



North Oxfordshire Academy

The best in everyone™

Part of United Learning

Welcome to North Oxfordshire Academy

APPLICATION PACK

Learning Coach

Salary: £19,382 per annum

Hours: 32.5 hours a week. Monday - Friday 8:30am – 3:30pm.

Start date: September 2026

RECRUITMENT PACK



CONFIDENCE • AMBITION • RESPECT • DETERMINATION

North Oxfordshire Academy is seeking to appoint a Learning Coach

We are seeking a passionate Learning Coach or to join our experienced SEN Team. Whether you are an experienced professional or aspiring to work in education, we welcome you to apply!

North Oxfordshire Academy is part of United Learning, a unique group of independent and state schools working together to achieve the best in everyone. Our vision is to provide excellent education, so that all young people are able to make a success of their lives and, if we are to realise this vision, we need to make sure we attract, develop and reward the key ingredient – high quality staff such as **you**.

North Oxfordshire Academy is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments.

The post will be subject to an enhanced DBS Disclosure.

The successful candidate will fully embrace our values of Confidence, Ambition, Respect and Determination, and will have a working knowledge of how these will apply within a Secondary Academy context and within the role itself.



North Oxfordshire Academy is a caring and inclusive school. Staff know the pupils well and, as one parent described, “They always put the needs of the children at the heart of everything they do.”

(Ofsted, November 2022)

A Letter From The Principal

Thank you for interest in joining North Oxfordshire Academy. I am lucky enough to have worked at NOA since 2011 and have seen first-hand how our community has transformed lives. I am very proud of our school and, most importantly, of the students and staff with whom we have the pleasure of spending each day. At the North Oxfordshire academy, we talk a lot about us being a family; a place where we all belong; all feel respected and an academy that supports children to be the very best version of themselves.

North Oxfordshire Academy is a place where students work hard to achieve their dreams. We believe that high quality academic outcomes are important, but our young people are so much more than grades. We develop character so our students become respectful, ambitious, and determined members of our community. We expect every member of the NOA community to work hard to pursue their dreams; relentless hard work builds character. We have an ambitious vision of providing our students with a world class education in character and academics. The reason North Oxfordshire Academy exists is to provide the very best life chances for our students. Our vision and mission keep us moving forward; we never settle and always want better for our NOA families.

I am often asked what I am looking for when I appoint great colleagues. I think the starting point is that you must love children and that you have the highest of standards. NOA students and families deserve the very best and I look to employ people who work with integrity and truly believe in giving service to our community. In short, I appoint people who I would want to teach and inspire my own children.

Working in a school is deeply rewarding but also requires resilience. At NOA we look after staff with sensible and well thought out wellbeing and workload polices. We know that to flourish at work we all must be fulfilled in our home lives; we strive to listen and act on feedback. Staff are well supported by United Learning in providing a rich professional development offer for both teachers and support staff. Alongside this the United Learning curriculum is well developed so that teachers and leaders have a wealth of planning support. United Learning provide all staff with more time, more pay, and more support so we can deliver the very best learning experience for our students and families.

I hope you have read this short introduction, and you feel aligned with our vision. I encourage you to come and see the academy `in action`; our wonderful students and staff are the real selling point, and I think when you meet them you will want to be part of the North Oxfordshire Academy family.



Mrs Ellie Jacobs, Principal

Why Work For Us?

We are committed to ensuring our employees feel valued and appreciated. As we are part of a group, we can reward you better than any school could alone, and this includes your employee benefits.

We want to bring out the 'best in everyone' so, when you join us, you can be confident that you will receive the opportunities, guidance, and materials you need to excel in your role and contribute your best.

In addition to this, staff can expect:

- Discount scheme saves you money on supermarket shopping, gym memberships, holidays and more.
- Access to a Blue Light card.
- Health cash plan giving you money towards essential medical treatment.
- At least one guaranteed paid personal day each year, to use as you want.
- Access to a comprehensive wellbeing programme, providing support with issues from legal and financial to family and housing; access to free counselling; and other wellbeing support.



***“The school’s curriculum is ambitious. Leaders have considered it in the context of their pupils’ aspirations. Consequently, leaders have introduced carefully chosen vocational pathways in key stages 4 and 5, which complement the broad range of academic courses.”
(Ofsted, November 2022)***

Our Vision

To be an academy where students receive a world class education in character and academics leading to happiness and fulfilment in life.

Our Mission

We exist to provide our students with the best life chances in Oxfordshire.

Our Ethos

We engender a positive emotional climate where everyone is welcomed and valued. We believe that there are no excuses and no limits to what our students can achieve, and we work hard to maintain a relentless focus on high standards.

We believe that the five core values that best define North Oxfordshire Academy are:

CONFIDENCE

Definition: A positive belief in one's own abilities, qualities, and worth.

- The ability to interact with others positively and effectively.
- The ability to express oneself expressively and with fluency.
- The belief in your ability to succeed in a particular task or goal

AMBITION

Definition: a strong desire to achieve something.

