



UNIVERSITY OF
BIRMINGHAM
SCHOOL

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University of Birmingham School

Candidate Information

uobschool.org.uk

Professional Services

SEN Learning Coach - supporting pupils with ADHD

CANDIDATE INFORMATION

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For more information, please go to www.uobschool.org.uk.

Dear Candidate

Thank you for your interest in working at University of Birmingham School.

We passionately believe that the purpose of education is to develop the character of our pupils and students, so they actively pursue a good life. We want them to be confident, curious and ambitious learners; we want them to show compassion, empathy and patience in their relationships with others and we want everyone to find a place in their local and global communities where they can flourish and thrive. The successful candidate will share our passion to make a positive and lasting difference to the lives of our pupils and students.

Our academic curriculum is delivered by our staff together with a pioneering programme of Character Education that embeds an enrichment programme of clubs, societies, sport, music, trips and visits into our school day. This approach is significantly enhanced by the full support of the University of Birmingham, to develop and integrate curricular, creative, sporting, intellectual and career enhancing links with our 'parent body'.

As the first secondary 'University Training School' in the country, we aspire to play a significant role in developing future generations of outstanding classroom practitioners, middle and senior leaders.

If you are someone with relevant experience, passion, expertise and vision, we offer an opportunity to work in a 'school for Birmingham', one that is designed to develop the flourishing citizens of tomorrow. We are committed to ensuring the well-being of our staff, but, at the same time, we have the highest expectations in terms of both quality of performance and commitment.

I hope you are as excited as I am by this challenging, yet immensely rewarding, opportunity. My team are happy to answer any questions you may have, and I look forward to receiving your application.

Yours sincerely



Colin Townsend
Principal

University of Birmingham School – Information for Candidates

University of Birmingham School opened in September 2015 in a new £23 million building located on the University of Birmingham's Selly Oak campus. In that first year, we welcomed 150 students into Year 7 and nearly 200 students into the Lower Sixth Form. In September 2020 we reached full capacity.

At University of Birmingham School, we are pioneering a comprehensive school and sixth form for a truly diverse and inclusive learning community that creates great citizens. We are proud to welcome 11-19 year olds from all across Birmingham through our doors to be part of our state-of-the-art school, and give them the opportunity to develop great character and achieve academic success in a thriving community - without limits.

Our partnership with the University of Birmingham gives our pupils, students and our staff unrivalled access to their world-class resources, research and people. This partnership makes us the UK's first secondary University Training School and gives us endless opportunities to collaborate, learn and grow as a school.

Our diverse curriculum is supported by a school-wide enrichment programme that ensures all pupils and students have the opportunity to explore their passions and develop as well-rounded citizens with great character.

By balancing character development with academic success, we are creating better citizens, better communities, and a better world.

About our Education

The curriculum in Years 7 to 11 includes Art, Biology, Chemistry, Computer Science, Design Technology, English, Geography, History, Mathematics, Modern Foreign Languages, Music, Physical Education, Physics, and Religious Studies. In the Sixth Form, we offer Art, Biology, Business Studies, Chemistry, Computer Science, Design Engineering, English Literature, French, Geography, History, Mathematics & Further Mathematics, Music, Physical Education, Physics, Politics, Psychology, Religious Studies, and Sociology.

The Form Tutor, Pupil Pastoral Managers and Year Leaders provide pastoral support and are the main conduit of communication between home and school on a day-to-day basis. Information about progress and attainment in terms of both academic performance and enrichment involvement is provided at least termly, together with an annual Parents' Meeting.

How is University of Birmingham School different?

1. Character Education

A feature of many of the most successful and traditional schools in the country is that their structures support, not necessarily by design, the development of character. Underpinning our ethos and provision is the first difference in our school - a focus on both 'taught and caught' character education.

2. Enrichment Programme

A second distinctive feature of the school is our enrichment programme. This timetabled opportunity allows the teaching staff, alongside trainee teachers, university sports coaches and professional services staff to provide an unparalleled programme of activities and host special activities.

3. Links with the University of Birmingham

The third distinctive feature of the School are the possibilities created through the extensive links with the University resources, staff, pupils, students, and alumni.

Why should you apply to work at University of Birmingham School?

We are committed to developing a school of the future, one focused on self-improvement and the pursuit of excellence in all aspects of our work and play. We aim to nurture, encourage and challenge all of our pupils and students to make the best of the opportunities available, to enjoy their time with us, and to realise their potential so that they can go on to make a real difference to other people and the communities in which they live.

