

Job description: PSRP HLTA (Learning Coach)

PURPOSE:	To develop the academic achievement, social development, emotional wellbeing and independence of PSRP students and identified mainstream students through high-quality coaching, lesson support and targeted interventions. The post holder will use the graduated approach of Assess, Plan, Do, Review (APDR) process to monitor progress, evaluate impact and adapt provision, ensuring students make meaningful progress towards their PLP and EHCP outcomes.
RESPONSIBLE TO:	PSRP Operational Director
DISCLOSURE LEVEL:	Enhanced
SALARY/GRADE:	Salary will be according to qualifications and experience Level 4 SCP 12-15 32,535 - 33,987 Level 5 SCP 15-20 33,987 - 36,585
WORKING TIME:	34 hours per week, term time only

MAIN TASK

Assessment, planning and review

- Use the Graduated approach of Assess, Plan, Do, Review (APDR) cycle to identify student needs, implement and monitor support strategies, evaluate impact and contribute to future planning alongside the PSRP team.
- Lead Individual Support Plans (ISP) meetings for allocated students, ensuring student voice, parent/carer views, staff feedback and relevant professional advice are reflected in agreed outcomes, targets and provision.
- Contribute to the development, implementation and review of Individual Support Plans, behaviour support plans, communication profiles, sensory profiles, annual reviews and other SEND documentation, as directed.
- Maintain accurate and timely records of interventions, pastoral support, attendance, behaviour, wellbeing and progress using agreed school systems, including Arbor, Provision Map and other school recording systems.
- Gather, analyse and present information relating to student progress and outcomes to support reviews, annual reviews, ISP meetings and wider provision planning.
- Work collaboratively with teachers, families and external professionals to ensure support is coordinated, evidence-informed and responsive to student need.

Learning, coaching and intervention

- Be a named HLTA (Learning Coach) for an allocated cohort of PSRP students, providing pastoral, academic and personal development support, with additional support for identified mainstream students where appropriate.

- Plan, deliver and evaluate targeted small-group interventions for PSRP and identified mainstream students, including areas such as anxiety management, emotional regulation, executive functioning, study skills, behaviour support, social communication, social coaching and life skills.
- Plan and deliver one-to-one coaching sessions with PSRP students, including mentoring, goal setting, preparation for learning, reflection following incidents and support in achieving personal targets.
- Facilitate learning and supervise individuals, small groups and, where appropriate, whole classes within the PSRP under the direction of the Operational Director and PSRP teachers.
- Support students to understand tasks, instructions and expectations through autism-informed approaches, structured teaching strategies, visual supports and MITA-aligned scaffolding, enabling greater independence in learning.
- Deliver pre-learning, overlearning, consolidation and revision activities to support students in accessing mainstream lessons and the PSRP curriculum successfully.
- Contribute to the planning and delivery of alternative curriculum pathways, intervention programmes and accredited learning opportunities, including non-qualification-based learning where appropriate.
- Work alongside PSRP teachers to promote the successful inclusion of students within mainstream lessons and wider school life, implementing agreed strategies and adjustments to support participation and progress.

Pastoral support and behaviour

- Provide proactive pastoral support, regular coaching check-ins and restorative follow-up, helping students to develop self-awareness, emotional regulation, problem-solving skills and personal responsibility.
- Promote positive relationships, inclusion and acceptance, acting as a positive role model and maintaining high expectations for behaviour, engagement, attendance, effort and independence.
- Build effective and professional relationships with parents/carers, staff and external professionals, sharing information appropriately to support student wellbeing, engagement, attendance and progress.
- Apply school and PSRP policies and procedures consistently, including those relating to behaviour, safeguarding, attendance, wellbeing and Team Teach, reporting concerns promptly to the appropriate member of staff.
- Support students during periods of dysregulation using agreed de-escalation, co-regulation and behaviour support strategies, contributing to post-incident reflection and learning.
- Contribute to the implementation and review of behaviour support plans, risk assessments and pastoral support strategies, working closely with PSRP teachers and leaders to promote positive outcomes.

