



Hounsdown School
- A Science College

Learning Coach



Working Together, Achieving Excellence

Learning Coach

- Permanent – as soon as possible
- Grade C - £26,017 - £27,110 FTE per annum
- Part Time – Between 15 and 29.15 hours per week negotiable
- 40 weeks per year – term time plus 1 week
- Closing date: 12.00noon 14 May 2026
- Interview date: 21 May 2026

Dear Applicant

I hope that our application pack reflects the enormous pride that we have in our school, staff and students. The school converted to an academy in August 2011 and is a thriving, highly successful and popular single 11 - 16 comprehensive school of 1305 students. We have a strong emphasis on the traditional values of hard work, honesty, responsibility and respect for others. We value and are proud of our Hounslowdown Community. We are committed to supporting all staff in their career aspirations.

“Be the best that you can be” means continually striving to be the best version of ourselves.

“Have a Mind to be Kind” means everyone making a personal, positive contribution to our culture of mutual respect and courtesy

Our Vision is to be an outstanding educational provider, offering every young person the highest possible quality teaching, support, challenge and resources which help them help themselves to be the best that they can be.

To achieve this we continually seek to;

- Operate at high levels of TRUST and CHALLENGE for all
- Be safe and prioritise our safeguarding duties as a community
- Build trusted working relationships as the bedrock for successful education
- Provide an excellent learning environment and experiences
- Remember that resilient young people learn good lessons from mistakes and personal challenges
- Constantly reflect on how we can improve as a school community

Safeguarding

Hounslowdown School is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an Enhanced DBS check along with other relevant pre-employment checks.

The Role

We are seeking to appoint a Learning Coach to support students with Special Educational Needs & Disabilities (SEND) individually and in small groups. We also have the opportunity included in this post to combine the role with cover supervision for absent teachers throughout the school covering students' lessons. If in the future you want a career in teaching then this is an excellent way to gain experience in a school setting. Please indicate the days and hours you would like to work on your application form.

Candidates will need good communication skills and the ability to clarify and explain instructions clearly and a firm but non-confrontational approach towards discipline is essential. Experience of working with young people is desirable, although full training will be provided. Applicants need to have a good general education and be educated to GCSE level C or equivalent in Maths and English. Graduates looking for future teaching careers will be considered.

Staff Benefits

- Private Health Cash Plan
- Free counselling support
- Fantastic CPD opportunities for all
- Cycle Loan Scheme
- Staff swimming
- Respectful email policy
- Staff fitness sessions
- Excellent pension scheme
- Free onsite parking

How to Apply

To apply for this position please visit our website to download the application form included on the website.

<https://www.hounslowdown.hants.sch.uk/Recruitment/Recruitment/>

Job Description

Purpose

To support students with physical, emotional and learning difficulties through in-class support and individual programmes across the curriculum, including withdrawal support (1:1 or small group). To have a particular focus and experience for the development of literacy skills, especially in preparation for GCSE or other KS4 qualifications.

To fulfil and meet the responsibilities set out for teachers in the current DfE 'Keeping Children Safe in Education' and current DfE 'The Prevent duty'.

MAIN CORE DUTIES

Successfully fostering the participation of students in the social and academic practices of the school

- Supervising and assisting small groups of students in activities set by teachers (which could include off-site activities)
- Developing students' social skills by encouraging positive interaction
- Consistently and fairly implementing behaviour management policies
- Spotting early signs related to child protection, bullying or disruptive behaviour
- Helping the inclusion of all children
- Keeping children on task
- Supporting children to raise their self-esteem
- Supporting young people in preparation for GCSE English, particularly in the overlearning of skills required for GCSE examinations and the Literacy focus of papers.