We are seeking to recruit committed and ambitious individuals determined to transform the lives of our youngsters. In return, you will have the opportunity to work in outstanding facilities, with and for aspirational children and their parents/ carers and receive the best quality professional pedagogical and academic support to continue to develop your knowledge and skills in a unique and high profile environment. You will also have access to the physical and intellectual resources of a world class University.

As the School has now grown to full capacity, the department and pastoral teams have also grown and, dependent on performance, this is reflected in the payment to those who hold leadership or responsibility positions. In addition, there will be growing opportunities to be involved in a whole myriad of professional development opportunities as we seek to exploit our position and utilise our resources to lead on research based teaching and learning.



We aim to play a full part in the learning community of Birmingham and beyond by developing exciting and ground breaking relationships with businesses and collaborations with other primary and secondary schools.

Whilst we will be expecting a lot of each member of our community, the well-being and happiness of all is a priority. From experience we believe that people work best in institutions that value and promote a 'high accountability but high autonomy' approach. From time to time events occur that affect our personal and working lives. Under such circumstances, we will endeavour to provide the flexibility in approach and seek to provide access to whatever resources are required to support you when you need them.

We will expect you to do your best; to be an outstanding role model; to be committed to self-improvement; and, like the students, to demonstrate resilience and be fully committed to exploiting the opportunities available. We do hope, along the way, you will enjoy yourself and get the personal satisfaction and reward from doing what is the most important role in a modern society.

We look forward to receiving your application. We intend that our graduates will go on to make a difference to the lives of others – the real value of education. Join Team UoBS today.

Indicative Pay and Benefits

Commitment to Staff

We recognise that our staff are the School's most important asset and will value the commitment, support and goodwill of all those working at the School. To match our high expectations, we provide enhanced pay and benefits by:

- Paying staff a single salary for doing an excellent job;
- Maintaining a properly remunerated leadership and management structure within the School that reflects the levels of responsibility that staff undertake;
- Making fair, justifiable, open, objective, and accountable decisions within agreed policies and procedures;
- Promoting excellence, as well as a sustained, substantial contribution to the distinctive nature of the School;
- Putting care for staff, their wellbeing and professional development at the heart of the School;
- Establishing a culture of robust performance development and appraisal to underpin this policy;
- Developing and maintaining a harmonious working environment.

Salary Scales 2025/26

Professional Services

4	401	£32,362	TTO £28,572
	402	£33,547	£29,618
	403	£34,436	£30,403
	404	£35,324	£31,187
	405	£36,213	£31,972
	406	£37,398	£33,018

Pension

All professional service staff will be eligible to contribute to the Local Government Scheme.

SEN Learning Coaches - Job Description

The purpose of the Job Description and Person Specification is to provide information about the role, the qualifications skills and experience a successful candidate should have.

Salary	Annual salary starting at £28,572 per annum (actual salary for term time only)
Reporting to	Assistant Principal – Inclusion & SENDCO
Hours	8:30 -16:30 (15:30 on Fridays)

We are seeking to recruit a talented and appropriately qualified Learning Coach to undertake the following specific and general duties and responsibilities.

Core Purpose

The purpose of the SEN Learning Coach role is to enable pupils with special educational needs to flourish and make academic and social progress by developing, creating, and implementing a range of interventions and coaching strategies that support the ethos and vision of the University of Birmingham School.

Specific Responsibilities

The list of tasks in the sections below is illustrative of the general nature and level of responsibility of this post. This is likely to change over time in response to the School's needs and the experience and skills of the team as a whole.

The role of the learning coach is multifaceted and includes the following broad areas:

- Working directly with staff, pupils, and their families, to identify barriers, share information and support the specific needs of individual pupils and students.
- Contributing to the development of staff knowledge and skills, through coaching and delivering CDP.
- Leading on the EHCP review process and monitoring of provisions for an allocated cohort of pupils.
- Line managing a small group of Teaching Support Assistants (TSA's)
- With support from the SENDCo, coordinating provision and support for pupils with differences in executive functioning, including ADHD

Teaching & Learning

To complement the professional work of teachers by taking responsibility for learning activities, drawing upon best inclusive practice to meet the needs of pupils with SEN within the classroom, particularly learners with executive functioning differences, including ADHD, and contributing to whole school student outcomes, including:

