



Learning Coach ~ Job Description

Job Purpose:

- To work directly with pupils to help overcome barriers to learning, improve behaviour and raise achievement, while supporting pupil's physical and mental well-being.
- To provide support and guidance to children who are experiencing difficulties in learning due to social, emotional or mental health needs, display challenging behaviour or other issues.

Main duties and responsibilities:

- Work closely with the Senior Leadership Team in assisting pupils achieve their academic potential
- Support pupils learning in a range of classroom settings to contribute effectively and with confidence, to the classes in which you are involved
- Work with children whose behaviour and disaffection has significantly impacted upon their attainment, increasing their motivation and engagement
- In conjunction with designated academy staff, devise and implement an action plan that seeks to address pupils learning needs, removing any barriers to learning
- Demonstrate resilience, determination and an ability to support pupils with their personal development and learning
- Support the academy in improving attendance and punctuality
- Improve the process of transition into, within and beyond the academy
- Support the reintegration of pupils who have been subject to fixed term exclusion, restoring effective learning habits and behaviours with the aim of reducing truancy and further exclusion
- Model, encourage and promote positive attitudes among pupils
- Liaise with parents, appropriate agencies and the wider community.
- Reflect on own practice and to seek appropriate and current professional training
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues
- Undertake further duties or developmental work which may arise

Whole school organisation, strategy and development

- a. Contribute to the development, implementation and evaluation of the schools policies, practices and procedures, so as to support the academy's values and vision
- b. Make a positive contribution to the wider life and ethos of the academy

Health and Safety

- a. Promote the safety and well-being of pupils, and help to safeguard pupils well-being by following the requirements of Keeping Children Safe in Education and our academy child protection policy
- b. Look after children who are upset or who have accidents

Personal and professional development

- a. Help keep their own knowledge and understanding relevant and up to date by reflection on their practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- b. Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role with support from the academy
- c. Take part in the academy's appraisal procedures
- d. Uphold public trust in education profession and maintain high standards of ethics and behaviour, within and outside of the academy
- a. Have proper and professional regard for ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- b. Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the academy community
- c. Respect individual differences and cultural diversity



Learning Coach ~ Person Specification

	Essential	Desirable
Training and qualifications:	<ul style="list-style-type: none"> Be able to demonstrate levels of numeracy and literacy to GSCE [A-C] 	<ul style="list-style-type: none"> Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare Other relevant qualifications, e.g. Foundation Degree in Education, National Vocational Qualifications in Supporting Teaching and Learning First Aid Certificate Evidence of further study or professional qualifications
Experience :	<ul style="list-style-type: none"> Experience of working with children who have complex needs and display challenging behaviour Recently working with children and groups within a primary school setting Taking a lead role in the development and implementation of appropriate behaviour management strategies Working under direction of a teacher Working with children with a range of needs Managing pupil behaviour Communicating with pupils, staff, parents and other professionals Experience of supporting children with a range of special educational needs 	<ul style="list-style-type: none"> Experience and knowledge of working with children with Special Educational Needs Experience across EYFS, KS1 and KS2
	Essential	Desirable
Knowledge, understanding, ability to demonstrate:	<ul style="list-style-type: none"> Understanding of issues related to under-achievement and the barriers to learning that some pupils face Ability to develop effective working partnerships with pupils and their families including the ability to motivate and support by developing a wide range of strategies to meet pupils' needs. Ability to model acceptable behaviour Ability take a lead role in the development and implementation of appropriate behaviour management strategies. Ability to draw up individual action plans and review all targeted pupils and ensure that all action plans cohere with other plans produced by staff and other agencies. Commitment to a team approach to working in a primary academy 	<ul style="list-style-type: none"> Knowledge of and a commitment to Early Years Foundation Stage education.

	<ul style="list-style-type: none"> • Knowledge of relevant policies, codes of practice and legislation including safeguarding • Understanding of child development and learning activities for a group or class or children • Knowledge of how to help adapt and deliver support to meet individual needs • Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice • Understanding of roles and responsibilities within the classroom and whole school context 	
Job skills/abilities:	<ul style="list-style-type: none"> • Plan, prepare and deliver successful learning activities to individuals and groups • Develop pupils' confidence and self-esteem through listening to them and devising appropriate programmes of support • Draw up individual action plans and review targeted pupils and ensure that all action plans cohere with other plans produced by staff and other agencies • Good literacy and numeracy skills • Adapt to change and respond to pupil needs in a timely manner • Skills and expertise in understanding the needs of pupils • Assist teaching staff and all other staff in the assessment of all children entering or returning to school in order to identify those needing extra help to overcome barriers to learning.. • Assist the teacher with the development and implementation of mentoring plans. • Good organisational skills • Ability to build effective working relationships with pupils and adults • Motivate and engage pupils in learning activities • Excellent verbal and written communication skills • Active listening skills • The ability to remain calm in stressful situations • Manage behaviour effectively • Good ICT skills, particularly using ICT to support learning 	<ul style="list-style-type: none"> • Demonstrate a commitment to sustained continuing professional development. • Support out of school/community activities.
Personal Qualities:	<ul style="list-style-type: none"> • Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Commitment to maintaining confidentiality at all times • Commitment to safeguarding pupil's wellbeing and equality 	