

**Associate Staff Job Description – Access to Learning Coordinator**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Times:</b>	0830 - 1530	0830 - 1530	0830 - 1530	0830 - 1530	0830 - 1530
<b>Weeks per year:</b>	39 weeks – Term time only				
<b>Hours per week:</b>	32.5				
<b>Job profile</b>					
<b>Post:</b>	Access to Learning Coordinator				
<b>Responsible to:</b>	SENCO / Assistant Headteacher				
<i>All staff have the joint responsibility with their line manager to review their job description annually as part of the performance management process. HR must be informed of any amendments made.</i>					

<b>Core Purpose:</b>
<p>The role involves working with students who have been temporarily removed from lessons for a variety of reasons, for example, their behaviour may be acting as a barrier to learning or their personal well-being presenting as a concern. Under the leadership of the Learning Mentor, the Access to Learning Coordinator will provide immediate support for incidents which take place in addition to working proactively with students over a longer period of time in order to facilitate a smooth reintegration back into the mainstream learning environment.</p> <p>This will require a level of working independently and in conjunction with colleagues primarily within the Intervention Zone and in liaison with those in the Learning Zone.</p>
<b>Key areas of accountability:</b>
<p>Supporting individuals and/or groups of students who have temporarily been removed from mainstream lessons.</p> <ul style="list-style-type: none"> <li>• Preparing and delivering differentiated materials and resources</li> <li>• Liaising with teaching staff, particularly pastoral team, regarding individual needs</li> <li>• Support of individual and group programmes of study</li> <li>• To track data related to those students using the Intervention Zone to enable the monitoring of the impact of interventions.</li> <li>• Where needed and relevant, run groups or one-to-one sessions to address specific issues with targeted students</li> </ul> <p>Reporting on pupil progress to SLT and other key staff.</p> <ul style="list-style-type: none"> <li>• Feedback to SLT/Head of Year/SEN any concerns regarding progress or behaviour</li> <li>• Support of the Behaviour for Learning and SEND policy</li> <li>• Completion of school documents in line with school policy</li> <li>• Complete student observations and provide appropriate written feedback when necessary</li> </ul>

<p><b>Implement related policies</b></p> <ul style="list-style-type: none"> <li>• Utilise appropriate screening methods and observations to identify emotional/behavioural needs</li> <li>• Establish positive working relationships with parents and ensure continuing communication where relevant and necessary</li> <li>• Ensure dissemination of information to staff with regard to intervention programmes, observations and agree appropriate times for teaching staff to meet with students</li> <li>• Maintain regular and frequent dialogue with SLT/HoY/SEN to discuss students' needs</li> <li>• Attend meetings with parents/staff/external agencies as appropriate</li> <li>• Provide reports for parents, staff and other professionals</li> </ul>
<p><b>Key skills and experience:</b></p>
<ul style="list-style-type: none"> <li>• Experience of working in a similar capacity with young people.</li> <li>• Be aware of procedures regarding safeguarding and child protection</li> <li>• Experience of working with students or young people who have challenging behaviours</li> <li>• Experience of using positive behaviour management and conflict resolution strategies</li> </ul>
<p><b>Personal Qualities:</b></p>
<ul style="list-style-type: none"> <li>• Able to relate well to young people and act as a role model</li> <li>• Able to remain calm under pressure and in emergencies and deal with constant interruptions.</li> <li>• Excellent interpersonal skills</li> <li>• Able to maintain confidentiality and discretion</li> <li>• Able to form good working relationships with staff, students and parents</li> <li>• Able to maintain personal boundaries with children and young people in line with the school Safeguarding and Child Protection Policy and the Staff Code of Conduct</li> <li>• Hardworking and committed</li> <li>• Willing to undertake appropriate training</li> <li>• Be flexible, adaptable and patient</li> <li>• Able to prioritise workload</li> </ul>
<p><b>Training &amp; Continuing Professional Development:</b></p>
<ul style="list-style-type: none"> <li>• To undertake agreed training to in order to most effectively meet the needs of students</li> <li>• Undertake professional development relevant to this role.</li> </ul>
<p><b>General:</b></p>
<ul style="list-style-type: none"> <li>• Carry out break duties as required</li> <li>• Exam Invigilation as required</li> </ul> <p>GLF Schools expects its employees to work flexibly within the framework and duties and responsibilities specified above. This means that the post holder may be expected to carry out work that is not specified in the job profile, but which is within the remit and duties and responsibilities.</p>

## GLF Schools - Person Specification – Access to Learning Coordinator

<b>Job Title: Access to Learning Coordinator</b>		
	<b>Essential</b>	<b>Desirable</b>
<b>Education and Training</b>		
Good General Education including English and Maths at Grade C GCSE or equivalent	✓	
NVQ Level 2 Teaching Assistant / Supporting Teaching and Learning in Schools or equivalent		✓
<b>Experience &amp; Skills</b>		
Understanding of behaviour management strategies	✓	
Knowledge of the national literacy and numeracy strategies	✓	
IT skills	✓	
Ability/experience in implementing strategies to enhance student learning.	✓	
Able to plan and prioritise tasks	✓	
Able to clarify and explain instructions to students	✓	
Ability to motivate and engage students	✓	
Experience/ability to organise and contribute to discussions on curriculum delivery and classroom planning.		✓
Ability to maintain records and student files	✓	
Utilise a variety of strategies to engage and support students in their learning	✓	
<b>Personal Attributes</b>		
An effective communicator	✓	
Ability to remain professional and maintain confidentiality at all times	✓	
Good time management	✓	
Trustworthy and approachable	✓	
Passionate about positively changing the lives of young people	✓	
Ability to use own initiative and work flexibly	✓	
Ability to work in partnership with parents and teachers	✓	
An understanding of and a genuine commitment to Equal Opportunities	✓	
The ability to form and maintain appropriate relationships and personal boundaries with young people in line the GLF Safeguarding and Child Protection policy and the GLF Staff code of Conduct	✓	
<b>Safeguarding</b>		
<p>GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.</p>		