- providing coaching support and guidance for colleagues to ensure that learning is research based and active, collaborative, fosters adaptive capabilities, encourages self-motivation and independence, located in problem-solving approaches, in real life settings and develops reflection and skills of metacognition;
- planning, preparing, and delivering personalised programmes of study in or out of class for pupils who require extra support, particularly in the area of executive functioning differences, including ADHD;

- engaging with the widest range of educational technologies;
- using detailed knowledge and specialist skills to support all pupils' learning, particularly within the disciplines of executive functioning and ADHD, including developing cognitive and study skills and skills for independence.
- using the full range of monitoring and assessment techniques to ensure learning and progress are maximised and supporting interventions where there is underachievement;
- supporting pupils consistently whilst recognising and responding to their individual needs;
- encouraging pupils to interact and work co-operatively with others;
- promoting independence and employing strategies to recognise and reward achievements of self-reliance;
- contributing to the highest possible academic outcomes for all pupils, fostering their enjoyment of learning.

Family & Pupil Support

To act as a key worker and named contact for a group of individual pupils, under the guidance of the Assistant Principal – Inclusion & SENDCO, including:

- liaising with families, school staff and external agencies to develop and report upon appropriate multi-agency approaches;
- leading and contributing to the process of Assess, Plan, Do, Review (APDR) for pupils with SEND;
- designing and implementing personalised programmes that enable individual pupils to participate fully in lessons and enrichment, and to make appropriate progress, in collaboration with Subject Leaders/Pastoral leaders;
- taking responsibility for the support of a cohort of vulnerable students;
- playing an effective part in the communication of individual pupil progress and target setting;
- providing advice and guidance to enable pupils and families to make informed, appropriate choices at key transition points.

Specialist support programmes

Under the direction of the Assistant Principal – Inclusion & SENDCO, take responsibility for planning, delivering, implementing and tracking specialist support programmes that will impact upon student progress and wellbeing:

- developing and implementing personalised learning plans;
- monitoring and reporting on the impact of support programmes and coaching strategies on pupils' academic progress and wellbeing;
- Maintaining accurate records for support programmes undertaken, both in and out of class, including the impact of these programmes;
- providing objective and accurate feedback and reports on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence;
- assisting in the setting of the University of Birmingham School's targets and the implementation of its development plans, as required.

School Life

To play an active role in the life of the School, including:

- promoting the inclusion and acceptance of all pupils in the classroom and wider School community;
- participating in meetings at the School which relate to its curriculum, administration and organisation

(e.g., pastoral arrangements, information events and parents' evenings);

- working within and contributing to established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence;
- assisting in the creation of learning environments where each student can demonstrate consistently thoughtful, ethical behaviour, showing consideration for others and offering support to them.
- taking an active part in the School's rewards programme celebrating achievement and, where necessary, applying School sanctions.

General Duties

In addition to the Job Description there will be the following general duties. They may be modified and developed by the School Business Leader, after consultation with you, to reflect or anticipate changes in your role commensurate with the salary and job title.

General Responsibilities:

To play a role, under the overall direction of the Principal, in:

- Managing staff and resources, to include the line management of Teaching Support Assistants.
- Supporting the School's responsibility to provide opportunities for personal and professional growth of all staff, including planning and delivering CPD.
- Creating a School environment with an outstanding care and guidance of, and for, each other.
- Supporting outstanding teaching and learning, achievement and behavior across the School.
- Carrying operational responsibility for the day-to-day management of the School.
- Undertaking any other professional duties reasonably delegated by the Principal, Vice Principal, Assistant Principal Inclusion or School Business Leader.

Main Functions:

- To be an active member of the School community who is passionate about ensuring an excellent standard of teaching and learning.
- Provide a flexible service that adapts to the changing needs of the School Community and responds to day to day situations as they arise.
- To ensure that a proactive customer service approach is adopted in all tasks undertaken.
- To be an excellent communicator with the whole School community.
- Ensuring that the School community has the right information at the right time to enable an excellent service.
- To contribute to the ethos of the School by participating and leading enrichment activities.
- To be an active and supportive part of the wider professional services team.
- Take on relevant responsibilities that are both essential or add value to the School community. For example, becoming a First Aider and/or Fire Warden.
- Be aware of and alert to the care of each child in the School, monitoring as appropriate and raising concerns when they appear.
- Provide lunchtime and break time supervision as required.
- Consistently produce a high standard of written work.
- To be a professional role model with a clear understanding of tolerance and the importance of diversity.

