



Candidate Pack
Learning Coach



Co-op Academy
Belle Vue

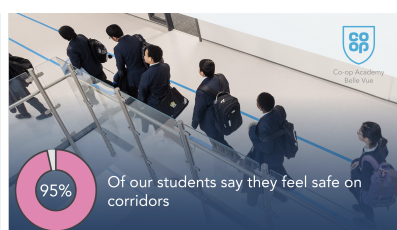
Welcome from the Head of Academy

Thank you for your interest in applying for the role of Learning Coach at Co-op Academy Belle Vue. This role offers an opportunity to work in close partnership with the senior leadership team to ensure that standards across the school are outstanding.

Co-op Academy Belle Vue opened in September 2021 as the newest secondary school in the Co-op Academies Trust. We align our culture with the trust 'ways of being' and our unique CARE principles. Our academy is:

- A cooperative community where students from different backgrounds, beliefs and cultures grow together, developing the skills and character they need to be successful beyond their time at the academy
- A community where staff work together to create an inclusive, welcoming and highly ambitious learning environment
- A community where local residents and organisations are empowered to work together for the success of all.

At Co-op Academy Belle Vue, we do things differently and better. We deliver an outstanding well rounded quality of education for our students with an entitlement of the most powerful knowledge for all. The implementation of our curriculum is securely embedded and our intent statement is consistently implemented.



Our new building represents not just bricks and mortar, but an investment in the future of our students and community. We are excited to offer our students access to the latest resources and technology, and to provide them with an inspiring and dynamic learning environment. We empower our students to think creatively, to collaborate, and to achieve their full potential. We will strive to foster a culture of excellence and inclusivity, where every student feels safe, valued and supported.

At Co-op Academy Belle Vue, we are committed to creating something special, a culture of high expectations with the ways of being and our CARE principles at the heart of everything we do. Our goal is to provide an exceptional educational experience for our students and to foster a community where everyone feels valued and supported. To achieve this, we are looking for a subject expert who will lead and model excellence consistently.

100% of staff say leaders have a clear and ambitious vision for providing high-quality education to all students. This is realised through strong, shared values, policies and practice.

Staff 'Big Voice' Survey 2023

The ideal candidate will be highly successful and have experience of working with special educational needs, with the ability to enthuse, motivate and inspire children, generating a love for learning. The ultimate purpose of your role is to ensure that all students with SEND make expected progress based on their prior performance and above national average in outcomes. As a setting we want to harness students' independence, in preparation for adulthood and post 16 education.

The Learning Coach role is multifaceted, involving you monitoring your caseload of students, carrying out effective intervention, which may be 1:1 or in a small group. Observing students in lessons to identify their strengths and difficulties is also a key part of your role to plan appropriate personalised intervention and, from your findings, support classroom teachers through further CPD opportunities. You will also be expected to liaise with families and other relevant outside agencies. You are an integral part to the tracking of outcomes and feedback in the annual review process for EHCP students. Furthermore, you will investigate any student who may be showing traits or signs of SEN in your area.

Even though the majority of Learning Coaches have an individualised specialism, it does not mean you do not support or help other students. The Inclusion department works as a team and you are expected to be actively involved with any student on the SEND register. The department is forward thinking, creative, listening and acting upon trustworthy research, including external professionals. You are encouraged to keep up to date with the latest SEND research. We all strive to be the best we can be, expect the best for our students and will not be complacent. You will actively take responsibility for SEND students and work collaboratively with all staff within the Academies.

The successful candidate will have recent experience and evidence of substantial impact on the improvement of a school or academy in areas relevant to this role.

Scott Fletcher
Head of Academy

The deadline for applications is 12 noon on the 3rd January 2024, interviews will be held on the 5th January Applications should be emailed to bell-recruitment@coopacademies.co.uk



Salary / grade range	Grade 4 (pts 7 - 11), 37 hours per week, Term Time + 2 days (permanent) Salary : Full year equivalent £25,682- £27,463), Actual pro rata salary £20,843 - £22,289
Location	Co-op Academy Belle Vue
Reports to	Assistant Vice Head of Academy SENCO

Purpose of role

- Work within the Academy as part of a team, under the general direction of the Head of Academy 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 facilitate their physical, emotional and educational development.
- Carry out pre-planned activities to support the development of students with literacy difficulties both socially and academically, following the graduated response.
- Monitor the progress of SEND students and carry out pre-planned intervention in order for them to access their learning.
- 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 Head of Academy, SENCo and other professionals.
- Assist in administrative duties to support the inclusion department.
- Provide support for individual students for them to fully participate in all activities within the Academies'.
- Conduct lesson observations on students who potentially could be showing literacy difficulties and feedback to the SENDCo on the possibility of EP involvement.
- Observe SEND students in lessons and feedback to the SENDCo on improvement and areas of development.
- Work with other professionals, such as speech therapists and occupational therapists, as necessary, offering feedback and implementing recommendations.
- Support students with emotional or behavioural problems and help develop their attention skills, in collaboration with other 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 to analyse student achievement, attendance, behavioural logs and rewards to plan suitable interventions and mentor students.
- Contribute with feedback to the senior leadership team to support the progress of students with literacy difficulties.
- Keep up to date with relevant research and findings on SEN and educational research.
- 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 relevant updates and continuous CPD to stakeholders on effective classroom support for students with literacy 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.
- 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 Head of Academy or SENDCo.

“Co-op Academies Trust, as an aware employer, is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf”

Given the rapid rate of change in education and our ambitions for continued improvement at the academy, from time to time the successful candidate may have to undertake other professional duties as directed by the Head of Academy. In addition, candidates should understand their role may well broaden and that all roles will be reviewed annually to ensure the team is working as efficiently as possible.



Person Specification

Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
<p>Qualifications NVQ 3 for Teaching Assistants or equivalent qualification or experience</p> <p>Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework</p> <p>Training in relevant learning strategies e.g. literacy/ Key Stage 3 and/or training in a particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, Maths, and English.</p> <p>Paediatric First Aid certificate (where appropriate)</p>	<p></p> <p></p> <p></p> <p>Desirable</p>	<p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p>
<p>Experience Experience of working with children in an educational setting who may have different individual needs and learning styles</p> <p>Experience of preparing/contributing to resources to support learning programmes</p> <p>Experience of effectively using ICT and other technology such as digital recorders and photocopiers, and resolving straightforward problems in their operation</p> <p>Experience of writing reports and contributing effectively to meetings</p>	<p></p> <p></p> <p></p> <p></p>	<p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p>

<p>Skills, Ability, Personal Qualities</p> <p>Initiative and confidence to advocate for students</p> <p>Interpersonal skills to build and maintain effective relationships with all students and colleagues</p> <p>Communication skills to liaise sensitively with parents and carers</p> <p>Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives</p> <p>To promote a positive ethos and good role model</p> <p>Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these</p> <p>To continually improve own practice/knowledge through self evaluation</p>		<p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p>
<p>Knowledge</p> <p>Knowledge of relevant policies/codes of practice/ and awareness of relevant legislation and the responsibilities of the role within these for promoting students' welfare</p> <p>Knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies</p> <p>Understanding of the principles of child development and learning processes</p> <p>Understanding of equal opportunities and inclusion and how it applies in a school setting</p>		<p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p>

This post is subject to an enhanced DBS check and references.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.