



Sedgehill Academy

The best in everyone™

Part of United Learning

Candidate Application Pack

Learning Coach

Start Date: As soon as possible



Principal: Clare Cassidy

Sedgehill Academy is part of United Learning. United Learning comprises: UCST (Registered in England No: 2780748. Charity No. 1016538) and ULT (Registered in England No. 4439859. An Exempt Charity). Companies limited by guarantee. VAT number 834 8515 12.
Registered address: United Learning, Worldwide House, Thorpe Wood, Peterborough, PE3 6SB.

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Message from the Principal



Dear Candidate,

Thank you for your interest in Sedgehill Academy, it is an extremely exciting time to be joining us as a colleague. Sedgehill Academy is an ambitious, thriving community school in the heart of Southeast London.

Our values, as a United Learning Academy are: **Hard work, Integrity, Kindness** and **Excellence** and they sit at the heart of everything we do. We aim to ignite these values in every student through teaching that empowers and inspires; a calm and disruption-free learning environment; and a strong character education programme.

As an integral member of the business support team, you will be an integral part of ensuring that all community groups booking our facilities have the very best experience possible as well as liaising with our site team to ensure that bookings run smoothly.

We pride ourselves on ensuring that every member of staff is supported to also be the very best that they can be in whichever role they have in our Academy.

I look forward to meeting you in person.

Clare Cassidy, **Principal**

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Working at Sedgehill Academy

We are proud to be part of United Learning Trust; our schools work as a team and achieve more by sharing than any single school could. Our subject specialists, group-wide intranet, own curriculum, and online learning portal all help us share knowledge and resource, helping to simplify work processes and manage workloads for an improved work-life balance.

As a Group our staff are better rewarded: with good career opportunities, benefits, and the satisfaction of helping children to succeed. We invest in our staff wellbeing; it is our core ethos which we call 'the best in everyone'.

Central Office staff work closely with schools, offering a wealth of expertise to underpin our knowledge. The specialist departments, including HR, finance, technology, strategy and performance, estates, and marketing, work alongside dedicated school improvement teams.

We serve more than 64,000 pupils and support around 10,000 staff in our schools, and we offer a growing range of additional services, including teacher training, professional development programmes, and a full curriculum package for schools. Everything that we do is geared towards improving life outcomes for young people. 'We also believe in offering our staff 'more pay, more time and more support'.

Committed to having a diverse and representative team

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We welcome applications from everyone committed to our ethos and would particularly welcome applications from Black and minority ethnic candidates, who are currently under-represented in the Group as a whole. We always appoint on merit.

Flexible Working

At United Learning, we value the dedication, professionalism and hard work of our teachers, support staff and school leaders, and strongly believe that everyone should be able to do their job without sacrificing a family life or compromising their well-being. We are committed to encouraging and enabling flexible working opportunities throughout our schools wherever possible and will support employees seeking to work more flexibly.

Find out more about working with us at <https://www.sedgehillacademy.org.uk/work-with-us>

Important information

United Learning is committed to safeguarding and promoting the welfare of all children and young people and expects all staff and volunteers to share this commitment.

All positions are subject to an Enhanced Disclosure and Barring check from the Disclosure and Barring Service (DBS) and shortlisted candidates will be subject to an online check. We also kindly request permission to seek references ahead of the interview process.



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Learning Coach

Role Purpose

Overall Job Purpose:

- Work within the Academy as part of a team, under the general direction of the Principal who will be responsible for the overall policy of the educational program 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 Special Educational Needs or those who need additional support, 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.
- Supporting the main tutor, ability to take the register and follow-up with pastoral concerns where required.

Responsibilities:

- Assist in the educational and social development of the student/s/groups you are assigned under the direction and guidance of the Principal, SENDCo, Deputy SENDCo, and other professionals.
- Assist in administrative duties to support the inclusion department, such as contacting home, collecting teacher feedback and filling in referrals.
- Provide support for individual students for them to fully participate in activities across the school.
- Work with Heads of Department and the relevant Head of Year to monitor student interventions and progress.
- Complete tracking data and records of involvement with each student, evidencing the graduated approach.
- Keep a diary of work including a log of the dialogue between teachers and the Learning Coach, parent communication, and input from external professionals.
- Conduct lesson observations for students who may have additional needs to assess their needs, as well as diagnosed autistic students and students with ADHD, students with low literacy to assess the transactional supports in the classroom.
- Work with other professionals, such as the Speech and Language Therapist, Educational Psychologist, Occupational Therapists and Speech and Language Therapists, as necessary, offering feedback and implementing recommendations.

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- Support students with emotional or behavioural difficulties and help develop their attention and social skills.
- Plan, carry out and review interventions with small groups and/or individuals who are neurodiverse to provide high quality tutoring on targeted areas of need.
- Promote resilience and harness students' independence in order to prepare them for adulthood.
- Attend whole Academy, department briefings and INSET training sessions, with the desire to continuously improve your practice and share best practice.
- Utilise the Academy's Arbor management system, Provision Mapper and 4 matrix to analyse student achievement, attendance, behavioural logs and rewards to plan suitable interventions and mentor students.
- Keep up to date with relevant research and findings on SEN, educational research and supporting neurodiverse students in school.
- Undertake regular CPD for supporting neurodiverse students in a school setting – including the implementation of the SCERTS framework.
- Liaise and work in partnership with other learning coaches to provide a well-rounded range of support for students to reach their true potential.
- To collect feedback, contribute, review EHCP outcomes and attend the EHCP annual reviews for students you support in the school.
- Provide relevant updates and continuous CPD to stakeholders on effective classroom support for neurodiverse students.
- 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 Executive Principal, Principal or SENDCo.

The successful candidate should carry out professional duties in accordance with and subject to conditions of employment as set out in their contract.

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PERSON SPECIFICATION

Learning Coach – In the Inclusion Team

Criteria	Essential	Desirable
EDUCATION/QUALIFICATIONS		
Grade C GCSE or equivalent qualifications in English, Maths and Science	X	
Previous experience in working with children in a variety of forms	X	
A degree or equivalent		X
Previous work in a school / educational setting		X
Experience of working with children who have a wide variety of educational needs		X
KNOWLEDGE AND EXPERIENCE		
Some understanding of how people learn	X	
Barriers to students' learning		X
Supporting children with Special Educational Needs		X
How children learn and how to motivate them		X
An understanding of the curriculum and assessment methods in a secondary school		X
SKILLS, BEHAVIOUR AND QUALITIES		
Work with an individual student or a group	X	
Reinforce teaching points during teacher input, when appropriate	X	
Address misunderstandings and misconceptions in the student's learning	X	
Communicate effectively with all stakeholders within the Academies'	X	
Teach or reteach new concepts	X	
Consistently model appropriate and acceptable behaviour and good social skills	X	
Provide strategies for teaching staff in your area of specialism in the Learning Coach role	X	
Promote independence and resilience of students	X	
Discuss progress and targets with children	X	
Liaise with the SENDCo and outside agencies	X	
Be IT literate and competent in using Microsoft office.	X	
Experience in liaising with professionals (including external agencies)		X

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