head for Teaching and Learning

Whole School Learning Support Coordinators and Head of Inclusive Education

Role and Responsibilities

General Duties

In collaboration with the SAE team, ensure timely, appropriate and adequate support of students through the development of an effective support programme providing guidance to staff about appropriate differentiation strategies/ resources.

Coordinate with and manage the Learning Support Team.

Assess students´ needs using standard assessment tools.

In collaboration with SLT and the SAE team, support teachers in the development of Academic Support Plans (ASPs) for students with particular issues where necessary.

Teach children, across the Section, with identified Learning Support needs (65-70% load).

Analyse and interpret data obtained from reports, baseline assessments and F&P Reading Assessment to identify students who are underperforming or who may need additional support/differentiation.

Set targets for raising achievement for students receiving learning support.

Maintain awareness of new theories, practices and methodologies in relation to learning support.

Participate in and provide professional development and training related to Learning Support at Staff Meetings, INSET Days or Workshop Week.

Keep SLT updated and informed about concerns associated with students; or any other issue of which they should be aware.

Coordinate and liaise with the Learning Support coordinators in EY and Secondary Sections.

Research and requisition appropriate materials for the LS Department.

Ensure that the LS Policy is up to date and disseminated among staff.

Carry out all reasonable work assignments as requested by SLT.

Staff Management

Monitor, assess and develop the roles of the Learning Support staff.

Manage input from teachers in relation to the needs of children in their classes.

In collaboration with the SLT, support the professional development of teachers and Learning Support staff.

Student Progress

Monitor the progress of individual students receiving learning support across the Section.

Regularly review all ASPs across the Section.

Coordinate with learning support staff to evaluate / measure progress made in relation to goals stated on ASPs.

Manage and participate in the biannual reading assessment of all students in the Primary Section

Supporting Student Needs

Participate as a member of the multi-disciplinary team with SAE and LS Team to consult with parents, teachers, psychologists, other appropriate staff and external professionals regarding a students' LS and any adaptations/materials needed to facilitate improved performance in the classroom.

Monitor the implementation of ASPs.

Work closely with class teachers to deliver LS and provide guidance on how to modify teaching and learning strategies for students through the use of flexible models of provision including:

- Universal Design for Learning UDL approaches
- support programmes targeted to student need
- 1:1 support for specific skill development
- modifications to the student's class programme
- in-class support for students to pursue individually modified programmes
- withdrawal programmes for small groups of students with similar learning needs
- daily/regular sessions utilising targeted, interactive computer programmes etc
- 1:1 support for development of speech and language programmes

Teaching Staff

Meet regularly to plan, discuss and share with the LS Team and SAE team.

Meet regularly with the SLT to discuss the LS timetable and the allocation of resources (time, concrete and human) for LS students.

Regularly discuss students with identified LS and/or special educational needs with the relevant teachers.

Assist teachers in developing ASPs for students.

Ensure a positive, open and professional relationship with all staff

Attend meetings as directed by the Head of School HOS.

Concerns and Complaints

Refer any serious or ongoing parent or staff concerns to the Senior Leadership Team.

Ensure that all parent or staff concerns or complaints are expediently responded to, so that the matter may be effectively managed, within a short timeframe.

Ensure records are kept of all serious parent or staff complaints or concerns. Send copies to the SLT.

Public Relations and Marketing

Represent the school positively in the School and wider community.

Participate actively in School and Section events.

Speak positively to parents about new initiatives within the Section and / or the School.

Record Keeping

Ensure the effective transmission of LS records/information from EY and to Secondary.

Ensure that up-to-date, adequate records are kept on the LS Team Drive.

Ensure that accurate minutes of all Learning Support meetings are kept.

Ensure that minutes of the Learning Support Review meetings are distributed in a timely manner to the relevant participants and SLT.

Maintain an inventory of all Learning Support resources and share this with staff via G-Drive.

Technology

Develop and maintain an understanding of technology and its use in promoting learning.

Research, develop and maintain an understanding of ever-evolving technology tools to meet the needs of a wide range of learners.

Demonstrate well developed ICT skills and an ability to work with specialist software

Formal Qualifications

A degree in Special Education.

Relevant teaching qualification and certification (eg Bachelor of Teaching, Bachelor of Education, Bachelor of Education (Learning Support), Bachelor's Degree plus Certificate of Education).

Essential Knowledge and Competencies Required

Ability to undertake a dual role - an experienced administrator/manager of LS and a skilled teacher.

Ability to lead on key aspects of LS provision across the Primary Section and liaison with LA leaders in EY and Secondary.

An expert in differentiation strategies.

Ability to understand and willingness to be committed to the philosophy and ethos of *The School.*

Ability to effectively manage one's own time.

Capacity to work unsupervised and use initiative.

Effective interpersonal and communication skills.

Understanding of world best practice in the implementation of effective Learning Support teaching and learning programmes

Essential Experience

Significant, recent and relevant teaching experience across a range of subjects in a Primary School / Section, preferably in a bilingual environment.

Recent experience in the management of Learning Support within a school.

Ability to speak both Spanish and English.

Desirable Experience

Experience of applying UDL approaches

Experience of working in an internationally-minded and diverse school community.