



Learning Behaviours Co-ordinator

Job Description	
The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.	
<p>Summary of the role</p>	<p>Job Title: Learning Behaviours Co-ordinator</p> <p>Location: Bedford School, De Parys Avenue</p> <p>Hours: Working 36 hours per week, term-time only.</p> <p><i>Flexibility with hours will be needed for this post and the post-holder will be required to work as necessary to complete the job (subject to the Working Time Regulations 1998).</i></p> <p>Reporting Line: Director of Academic Support</p> <p>Role Summary:</p> <p>This person co-ordinates the school's approach to supporting boys' independent learning, working closely with the Academic Year Head Team and with input from the Director of Academic Support. An important component of the role involves providing support to the Academic Support department to ensure boys who need it receive appropriate targeted support.</p>
<p>Main duties and responsibilities</p>	<p>You are expected to act in accordance with the aims, policies and administrative procedures of the school.</p> <p>Specific Duties and Responsibilities</p> <p>This person co-ordinates the school's approach to supporting boys' independent learning by providing appropriate structures, scaffolds and support to ensure all boys (including those with individual needs) exhibit the best learning behaviours whilst studying independently.</p> <p>They provide a consistent presence to supervise independent study, building strong relationships with boys studying independently. Reporting directly to the Director of Academic Support, the postholder's responsibilities include working as part of the Director of Academic</p>

Support's team, supporting the Academic Support department to ensure boys who need it receive additional targeted support.

The post would suit a person with an interest in mentoring and developing young people, with excellent administrative and interpersonal skills.

Responsibilities include:

- Working alongside Library staff to ensure that boys are maximising their independent study time, establishing a supportive culture of high expectations for all;
- Co-ordinate the school's support for independent learning, working closely with the Academic Year Head Team and Director of Academic Support to embed the school's approach to developing independent learning.
- Communicating effectively with a range of colleagues and, where appropriate, parents, to ensure boys make best use of study time, both during and around lessons.
- Providing administrative support to the Academic Support department, which may include applications for access arrangements and support with communication to outside agencies.

This job description is not exhaustive, and the job holder may also be expected to undertake such other comparable duties as may be required from time to time. These details may be amended at any time by agreement, but in any case, will be reviewed through the appraisal process.

Person Specification – Learning Behaviours Co-ordinator

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	Essential These are qualities without which the Applicant could not be appointed	Desirable These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	Method of assessment
Qualifications	Graduate (or equivalent)	Additional professional qualifications relevant to the post (e.g. HLTA, PGCE, QTS, SEND-related qualifications)	<i>Certificates</i>
Experience	<p>Experience supporting young people to improve their academic attainment e.g. as a teaching assistant, teacher or tutor</p> <p>An understanding of how children can best study independently effectively</p> <p>A demonstrable interest in how children learn</p> <p>Capacity to develop expertise in supporting boys with additional learning needs, including supporting boys who require access arrangements for examinations</p>	<p>Experience in a similar setting (e.g. a secondary age range, a boarding environment)</p> <p>Proven experience of supporting children to develop their independent study skills</p> <p>Proven experience of supporting boys with additional learning needs, including boys who require access arrangements for examinations</p>	<i>Application form and references</i>

<p>Skills and Knowledge</p>	<p>A clear vision for the structures, systems and routines that all pupils should use to maximise independent study time</p> <p>Strong communication skills, with ability to interact well with pupils, parents and staff</p> <p>Good ICT skills - proficient in the use of Microsoft Office and good knowledge and experience of Outlook</p> <p>An excellent standard of English and the ability to communicate effectively and with care to all recipients via email, phone calls, face to face or Teams calls</p> <p>Some experience of IT systems and a willingness to familiarise with those which are new</p> <p>Strong time management and organisational skills</p> <p>Well-developed interpersonal skills, with the ability to foster effective working relationships with others, fostering high levels of trust whilst maintaining appropriate professional boundaries at all times</p> <p>Able to work as part of a team and also use own initiative.</p> <p>Excellent attention to detail and efficient record keeping</p>	<p>Experience supporting boys and their families to develop independent study skills, including through collaboration with parents</p> <p>A proven track record in establishing an effective independent study environment in a comparable setting</p>	<p><i>Application form, references and interview</i></p>
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<p>Personal competencies and qualities</p>	<p>Positive and helpful approach</p> <p>Good team player who is not afraid to ask for help if unsure</p> <p>Resilient, robust and personable</p> <p><i>A desire to advocate for all</i></p> <p>Tactful and patient in dealing with individuals</p> <p>Pro-active approach to work, with the ability to plan and prepare ahead</p> <p>Flexibility, to meet the needs of the school</p> <p>Able to exercise good judgement</p> <p>Commitment to the safety, health and well-being of children and young people</p> <p>Committed to the ethos of a boarding school</p>		<p><i>Interview and references</i></p>
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