Enabling students to become more independent learners

- Assisting students in educational tasks
- Freeing up the teacher by working with small groups against plans produced by the teacher
- Assisting students with sensory and physical needs (including medical and welfare requirements) which will include physical assistance pushing certain students who require a wheelchair.
- Assisting students with their revision and helping struggling students with their motivation as they approach examinations

Helping to raise standards of achievement for all students

- Assisting the teacher to help children understand the aims, content strategies and intended outcomes of a lesson
- Assisting the teacher in testing and assessment activities
- Recording observations on child behaviour and progress as directed by the teacher or SENCO
- Providing support for different groups of children during the delivery of the curriculum
- Enabling the teacher to undertake a more advanced range of learning activities (e.g. Teacher working with small group whilst LSA works with the rest of the class)
- Participating in targeted interventions such as reading or spelling programmes
- Allowing children to work independently and without interruption
- Making and displaying simple teaching aids
- Preparing classroom materials (e.g. Preparing work, books, setting up equipment, routine administrative tasks) under the guidance of the teacher but not to the detriment of children's independence
- Communicating with and providing regular feedback to teachers and to the SENCO (e.g. On student performance, learning obstacles, effectiveness of teacher guidance for particular students)
- Helping with departmental administration under guidance of the SENCO

Such others duties as may reasonably be allocated by the Headteacher or other delegated officers within the purview of the post.

Other specific duties and additional responsibilities

- To uphold the school's values, vision and ethos
- To follow the school's policies and practices in your day to day working practice
- To play a full part in the life of the school community, to support its vision and ethos and to encourage and ensure staff and students follow this example;
- To actively engage in the Performance Management process and continue personal development;
- To undertake any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Intellectual Property Rights

All work in the form of curriculum resources and SOW and any other materials produced for students or staff whilst an employee at Hounslow, remains within the ownership of the school. As such the school can determine whether this work is shared with others outside of the school. Upon leaving a copy of the work and materials should and must be left within the school (electronically or hard copy).

Child Safety

We are committed to safeguarding and protecting the welfare of children and young people and expect all staff and volunteers to share this commitment. To ensure that the school's Safeguarding & Restraint Policy and practice is adhered to at all times;

To be responsible for implementing and embedding the school's safeguarding, child protection and whistleblowing policy & practice, alerting the appropriate colleagues or school's Designated Safeguarding Lead to welfare and safeguarding concerns.

This is to remind staff about the expectation to inform the school where the relationships and associations, both within school and out of the workplace (including online), may have implications for the safeguarding of children in the school. Also to remind staff that if their circumstances change in this regard they inform the school via the Headteacher. Any matters raised will be dealt with confidentially and sensitively.

Health & Safety

- To be responsible for following the school's Health & Safety policy and practice, alerting the appropriate school staff to areas of concerns
- To be responsible for completing health & safety training as required
- To be responsible for the annual completion of your working area's risk assessment where required.

Training

- Work Station Assessment
- Willingness to undertake further training in developing literacy skills and in preparing students for GCSE English assessment
- Willingness to work with English Department to deliver a KS4 literacy programme under teacher/SENCO guidance

Person Specification

	Essential or Desirable
Professional experiences and qualifications:	
Proven literacy and numeracy skills, normally demonstrated by GCSE standard or equivalent with passes in English and Maths at Grade C or above	E
Be a user of a range of ICT applications including MS Office 2010 with excellent Word and Excel skills	E
Professional Skills and Abilities	
Experience of working with children in a school or similar environment	D
Ability to empathise with students and be sympathetic to their needs	E
Good communication skills and ability to clarify and explain instructions clearly to adults and children	E
Firm, sensitive and effective approach towards student discipline in accordance with Schools Behaviour for Learning policy and practice	E
Ability to work with the teacher in the delivery of teaching activities	E
Ability to apply knowledge and skills from training (e.g. in behaviour management, ICT) in practical classroom context and, where necessary, spread techniques and expertise to other LSAs)	E
Flexibility in relation to tasks undertaken and groups/children allocated	E
Ability to establish and maintain good relationships and rapport with other colleagues in the school and external contacts with the school (e.g. parents, Governors, education psychologist, speech therapist)	E
Ability to motivate and encourage children appropriately	E
Ability to maintain discretion and respect for confidentiality at all times	E
Skilled in maintaining personal and professional confidentiality	E
Integrity and honesty	E
Capable of working on own initiative and prioritising workloads	E
Good organisational skills	E
Excellent oral and written skills	E
The desire to be fully involved in promoting a positive image for the school	E
The ability to work well under pressure and with enthusiasm, commitment and a sense of humour	E
The ability to work as a member of a team and commitment to promoting team development	E
Understanding of Safeguarding practice, legislation and DFE requirements	E
Calm and able to work under pressure	E
Personal Skills and Abilities	
Energy, enthusiasm and flexibility	E
Good personal presentation (a professional style of dress is expected)	E
Excellent attendance and punctuality	E

How to Apply

How to complete your application form

In order for you to be considered for the position, it is important that you complete the application form fully. This ensures that all applicants are providing us with the same type of information.

