



UNIVERSITY OF CAMBRIDGE PRIMARY SCHOOL

JOB DESCRIPTION Level 2

Who we are: The University of Cambridge Primary School is an Inclusive, Innovative and Ambitious school. We are committed to challenging the status-quo, to engage in research, to ask different questions about education and release our imaginations about the possibilities of education. We are bold enquiring educators, following John Dewey's statement that 'the most important attitude that can be formed is that of desire to go on learning'. We empower and educate all children and adults to ask better questions, develop positive attitudes to learning through playful enquiry and challenge thinking in the pursuit of innovative ideas. Our mission: to support the development of education for all children.

Title: Learning Coach (KS1/KS2 and SEND experience)

Grade: SCP 5-6 (previously level 2 SCP 14-17)

Responsible to: Headteacher

- Purpose:**
1. To assist the school leadership in ensuring the very best learning experience for children in our school
 2. To carry out the duties of a Learning Coach and subject to any amendments due to Government legislation. This includes any duties as may be reasonably directed by the Headteacher and the accountabilities expected of support staff at the University of Cambridge Primary School.
 3. To demonstrate a passion for learning and education, striving to develop yourself and others.

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Purpose of Job

To ensure the very highest expectations for all children with a positive proactive attitude to finding ways through for every child. To model the ethos and vision of the school to ensure the tenets of Ambition, Innovation and Inclusion are achieved within a framework inspired by our values and ethics.

Accountabilities	Results and deliverables
Safeguarding: Year Group Leaders promote a robust safeguarding culture, following all safeguarding policies	
1. To ensure that safeguarding, health and safety and educational policies are understood and followed to the highest standard	• Risks assessments are compliant • Health and Safety review indicate best practice • Safeguarding practices of team are strong (as determined by internal and external review)
Professional Duties General 2. Ensure the safeguarding of children is central to their practice 3. Alongside the Executive Headteacher and Senior Leadership Team promote the school within the local community. 4. If needed, to represent the school at meetings within Children's Services, Faculty of Education and outside when/if necessary. 5. The job description and allocation of particular responsibilities may be amended from time to time in relation to the school's needs. As a Learning Coach you will be expected to: 6. Communicates clearly and in a professional manner with the team	Safeguarding • Demonstrate a strong safeguarding ethic at all times • Subscription to NSPCC Casper updates service • Attend and complete the UCPS Safeguarding Training • Read all relevant policies (Safeguarding, First Aid, Intimate Care) Community Events • Attend two community events per academic year (when appropriate) Meetings • Contribute daily to the teachers' responsive journal • Keep and maintain necessary individual tracking documents

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7. Organises and plans to manage personal daily workload to meet deadlines	as directed by the SENDco or Director of Inclusion • Use up-to-date information to contribute to meetings with colleagues from outside agencies and the faculty Expectations • Adhere to code of conduct • Expectations are set out in Learning Coach Guidance, which is up dated annually
Teaching and Learning <i>To facilitate and encourage learning which enables students to achieve high standards, to share and support the corporate responsibility for the well-being, education and behaviour management of all children.</i> 1. Supervise individual children, small groups or whole class under the direction of the teacher 2. Develop a basic knowledge of basic technical and professional standards to carry out specific Learning Coach Tasks 3. Enable the continuation of learning when working with a child/group/whole class 4. To engage in professional dialogue with the class teacher/Learning Coach team/UCPS Team/external Agencies 5. To support and contribute, find or access resources needed in order to fulfil the needs of the child/ren	• Demonstrates a willingness to work in all learning situations. Whilst adhering to the school's positive behaviour management systems. • May be called upon to cover a class during the weekly PPA session when necessary with guidance from the class teacher and Director of Inclusion • Annotate individual books following the marking scheme during each lesson • Maintain and extend the learning session in the absence of the class teacher • Knowledge and understanding of children's individual learning journeys • Through observation identify potential learning barriers, in discussion with the class teacher find ways to improve individual children's learning outcomes

