



JOB DESCRIPTION

JOB TITLE:	Specialist Learning Coach 6 th Form
SALARY:	Scale H £23,056.56 to £25,383.58 (£26,336 to £28,994 FTE)
STATUS:	Established – Term Time (39 weeks)
HOURS:	25 hours per week, term time only (39 weeks)
REPORTS TO:	Learning Support Manager Strodes
DEPARTMENT:	Additional Learning Support
CAMPUS:	Strodes or Windsor

JOB PURPOSE: To enable students with a range of Special Educational Needs and Difficulties to access the level 3 6th Form curriculum through a planned program of academic learning support and interventions.

To encourage development of independence and skills by supporting students to work towards their desired outcomes, achieving their learning goals, and successfully progress to their next step.

Main duties and responsibilities:

To work under the direction and supervision of the Lead Learning Support Manager to assist with teaching, learning and associated activities in accordance with college policies, procedures and individual Education, Health, and Care Plans (EHCP). This may include supporting whole classes; working with individuals and small groups of pupils; assisting with planning, delivery, and evaluation of level 3 learning activities; working closely with pastoral and wellbeing staff in supporting students to overcome learning, physical or emotional barriers.

To provide educational and mentoring support for students in their chosen courses with Special Educational Needs and EHCPs in all academic level 3 courses.

Specialist learning coaches will support students in a variety of ways according to need which include but are not exclusive to:

1. Liaise with relevant members of staff within a curriculum area, exams team & the MIS department to ensure that additional support needs are met for learners within the area (support interviews, in class support, exam access arrangements, record keeping etc)
2. Understand and adhere to individual EHC plans, working towards outcomes and support provision to ensure our learners have the opportunity to achieve their aspirations, whilst working towards adulthood and independence.
3. Feed into the annual review process.
4. Reinforce learning delivered by the lecturer and to support delivery in class, 1-1 or in small groups.
5. Deliver underpinning appropriate underpinning sessions outside of the classroom, including independently planning group and individual work programmes and reviewing work activities to contribute to retention and achievement of students.
6. Promote the development of positive relationships and acceptable behaviour in accordance with college policy. Establish a supportive relationship with students to enable effective delivery of responsibilities, including promoting / reinforcing the student's self-esteem.
7. Assist learners with planning and structuring written and practical assignments and help students learn effectively through clarifying instructions, motivating, and developing skills in reading, note taking and structuring work.
8. Keep detailed and accurate records of student support and achievement for ALS audit records and the student's individual Learning Plan/EHCP. Take part with the appropriate team in the regular assessment of student progress, target setting, record keeping, including contributing to the preparation of ILPs / ePLPs and progress reports. This to include taking part in initial assessments, interviewing and providing cover for exam arrangements (e.g. reader or scribe) for identified learners?
9. Act as a role model for students by displaying appropriate behaviour.
10. Attend relevant in-house training as required by the College.
11. Attend and contribute to team meetings.
12. Act as a confidential point of contact for information between student, tutor and team in accordance with College policy and safeguarding procedures.

13. Operate within the bounds of college procedures and policies such as Child Protection, Health & Safety, Data Protection, etc, ensuring that all parties related to the student are aware of their responsibilities as well.
14. Participate in the College's appraisal and graded lesson observation schemes.
15. Any other duties commensurate with the grading of this post as may be required from time to time.

NOTE

The post may be based at one of the current College campuses, but the duties of the job may require the post holder to work at any College campus or other location connected with the work of the College. Travel between the college's main campuses will form a requisite part of this post.

It is the College's policy to establish and maintain a Risk Register and a Risk Management Policy. It is a condition of your employment that you become aware of these documents and that you follow the objectives and procedures of good risk management in your areas of work.

The post holder is required to have a commitment to:

- The continuing development and implementation of the College's Diversity & Equality Policy.
- The management of risk within the College.
- The principles and procedures set out in the Data Protection Policy
- The health and safety of staff, students, and visitors in general and the College's policies and procedures in particular
- The principles and procedures set out in the College's Child Protection Policy.
- The principles and procedures set out in the College's Safeguarding Policy.

You are required to share the commitment to keep all our students safe whilst in College, with a specific focus on those under eighteen years old and all vulnerable adults, by contributing to:

- The provision of a safe environment for students to learn in the education setting
- Identifying students who are suffering or likely to suffer significant harm, taking appropriate action with the aim of making sure they are kept safe in the education setting in line with College policy and procedur

PERSON SPECIFICATION
Specialist Learning Coach (Level 3)

	Essential	Desirable	Source of Evidence
EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS			
Educated to a minimum Level 3 qualification or equivalent			AF
Educated to a minimum Level 2 (GCSE A* – C) qualification in English and Maths or equivalent			AF
Hold a recognized Teaching Qualification or equivalent			AF
EXPERIENCE			
Experience of working successfully with relevant learners within an academic educational setting; supporting students with a range of learning needs and physical difficulties social, emotional and behavior difficulties and breaking down barriers to learning.			AF/Presentation
SKILLS / KNOWLEDGE / ABILITIES			
Proven verbal, written & communication skills – the ability to communicate effectively with a wide range of people, both internally and externally at all levels			AF/ IV/ Presentation
Demonstrable ability to use Microsoft Office, databases and appropriate software packages to support learning and record keeping.			AF
Ability to work proactively, with minimum supervision and to prioritise own workload			IV
Flexible approach to working practices including the ability to work effectively as a member a team member			IV
Knowledge and understanding of the importance of confidentiality and dealing with			AF



sensitive information			
Knowledge of current developments and legislation within relevant field			AF / IV

Evidence of all of the elements marked AF or AF/IV must be present in the application form in order to be shortlisted for an interview

All of the elements marked IV will be assessed at interview
All of the elements marked AF/IV will also be assessed at interview
All or some of the elements may be assessed by the Test/Presentation All or some of the above elements may be assessed at interview