Please use the job description and your knowledge of the role to assist you in completing the application form. Incomplete application forms will delay our recruitment process. CV's will not be accepted in substitution.

Your application is the first step in the process we use to choose employees. It plays an important part in deciding whether or not we invite you to the next stage of the process. Our decision on who to invite will be based on the information you give in your application. Please use your application and personal statement as an opportunity to reflect your personality, experience, strengths and creativity. We receive many applications; make yours stand out.

Personal Information

Enter your personal details in this section. During the recruitment process, we will contact you by email. Some spam filters may re-direct our emails to the spam folder within your email account. Please check your account regularly to minimise the risk of missing an email from us.

Employment History

Current Employer - Enter information about your current employer. If this is your first job after school or college, please give details of weekend, evening jobs, or work placements.

Previous employers - Please provide information about all of your previous employers including permanent, temporary or interim roles. To do this, simply add more sections. You must give a full history in chronological order since leaving secondary education, including periods of any post-secondary education / training, part-time and voluntary work. If you have any gaps in your employment, please indicate the reasons for this. Include full time employment, with start and end dates.

Provide explanations for periods not in employment or education / training and reason.

Formal Education

Enter all of your educational qualifications such as NVQs, GCSEs, O-Levels, A-Levels, AS Levels, Highers, and Degrees. **Include all subjects and grades/scores.**

References

Hounslow School is committed to safeguarding children and promoting the welfare of children, young people and adults. We expect all employees, workers and volunteers to share this commitment. All our recruitment and selection practices reflect this commitment.

For roles working with children and children's data, we comply with the "Safer Recruitment" national guidelines. Ideally, we will take up references before the interview for these roles; however, we do understand that with some positions this is not always possible. We will always be discrete, and if the role that you are applying for allows, you will have the option to let us know if you do not want us to contact your current employer.

Employment references for Safer Recruitment roles should not be from a colleague. They should be from your manager, supervisor or someone who is in a position of authority. It is our preference that referees are provided from different schools if you have worked in school environments previously.

If you are not currently working with children or adults but have done so in the past, it is important that you provide a reference from this employer.

We are committed to providing the best possible care and education to our students and expect all staff and volunteers to share this commitment. All staff have a role to play in safeguarding children and have a responsibility to provide a safe environment in which children can learn. Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions or cautions and bind-overs, including those regarded as 'spent' must be declared. Failure to declare any convictions or cautions may result in an offer of employment being withdrawn. A criminal record will not necessarily be a bar to obtaining a position.

Help us to speed up the references process:

- Ensure the email addresses and phone numbers you have provided for your referees are correct
- Do not to put two referees from the same place of work
- Let your referees know when you are offered the role
- Tell them that they will shortly be contacted for a reference
- Ask them to complete the reference as soon as possible

Interviews

If you are selected to attend an interview or an assessment day we will notify you via email or phone and let you know the date and time. It is very difficult for us to change the date of the interview once it has been agreed internally. Remember to check your spam folder when accessing your emails.

- Invitations to interview are usually made via email
- If you are invited to interview, please inform us if you require any particular arrangements, specific access or other support to be made.
- Where lunch is provided as part of the interview process (this will be made clear in the interview schedule), please inform us of any dietary requirements
- We will seek references on short-listed candidates prior to interview (where permission has been given)
- Candidates that have submitted their application form electronically will be asked to sign a hard copy (this will be provided) before being interviewed, to declare that it is true and accurate
- You will need to bring three items of identification with you to enable us to validate your identity. Details of appropriate documents will be included in your invitation to interview letter
- You will need to provide original qualification certificates specified as essential to your post in the Person Specification
- Depending on the nature of the post, you may also be required to undertake appropriate tasks/ presentation/teaching observation as part of the interview process. If this is the case, full details will be provided in the interview schedule.

“Pupils are keen to excel, ambitious for their own futures, and value the school’s support to help them to achieve their goals. There are excellent programmes to raise aspirations.” Ofsted 2017

Headteacher: **Mr D Veal B.Sc (Hons), M.A.Ed.**

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