



The Nobel School Job Description

Job Title: Learning Support Co- Ordinator – The Bridge

Reporting to: SendCo

Grade / Pay Scale: H5 (£27,254) Pro rata – actual salary per annum £23,942, approx.

Hours 37 hours a week (Monday – Thursday 8.00am - 4.00pm Friday 08:00 – 3:30) term time plus 5 inset days plus 5 days* (*disaggregated to cover additional hours worked during term time)

Purpose of the Role

To work with SENDCo as part of a professional team to organise and support teaching and learning activities for SEND students. The Learning Support Co-ordinator provides specialist learning support for students identified as having learning difficulties, including complex and multiple special education needs, in a broad range of different learning situations and settings. The post holder also plans, organises and undertakes other related duties to fully support and underpin the learning, personal and social development of identified students.

This role is a SEND officer with additional responsibility to manage the SEND learning support area, currently known as The Bridge.

Responsibilities

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- To support the day to day running of The Bridge, including the management of students' individualised learning programmes in liaison with class teachers to support the curriculum.
- To assess identified learners and track their progress according to the graduated approach in the Code of Practice and use detailed knowledge and specialist skills to support students' learning.
- To plan and deliver programmes of learning for small groups and individuals under the supervision of the SENDCo.
- To mark students' work according to the Nobel marking policy.
- To carry out learning walks and observations and feedback on identified students.
- To support the SEND team in the range of provisions including supervision of The Bridge, exam access arrangements, study lesson cover, trips and visits when directed by SENDCo.
- To support students in achieving better outcomes.
- Support teachers to identify SEND needs and implement appropriate strategies to support students.
- To help manage the preparation, maintenance and control of stocks of materials and resources. Advising and assisting students in the proper use and deployment of learning aids and equipment.

Student Support

- Provide pastoral care to students liaising with head of year, student support officer and form tutor.
- To support students who are on a part-time timetable or reduced curriculum.
- Support the induction and transition of new students.
- To help identify students who are not making expected progress.
- To supervise students attending early morning Lexia intervention and after school PLT sessions.
- To support lunchtime activities including games club.
- To support learners in a range of contexts including lessons, withdrawal groups and bespoke provision such as literacy, phonics, spelling, etc.
- To support SEND students which exams access arrangements with a range of specialist provisions such as prompting, reading, scribing and invigilation and undertake training as required to ensure adherence to JCQ regulations.
- Provide specialist support to students with learning, behavioural, communication, social, sensory, emotional or physical difficulties.
- To help identify students who are not making expected progress.
- Support the role of parents/carers in students' learning and contribute to meetings with parents/carers to provide constructive feedback on student progress and achievement.
- To support social, emotional and mental well-being of students by completing good day/bad day questionnaires, RAGing of timetables and liaising with student support officers.

Data and Reporting

- To assist the SENDCo to ensure the SEND register is kept up to date.
- Assess, record and report on development, progress and attainment of students and update Arbor, The Share point, student support profiles and case studies as required.
- Follow the 'assess, plan, do, review' process.

Communication and Professional Skills

- Liaise with external agencies as required.
- Liaise with staff and other relevant professionals and advise on specialist support/advice to meet the needs of students
- Undertake training or qualifications to fulfil job role and responsibilities.
- To take part in and deliver specialist training for whole school initiatives and specific vulnerable groups.
- Attend review meetings with parents and parents evening and other events associated with their allocated year group.

Additional responsibilities – managing the SEND learning support area, currently known as The Bridge

- To assess identified learners and track their progress according to the graduated approach in the Code of Practice and use detailed knowledge and specialist skills to support students' learning.
- Provide specialist support to students with learning, behavioural, communication, social, sensory, emotional or physical difficulties.
- To support the day to day running of The Bridge, including the management of students' individualised learning programmes in liaison with class teachers to support the curriculum.

- To oversee the conducting of Person -Centred Packs, including creating resources and providing training on how these are to be delivered in 1-1 sessions with a Teaching Assistant.
- To organise learning resources (both paper-based and on-line) to support students working in The Bridge to include:
 - Liaising with class teachers to gather work in line with timetabled lessons
 - To collate and deliver learning materials to support literacy and numeracy, particularly for KS3 students
 - To collate and deliver learning materials to support individual 'learning plans', including GCSE resources to support KS4 students
 - To support social, emotional and mental well-being of students by completing good day/bad day questionnaires, RAGing of timetables and liaising with student support officers.
 - To support identified SEND students with their personal organisation and help them improve their ability to work independently
 - To support identified SEND students with resilience and coping strategies through use of social stories and mentoring sessions
 - To oversee one-to-one support sessions where students are working with Sixth Form mentors during reading time
 - To lead the Lexia early morning support group, run termly reports and monitor student progress
 - To lead the after-school PLT club and monitor attendance of both compulsory and non-compulsory students (including supervision of sixth form helpers)
 - To maintain, issue and record resources e.g. reading books, subject worksheets, textbooks and specialist equipment such as hand-writing pens, coloured workbooks, overlays, laptops, etc to support SEND students
 - To ensure the SEND register is updated with current provisions and upload Dyslexia Portfolios and other assessment materials to individual student Arbor records
 - To ensure Arbor attendance registers are completed for students working in The Bridge including both lesson and form times
 - To update displays and ensure The Bridge area is conducive to learning.
 - Advise and assist students in the proper use and deployment of learning aids and equipment.
 - To help manage the preparation, maintenance and control of stocks of materials and resources.
 - Prepare, update and monitor learning logs for students within The Bridge, communicating this with wider school staff and parents/carers where appropriate.
 - To adapt curriculum resources provided by Curriculum Team Leaders to meet the needs of students with specialist provision.
 - Liaise with staff and other relevant professionals to provide specialist support/advice to meet the needs of students.
 - Support class teachers to identify SEND needs and implement appropriate strategies to support students, including those who are not making expected progress.
 - To use the school's systems as required to look up and record information on Arbor, including attendance for The Bridge and creating intervention sessions.
 - To support students who are on a reduced timetable and prepare resources in line with the curriculum.
 - Assess, record and report on development, progress and attainment of students and update Arbor, Satchel one, student support profiles and case studies as required.
 - To be proficient in the systems used to support student assessments and learning programmes e.g. CATs, Lucid, Dyslexia Portfolio, Show My Homework, Sparx Maths and reader, etc.
 - To take part in and deliver specialist training for whole school initiatives.