



Candidate Pack  
Learning Coach



Co-op Academy  
Belle Vue

## Welcome from the Principal

Thank you for your interest in applying for the role of Learning Coach at Co-op Academy Belle Vue. You can find our 2024 - 2025 Strategic Plan including our Workload Charter [here](#) and our March 2024 Ofsted Report [here](#).

*Pupils flourish at Academy Belle Vue. They are nurtured and cared for in a warm and positive climate. The strong behaviour systems and daily routines help pupils to settle into school well. Pupils feel safe and privileged to be part of such a welcoming community.*

Outstanding Provider Ofsted 2024

Are you passionate, experienced and looking for a new challenge? Do you want to join an academy with exemplary behaviour, allowing you to focus on celebrating the success of the whole school. Do you want to be part of a dynamic team in a growing secondary academy that is dedicated to providing outstanding education to its students? If so, then we have the perfect opportunity for you!

*Pupils have admirable and mature attitudes to learning. They respond extremely well to the schools' high expectations of them to achieve the 'The Belle Vue Difference'. Pupils, including those with special educational needs and/or disabilities (SEND), are incredibly proud to come to this school.*

Outstanding Provider Ofsted 2024

We are a heavily oversubscribed start-up secondary academy with 720 students, and we are on our way to becoming a leading educational establishment with a projected growth to 1200 students. We have been operating to an outstanding level and are committed to providing our students with the best possible education. We are now seeking an exceptional Learning Coach to join our team and take strategic oversight of the department.

As a Learning Coach you will play a pivotal role in developing the academic, social and emotional development of our students. You will be responsible for creating a positive and nurturing environment that encourages students to strive for excellence and achieve their full potential. Working closely with the SENDCo you will continue to deliver a well rounded, inclusive environment that our students thrive in both academically and socially.

To be successful in this role, we are looking for a person who has:

- A passion for education and a commitment to making a difference in the lives of young people
- Excellent communication and interpersonal skills, with the ability to build strong relationships with students and staff.
- A deep understanding of the challenges facing young people and a commitment to promoting their welfare and well-being
- An innovative and strategic approach to problem-solving, with the ability to inspire and motivate others

- The ability to work collaboratively as part of a team and to embrace change and new challenges

In return for your commitment and dedication, we offer a competitive salary, ongoing professional development opportunities, and the chance to be part of a growing academy that is committed to excellence. This is an exciting opportunity to make a real difference in the lives of young people and to contribute to the development of a school that is poised for success.

The ideal candidate will be highly successful and have experience of working with special educational needs, with the ability to enthuse, motivate and inspire children, generating a love for learning. The ultimate purpose of your role is to ensure that all students with SEND make expected progress based on their prior performance and above national average in outcomes. As a setting we want to harness students' independence, in preparation for adulthood and post 16 education.

The Learning Coach role is multifaceted, involving you monitoring your caseload of students, carrying out effective intervention, which may be 1:1 or in a small group. Observing students in lessons to identify their strengths and difficulties is also a key part of your role to plan appropriate personalised intervention and, from your findings, support classroom teachers through further CPD opportunities. You will also be expected to liaise with families and other relevant outside agencies. You are an integral part to the tracking of outcomes and feedback in the annual review process for EHCP students. Furthermore, you will investigate any student who may be showing traits or signs of SEN in your area.

Even though the majority of Learning Coaches have an individualised specialism, it does not mean you do not support or help other students. The Inclusion department works as a team and you are expected to be actively involved with any student on the SEND register. The department is forward thinking, creative, listening and acting upon trustworthy research, including external professionals. You are encouraged to keep up to date with the latest SEND research. We all strive to be the best we can be, expect the best for our students and will not be complacent. You will actively take responsibility for SEND students and work collaboratively with all staff within the Academies.

The successful candidate will have recent experience and evidence of substantial impact on the improvement of a school or academy in areas relevant to this role.

Scott Fletcher  
Head of Academy

The deadline for applications is 12 noon on the 5th March, interviews to be held 11th March

## Job Description

Salary / grade range	Grade 4 (pts 7 - 11), 37 hours per week, Term Time + 5 days (permanent) Salary : Full year equivalent £27,044- £28,827 Actual pro rata salary £22,307 - £23,777
Location	Co-op Academy Belle Vue
Reports to	AAVP SENCo

### Purpose of role

- Work within the Academy as part of a team, under the general direction of the SENCo who will be responsible for the overall policy of the educational programme and for matters of control and discipline within the Academy.
- Undertake activities with either individuals or groups of children to ensure their safety and facilitate their physical, emotional and educational development.
- Carry out pre-planned activities to support the development of students with literacy difficulties both socially and academically, following the graduated response.
- Monitor the progress of SEND students and carry out pre-planned intervention in order for them to access their learning.
- Work to establish a supportive relationship with the children and parents concerned.
- Encourage acceptance and inclusion of children with special educational needs.
- Promote and help build students' self-esteem.