Support for teachers, staff and the provision

- Support PSRP teachers with planning, preparation of learning resources, assessment activities, data collection and the monitoring of student progress to inform effective provision.
- Assist with the coordination of student timetables, intervention programmes, parent communication, review meetings and other operational tasks as directed by the Operational Director.
- Provide guidance, modelling and informal coaching for LSAs where appropriate, promoting effective autism-informed practice, scaffolding, emotional regulation strategies and the development of student independence.
- Contribute to the deployment and coordination of support staff within the PSRP, including providing cover and ensuring continuity of provision where required.
- Provide classroom, intervention and pastoral cover within the PSRP during short-term staff absence, including supervising individuals, groups or classes in accordance with school policies and agreed procedures.

- Undertake routine assessment activities, access arrangement support, invigilation, marking, progress monitoring and record keeping as agreed with teaching staff and senior leaders.
- Contribute to quality assurance activities within the PSRP, including gathering evidence of impact, supporting reviews of provision and identifying opportunities for improvement.

Professional development and wider responsibilities

- Applications considered from those who have minimum of 2 years' experience working as an LSA, who would be willing to train as a HLTA.
- Continually update knowledge and understanding of autism, inclusive practice, pastoral support and current relevant research.
- Participate in faculty meetings, training and professional development activities as required and agreed.
- Undertake any other reasonable duties at the direction of the Operational Director of the PSRP.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a new and growing school which requires flexibility in all of its employees.

This job description is current at the date shown but, in consultation with the postholder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

As with all roles at JCoSS, it is essential that school protocols are followed to protect data subject's personal information.

JCoSS is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure & Barring check.

Person Specification - PSRP HLTA (Learning Coach)

Experience

- Experience of working with young people with a range of Special Educational Needs, including autism.
- Experience of mentoring, coaching or providing pastoral support for young people, including those experiencing anxiety, behaviour, social communication or study skill barriers.
- Experience of planning, delivering and reviewing one-to-one or small group interventions and recording their impact.
- Experience of working constructively with parents, carers, school staff and external professionals.

Qualifications

- Excellent numeracy and literacy skills, with a good level of education, including GCSE passes at grade C/4 or above, in both English and Maths.
- Training in, or experience of, current learning strategies, autism informed practice, literacy, numeracy, study skills or pastoral intervention.
- Applications welcome from both Level 4 and Level 5
- Applications considered from those who have minimum of 2 years' experience working as an LSA, who would be willing to train as a HLTA and to use this training to develop the role and wider PSRP provision.

Knowledge, understanding, skills and abilities

- A grounded understanding of how students learn, how teachers can best teach and how to support high standards of progress, behaviour and independence.

- A detailed understanding of how autism and other Special Educational Needs may affect learning, communication, sensory processing, social understanding and emotional regulation.
- Ability to use the assess, plan, do, review cycle to set targets, deliver support, review impact and contribute to Personal Learning Plans and related documentation.
- Ability to plan and deliver effective interventions, including pre-learning, consolidation, coaching, life skills, social coaching and study skills support.
- Ability to support students in lessons using clear scaffolding, visual structure and MITA aligned approaches, while promoting independence rather than adult dependency.
- High levels of communication skills, including oral communication, written communication and ICT-based record keeping.
- Ability to monitor and evaluate student responses to learning and pastoral support through observation, feedback, data collection and progress tracking.
- Ability to lead PLP meetings and communicate sensitively with students, parents, carers, staff and relevant external professionals.
- Ability to use school systems accurately for safeguarding, behaviour, attendance, progress, intervention records and data tracking.
- Ability to demonstrate a strong commitment to safeguarding, pastoral care, equality of opportunity and the promotion of positive behaviour.

Leadership and personal qualities

- A team player who is respected by others and able to build excellent relationships with students and adults.
- Calm, organised and proactive, with the ability to act quickly and sensitively under pressure.
- Able to work on own initiative while understanding classroom roles, team responsibilities and the importance of consistent PSRP systems.
- Able to model effective practice, support colleagues, share strategies and contribute to the development of LSAs and wider provision where appropriate.
- Open to feedback, committed to own professional development and willing to learn from students, families, colleagues and specialist professionals.
- Committed to the School unique Jewish ethos and to inclusive, all ability schooling.
- Excellent interpersonal skills, a sense of humour and a positive, approachable manner with all members of the school and wider community.