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6. Use ScholarPack when required 7. Liaise with class teachers about assessment and progress. Using the Teacher's Responsive Journal and AFL Stickers 8. Scaffold the children's learning correctly (MITA Scaffolding Framework) 9. Mark learning and provide feedback in the moment 10. Support and contribute to the maintenance of classroom displays and environment 11. Follow the school's positive relationship behaviour policy when supervising classes. 12. Work within our values framework so that every child's voice is heard and valued and to ensure that respect for all people irrespective of sex, gender identity, ethnicity, race, religion, disability, sexuality 13. We do not label children (Low ability, naughty etc) 14. Develop supportive relationships with all children. Especially the most vulnerable children. 15. Strive to develop positive relationships with families by communicating and consulting with parents of children 16. Liaise with school staff, parents and other professionals to support children learning	• When relevant contribute towards the planning of individualised learning activities • Use Branch Maps and Tapestry to record observations when required • Respond to challenge courageously & professionally • Use of Scholar Pack to contact parents, for registration or for medical/dietary needs Daily use of assessment for learning, EHCP and Pupil Premium stickers • Correct modelling strategies implemented when working with children (see LC Guidance) To actively encourage independence, only offering support and guidance when the child needs it • To actively extend child/ren's knowledge through careful questioning and dialogue • Collaboratively plan innovative displays (considering the diverse diversities within our school community) Communicates respectfully and kindly with all people Builds relationships with all children. Demonstrating the five values of the school in all interactions. Especially when dealing with behaviour incidents.
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17. Participate in meetings as deemed necessary; 18. To take part in whole school INSET activities and training opportunities (via twilight sessions) to enhance job effectiveness. 19. Participate in School Probationary/Appraisal procedures; 20. To keep professional skills up to date and maintain a personal professional development file as a record of ongoing training; 21. Promote the safeguarding of the health and safety of the whole school community when on school premises or when engaged in school activities elsewhere; any safeguarding concerns you may have must be raised in line with the current school safeguarding policy and procedures. 22. To inform the class teacher of any educational or behavioural concerns about any of the children (Including playtime behaviour) 23. Support and implement the aims of University of Cambridge Primary School. 24. To accompany students on trips, visits and other educational activities. 25. To undertake duties on the school's duty rota (including break times and lunch times). Proactively encouraging participation for all children	• To positively facilitate a fresh start for all children after a negative behaviour incident. Learning Coaches must be mindful of the language used around children. The behaviour must be highlighted not the child (refer to the behaviour policy) • Actively builds positive empathetic relationships with the parent/carer community. Attending Personalised Independent Plan meetings and/or EHCP annual review meetings (when appropriate) • Disseminate any CPD to the Learning Coach team or teacher colleagues when appropriate • Courageously take part in UCPS INSET sessions, even when the sessions may be outside of your comfort zone • Actively develop self by attending UCPS CPD Twilight sessions when relevant • On a weekly basis complete the Learning Coach Journal • Throughout the year proactively work towards your appraisal targets Prepare for probationary/appraisal meetings. Positively attend these meetings
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	• Input all CPD into personal development folder on the school's intranet • Any safeguarding concerns must be raised via My Concern within half an hour of the disclosure. This must be followed up with a verbal conversation with one of the Designated Safeguarding Lead • All negative playtime behaviours need to be recorded on ScholarPack. Negative educational or playtime behaviours must be shared with the Class Teacher and on occasions recorded in the Teacher's responsive journal. • Knowledge and understanding of the school's Anti-Bullying Policy and when to implement it • Ensure that the class and personal first aid kits are restocked • Knowledge, awareness and how to respond to the medical needs across the school • Responsibly for organising and administering first aid on class educational and residential trips • To engage in Intimate Care procedures when necessary (Following the Intimate Care Policy)
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	• Support children in their play and with peer interactions
School <i>To support and promote efficient and effective day to day running of the school so that children and parents have a positive experience of life at school</i> 1. As well as a learning coach role, supporting outside and inside play opportunities. Providing first aid, intimate and pastoral care when needed 2. To model and assist in facilitating consistently good communication within the school and sustain the personal motivation colleagues need within the school. 3. Assist with daily interventions (sensory circuits, Lego Therapy) and forest school when required 4. Contribute to the development of less experienced colleagues	• Support children in all aspects of the school day by adhering to the weekly rota/schedule • Flexibility and adaptability to support children during lunchtime & playtime in numerous roles: individual support (in line with the child's EHCP), lead a group activity or a playground zone (Refer to Learning Coach Guidance) • Engage children in conversation & play during playtime and lunchtime • Run interventions (When advised by the SENDco) according to the guidance and maintain records • Support all new and existing members of the team when necessary
Research informed pedagogies: Continuing Professional Development	As part of the wider team contribute to the School development plan via the appraisal process

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<i>To support the leadership team and staff body in achieving a high quality learning community, principled on our ethos and vision:</i> 1. We want all staff to be inspired by actively engaging with their professional development 2. To engage in high quality professional learning opportunities within the school. 3. To be actively engaged in research: by being informed (through reading and personal study) and working with colleagues at the University in generating new research	• Attend and contribute towards the weekly Learning Coach Briefing and planning meetings Positively • engage with training opportunities, for example Coaching training and Maximising the Impact of Teaching assistant training.
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