School Improvement:

- Demonstrate the School's vision and values in everyday work and practice.
- Continually look to improve practice and keep up to date with latest developments related to your role.
- Be knowledgeable in your role and provide advice and guidance to the School community.

Developing Self and Working with Others:

- Develop positive and collaborative working relationships with, and between staff to provide them with appropriate support and guidance in achieving the school's priorities and targets.
- Regularly review own practice, set personal objectives and take responsibility for own development.
- Manage own workload and that of others you line manage to allow an appropriate work/home life balance.
- Consistently enhance knowledge in relation to your role utilising self-directed learning.

Leading and Managing the School:

- Support the School Business Leader in the safer recruitment, deployment and development of staff to make most effective use of their skills, expertise and experience.
- Work with the Principal, School Business Leader, Senior Leadership Team and Governors to establish and maintain priorities for expenditure and monitor the effective use of resources to achieve value for money.
- Work with the Assistant Principal – Inclusion & SENDCO to lead the team of Teaching Support Assistants.

Securing Accountability:

- Support the Principal in developing a school ethos which enables everyone to work collaboratively, to share knowledge and understanding, celebrate success and accept responsibility for outcomes.

Community Development:

- Develop effective links, collaboration and the sharing of best practice with local schools and the wider community.
- Promote/preserve outstanding community cohesion across the School and beyond.
- Attend out of school hours events, as directed by the School Business Leader.

Other Requirements:

- To be aware of all Safeguarding/Child Protection issues.
- To assist with registration as required.
- To carry out your responsibilities at all times with due regard to the organisation and arrangements for Health and Safety at Work (including the preparation of Risk Assessments).
- To carry out your duties in line with the School's Policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.
- The University of Birmingham School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check with barred list information is required for all successful applicants in addition to checking the individual is not subject to a prohibition order. Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.
- Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offence(s) and when they were recorded.

SEN Learning Coach - Person Specification

Qualifications

- 5 A*-C grades at GCSE including at least C grade in English and Mathematics (Essential)
- A Levels (desirable) or equivalent Level 3 course
- Honours degree or equivalent (desirable)
- Specific CPD or further qualification relating to supporting pupils with executive functioning differences, including ADHD (desirable)

Personal Qualities and Relationships

- To have the ambition to develop each child to his or her maximum potential;
- To be able to establish and develop good relationships with all involved in the School, demonstrating positive personal impact and presence;
- To have a positive and motivated approach to work;
- To be willing to share expertise, skills, knowledge, and ability to encourage others to follow suit;
- To be able to work under own initiative whilst also drawing upon support as required;
- To have the ability to set high standards and provide a focus for improvement;
- To be able to recommend practical solutions to issues that arise;
- To be flexible and approachable, resilient and calm under pressure, and to demonstrate good judgement;
- To be able to manage own work load effectively and respond swiftly to tight deadlines;
- To be competent in the use of ICT and data entry;
- To have the ability to deal sensitively with people and resolve conflicts;
- To display an awareness, understanding and commitment to the protection and safeguarding of children and young people;
- To have outstanding oral and written communication skills.

Operational Knowledge and Experience

- To demonstrate clear understanding and knowledge of best practice and the challenges relating to inclusion in mainstream education;
- To have knowledge of working with children who have special needs in all four strands of the SEND Code of Practice;
- To have a track record of raising progress and attainment of all students with special educational needs and/or disabilities (SEND);
- To have experience of drawing up, tracking and monitoring personalised plans;
- To have experience of assessing, planning, delivering and reviewing support programmes effectively and efficiently;
- To have an understanding of the requirements of SEN and Disability Legislation;
- To have experience of using data to compile reports;
- To have experience of collaborative working with teaching and support staff and external agencies;
- To have knowledge of a range of classroom behaviour management strategies;
- To have knowledge of best practice and strategies for supporting pupils with executive functioning differences including ADHD.

Other

- An understanding and willingness to be involved in School enrichment activities;
- A desire to act as a Character Mentor and to contribute to the delivery of outstanding lessons in Character Education.

Complaints

If, following a future review amendment(s) are made to this document and an agreement is not reached, the appropriate grievance procedure should be used for the settling of any disputes.

Job Description issued by _____
(Signature of the Principal)

Copy received by _____ Date: _____
(Signature of Employee)