### Role Tasks:

- Assist in the educational and social development of students under the direction and guidance of the Head of Academy, SENCo and other professionals.
- Assist in administrative duties to support the inclusion department.
- Provide support for individual students for them to fully participate in all activities within the Academies'.
- Conduct lesson observations on students who potentially could be showing literacy difficulties and feedback to the SENDCo on the possibility of EP involvement.
- Observe SEND students in lessons and feedback to the SENDCo on improvement and areas of development.
- Work with other professionals, such as speech therapists and occupational therapists, as necessary, offering feedback and implementing recommendations.
- Support students with emotional or behavioural problems and help develop their attention skills, in collaboration with other relevant Academy departments.
- Plan, carry out and review interventions with small groups and/or individuals to provide high quality tutoring on targeted areas of need.
- Complete tracking data and records of involvement with each student, evidencing the graduated response.

- Promote resilience and harness students' independence in order to prepare them for learning post 16 and adulthood.
- Attend whole Academy, department briefings and INSET training sessions, with the desire to continuously improve your practice and share best practice.
- Liaise with other educational settings, parents and students to deliver effective transitions from both primary and to post -16 settings.
- Utilise the Academies' MIS system to analyse student achievement, attendance, behavioural logs and rewards to plan suitable interventions and mentor students.
- Contribute with feedback to the senior leadership team to support the progress of students with literacy difficulties.
- Keep up to date with relevant research and findings on SEN and educational research.
- Liaise and work in partnership with other learning coaches to provide a well-rounded range of support for students to reach their true potential.
- The post holder will also be responsible for some elements of personal care for our students that need support.
- To collect feedback, contribute, review EHCP outcomes and attend the EHCP annual reviews for students with your specialism.
- Provide relevant updates and continuous CPD to stakeholders on effective classroom support for students with literacy difficulties.
- Set a good example in terms of professional dress, punctuality and attendance.

### Safeguarding

- Undertake regular safeguarding as required.
- Ensure that statutory and Ofsted requirements for Safeguarding are met
- To promote the safeguarding of young people.

### General responsibilities

- Contribute to the overall ethos / work aims of the Academy.
- Provide a courteous reception to staff, young people and visitors.
- Help to foster and enhance strong links with local, national and global business and education providers to support and develop opportunities for the Academy.
- Participate in training and other learning activities as required.
- Undertake relevant training as required to support the functions of the post and to enhance personal development.
- Attend meetings as and when required.
- Undertake any other duties as specified by the Head of Academy or SENDCo.

Given the rapid rate of change in education and our ambitions for continued improvement at the academy, from time to time the successful candidate may have to undertake other professional duties as directed by the Head of Academy. In addition, candidates should understand their role may well broaden and that all roles will be reviewed annually to ensure the team is working as efficiently as possible.

## Person Specification

Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
<p><b>Qualifications</b> NVQ 3 for Teaching Assistants or equivalent qualification or experience</p> <p>Literacy and Numeracy skills equivalent to Level 2 of the National Qualification &amp; Credit Framework</p> <p>Training in relevant learning strategies e.g. literacy/ Key Stage 3 and/or training in a particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, Maths, and English.</p> <p>Paediatric First Aid certificate (where appropriate)</p> <p>Right to work in the UK</p>	<p>All attributes are essential, unless indicated below as 'desirable'</p> <p>Desirable</p>	<p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p>
<p><b>Experience</b> Experience of working with children in an educational setting who may have different individual needs and learning styles</p> <p>Experience of preparing/contributing to resources to support learning programmes</p> <p>Experience of effectively using ICT and other technology such as digital recorders and photocopiers, and resolving straightforward problems in their operation</p> <p>Experience of writing reports and contributing effectively to meetings</p>	<p>All attributes are essential, unless indicated below as 'desirable'</p>	<p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p>



<p><b>Skills, Ability, Personal Qualities</b></p> <p>Initiative and confidence to advocate for students</p> <p>Interpersonal skills to build and maintain effective relationships with all students and colleagues</p> <p>Communication skills to liaise sensitively with parents and carers</p> <p>Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives</p> <p>To promote a positive ethos and good role model</p> <p>Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these</p> <p>To continually improve own practice/knowledge through self evaluation</p>		<p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p>
<p><b>Knowledge</b></p> <p>Knowledge of relevant policies/codes of practice/ and awareness of relevant legislation and the responsibilities of the role within these for promoting students' welfare</p> <p>Knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies</p> <p>Understanding of the principles of child development and learning processes</p> <p>Understanding of equal opportunities and inclusion and how it applies in a school setting</p>		<p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p>

This post is subject to an enhanced DBS check and references.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.