

Job description: Student Learning Coach / 1:1 support

Job details

Salary: TA1 (£23,658) – TA 6 (27,588) – (Actual salary £16,289 - £18,995)

Hours: 30 Hours per week

Contract type: Part time, Term time only

Reporting to: Assistant Headteacher SENDCO

Main purpose

- To provide learning and care support for an individual student with special educational needs (SEN) to help them to work towards the outcomes on their education and health care plan (EHCP)
- To work with the student's teacher(s) to plan and deliver activities
- To support the student with routines, transitions and behaviour management
- To work as part of a professional team to support the planning and delivery of learning and therapeutic activities for small groups or individuals, following a support pathway, tailoring them to their individual needs.
- Monitoring students and assessing, recording and reporting on students' achievement, progress and development that may include supporting students needing behavioural or emotional support.

Duties and responsibilities

Safeguarding

- Demonstrate a commitment to keeping children and young people safe
- Report any disclosure made to you to the appropriate person
- Report any safeguarding concerns in the workplace to the appropriate person
- Maintain an awareness of the schools policies in relation to safeguarding.

The Southend YMCA Community School is committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to safer recruitment process, including the disclosure of criminal records and vetting checks. We ensure

that we have a range of policies in place which promotes safeguarding and safer worker practice across the school.

Supporting the student

- Build a positive relationship with the student, promoting high self-esteem, independence and social inclusion, acting as a role model and setting high standards
- Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention
- Assist with the development and delivery of individual EHCPs
- Support the student with their social, emotional and mental health needs, escalating concerns where appropriate
- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning
- Promote the inclusion and acceptance of all students within the school
- To act as a key worker for identified students

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher(s) and increase the student's achievement
- Contribute to the planning of differentiated learning activities for the individual, delivering activities inside or outside the classroom
- Support the teaching of a broad and balanced curriculum aimed at helping the student achieve their full potential in all areas of learning
- Promote, support and facilitate inclusion by encouraging participation of the student in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Use ICT skills to advance the student's learning
- Provide regular feedback to teachers on the student's progress, attainment and barriers to learning through student observation
- Monitor, record and report on progress and attainment
- Read and understand lesson plans shared prior to lessons, if available

Working with staff, parents/carers and relevant professionals

- Share knowledge and understanding of the student with other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Communicate effectively with other staff members, students, and parents and carers
- Keep other professionals accurately informed about performance, progress and any areas of concern
- Understand their roles, to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- Attend and participate in regular meetings

Professional development

- Keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders and identifying relevant professional development opportunities to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Please note: this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths
Experience	<ul style="list-style-type: none"> • Experience working in a school environment or other educational setting • Experience working with children / young people with special educational needs (SEN) • Experience planning and delivering learning activities
Skills and knowledge	<ul style="list-style-type: none"> • Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with students and adults • Skills and expertise in understanding the needs of all students • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and students • Excellent verbal communication skills • Ability to work as part of a team and to be flexible in their approach to daily routines • Active listening skills • The ability to remain calm in stressful situations • Knowledge of guidance and requirements around safeguarding children • Good ICT skills, particularly in using ICT to support learning
Personal qualities	<ul style="list-style-type: none"> • Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with students • A commitment to getting the best outcomes for all students and promoting the ethos and values of the school • Commitment to maintaining confidentiality at all times • Commitment to safeguarding student wellbeing and equality • Resilient, positive, forward looking and enthusiastic about making a difference • Capacity to inspire, motivate and challenge children and young people

Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date: December 2024

Next review date: When needed

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____