

**FRED LONGWORTH HIGH SCHOOL
JOB DESCRIPTION**



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| Job Title(s): | Learning Coach (Reading Intervention) |
| Job Purpose: | To provide support to teaching staff and students and to oversee access to learning and support programmes with a specific focus on literacy and reading intervention. The delivery of intervention will be one to one or small groups based in the Inclusion Centre. |
| Reporting to: | Assistant Headteacher (Inclusion), SENDCO, Inclusion Manager. |
| Responsible for: | No line management responsibility. |
| Liaising with: | Headteacher, Senior Leadership Team, teachers and support staff, external agencies and parents. |
| Working Time: | 3 days per week 8:30am until 3:30pm. 45 minute break for lunch. |
| Special Conditions of Service: | <ul style="list-style-type: none"> • Annual Leave – Term Time only – this post is employed on a Term Time Only basis and therefore all staff are required to be in school during school term. There is no further annual leave. |
| Salary/Grade: | Grade G4 |
| Disclosure level: | Enhanced |

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| Experience: | <ul style="list-style-type: none"> • Experience of working with or caring for children of a relevant age and/or learning need • Experience delivering Sounds Write Intervention |
| Qualifications/Training: | <ul style="list-style-type: none"> • Minimum NVQ 3 for Teaching Assistants or equivalent qualification or experience • GCSE (or equivalent) Maths and English • Sounds Write Qualification |
| Knowledge/Skills: | <ul style="list-style-type: none"> • Very good numeracy and literacy skills • Can use ICT effectively to support learning • Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation • Understanding of principles of child development and learning processes • Ability to identify own training and development needs and co-operate with means to address these |

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| | <ul style="list-style-type: none">• Ability to relate well to children and adults• Work constructively as part of a team. |
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MAIN DUTIES:

Where directed: To supervise and provide specialist support to students with barriers to learning on a one to one basis, in small groups or in or out of the classroom. In the main, this will focus on reading recovery and phonics.

If required, training on specific intervention programmes such as Sounds Write will be provided.

Additional

- To supervise and provide particular support for pupils, including disadvantaged pupils and those with special needs, ensuring their safety and access to learning activities.
- To boost attendance at homework club and work with vulnerable students in ensuring that they attend. When homework is a significant barrier for a student the learning coach plays an active role in ensuring that a student attends homework clubs/homework detentions and provides guidance and support when required.
- To establish constructive relationships with pupils and interact with them according to individual needs.
- To monitor pupils' responses to learning activities and accurately record achievement / progress according to agreed procedures when appropriate and when directed to do so.
- To manage the behaviour of pupils, work with them according to their individual needs, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- To support and make good use of the school's disciplinary and reward systems.
- To promote inclusion and acceptance of all pupils.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- To establish constructive relationships with parents/carers.
- Attend and participate in relevant meetings as may be reasonably directed.

COMMUNICATIONS:

- Co-operate with other team members and colleagues in order to develop and maintain effective working relationships.
- Establish and maintain effective communication with all external contacts as appropriate.
- Follow agreed policies for communications in the school.

STAFF DEVELOPMENT:

- The post holder will be responsible for assisting in the identification and undertaking of his/her own training and development requirements in accordance with the school's current policies and procedures.
- The post holder will be required to attend staff training and CPD events scheduled on Monday Week Bs.

ETHOS:

- Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and pupils to follow this example.
- Promote actively the school's corporate policies and procedures.
- Comply with the school's health and safety policy, working at all times in a manner that will ensure your own personal safety and that of other, including reporting of identified hazards and to undertake risk assessments as appropriate.
- Be aware of and comply with policies and procedures relating to child protection, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To comply with the school's Code of Conduct and Behaviour Policy.

OTHER:

- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.
- This job description forms part of the contract of employment of the person appointed to the post.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Fred Longworth High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This role requires enhanced Disclosure and Barring Service clearance.

June 2022

How to apply

Please download and complete our application form. You should also attach a short letter of application (no longer than two sides of A4, Arial, Font size 11) outlining your experience to date and suitability for this role.

Should you wish to discuss the post before making an application, or would like to arrange a visit to the school, please contact Mrs D Marland at marlandd@flhs.wigan.sch.uk.

The closing date for applications is Friday 24th June 2022 and interviews will be held shortly afterwards.

Person Specification – Learning Coach (Literacy Intervention)

The Person Specification is an important part of the recruitment process. It should be read carefully as it will form the basis of short listing and ultimately, appointing the successful applicant. You must demonstrate therefore how you meet each of the following criteria in your application

| Experience | Essential | Desirable |
|---|------------------|------------------|
| Experience delivering Sounds Write intervention with impact | | x |
| Experience of using various IT packages i.e. Word/Excel/PowerPoint | | x |
| Experience of undertaking a range of administration tasks/basic data analysis | x | |
| Experience of using internet, sending/receiving email | x | |
| Experience of using SIMS or other management information systems | | x |
| Previous experience of working with children of a relevant age | | x |

| Training & Qualifications | Essential | Desirable |
|--|------------------|------------------|
| 2 X GCSE's in English & Maths or equivalent level of qualification | x | |
| Sounds Write qualification | | x |
| Additional literacy intervention qualifications | | x |

| Knowledge & Understanding | Essential | Desirable |
|---|------------------|------------------|
| Delivery of Sounds Write Literacy Intervention in Inclusion | | x |
| Delivery of other literacy interventions | | x |
| Understanding of New Group Reading Tests (NGRTs) | | x |

| Personal Skills, Abilities & Competencies | Essential | Desirable |
|---|------------------|------------------|
| Good communication skills to deal with adults and children | x | |
| Ability to use initiative to respond to and resolve problems | x | |
| Ability to offer advice and guidance to other staff using Sounds Write. | | x |

| Legal Issues | Essential | Desirable |
|------------------------------------|------------------|------------------|
| Legally entitled to work in the UK | x | |