- Aiming to achieve the highest possible outcome.
- Aspiring to achieve the best possible jobs, college, and university place.
- Offering leadership opportunities for all.

RESPECT

Definition: a quality shown through thinking and acting in a positive way.

- Respect for ourselves.
- Respect for others.
- Respect for the environment.

DETERMINATION

Definition: the ability to continue to do something, although it may be difficult.

- Embracing the challenges of learning at a high level.
- Not giving up during adversity.
- Supporting each other to achieve.

“I have been working at North Oxfordshire Academy for over 10 years and I love working here; I feel greatly valued as a member of the team. There has been investment in me personally, I am praised for my achievements and motivated in my role and other roles by way of growth, the opportunities are vast!”

Staff Member

Part of United Learning

North Oxfordshire Academy is part of United Learning, a large, and growing, group of schools aiming to offer a life changing education to children and young people across England.

Our schools work as a team and achieve more by sharing than any single school could. Our subject specialists, our group-wide intranet, our own curriculum, and our online learning portal all help us share knowledge and resource, helping to simplify work processes and manage workloads for an improved work-life balance.

As a group, we can reward our staff better: with good career opportunities, better pay, benefits, and ultimately, the satisfaction of helping children to succeed. We invest in our staff wellbeing. Our academies each have at least eight INSET days per year (with three of those solely dedicated to planning), and an ongoing group-wide wellbeing programme. It's an ethos we call 'the best in everyone'.



“The school’s culture is highly inclusive. All pupils are considered part of the ‘NOA family’. Staff care that all pupils are happy and successful in all aspects of school life. Pupils understand that bullying, discrimination, and harassment are not acceptable.

(Ofsted, November 2022)

About Banbury

About Oxfordshire

Banbury's location offers the best of both worlds, with proximity to London and Oxford while still providing a peaceful country lifestyle. This balance of convenience and tranquillity makes it an appealing choice for those seeking a charming and well-connected community to call home.

Banbury Cross

The history of Banbury Cross is fascinating, with both the original High Cross and the current monument playing important roles in the town's heritage. The unique story behind the current Banbury Cross being commissioned for a royal wedding adds an extra layer of significance to this iconic landmark. It serves as a reminder of Banbury's rich history and the changes it has gone through over the years.



Castle Quay Waterfront

The Castle Quay Waterfront is an exciting new addition to the town's landscape, with its focus on creating a vibrant canal-side leisure destination. The development includes a cinema, supermarket, hotel, restaurants, and parking facilities. As Castle Quay Waterfront promises to bring a fresh dynamic to Banbury's entertainment and dining scene, attracting more people to enjoy this modern amenity.



Spiceball Country Park & reservoir

Spiceball Country Park offers a range of recreational activities and amenities for visitors of all ages, making it an ideal spot for families and nature enthusiasts alike. From leisurely strolls by the canal and river to engaging in outdoor play or enjoying a picnic in the serene surroundings, the park caters to various interests, ensuring a delightful experience for all who visit.

The Banbury Museum & Gallery

The Banbury Museum & Gallery offers visitors a comprehensive exploration of the town's history through its diverse exhibits and collections, spanning from the origins of the town to the present day. Situated conveniently next to the Oxford Canal and Tooley's historic boatyard, it provides an immersive experience for families

and history enthusiasts alike. With a variety of special exhibitions, events, and activities, there's always something engaging happening at the museum for all visitors to enjoy.

Broughton Castle

Broughton Castle located about 2 miles from Banbury, is a truly historic and picturesque estate with its moated fortified manor house, strong ties to the English Civil War, and its continued occupation by the Fiennes family. The combination of history and natural beauty, as seen in the formal gardens and park, likely makes it a fascinating place to visit and learn about.

Job Description and Person Specification

Post Title	Learning Coach
Hours	Monday – Friday 8:30am – 3:30pm, Term time only plus Inset days
Salary	£19,232 per annum
Disclosure level	Enhanced
Purpose	<ul style="list-style-type: none"> To work with the SENDCo & SLT to support students who have specific learning needs, experience emotional and behavioural difficulties, who are withdrawn or isolated or display school phobic reactions. To support the planning, delivery and evaluation of appropriate alternative provision interventions as directed.
Working with Students	<ul style="list-style-type: none"> To aid the pupil to learn as effectively as possible both in group situations and on his/her own by, for example: <ul style="list-style-type: none"> Clarifying and explaining instructions. Ensuring the pupil can use equipment and materials provided. Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs. Assisting in weaker areas, e.g., speech and language, reading, spelling, numeracy, handwriting/presentation etc. Using praise, commentary, and assistance to encourage the pupil to concentrate and stay on task. Liaising with class teacher, SENDCo and other professionals about individual education plans (IEPs), contributing to the planning and delivery as appropriate. Providing additional nurture to individuals when requested by the class teacher or SENDCo. Consistently and effectively implementing agreed behaviour management strategies. Helping to make appropriate resources to support the pupil. Understand the intervention strategies to be used to manage the behaviour of students with behaviour and emotional difficulties. Provide support for individual students inside and outside the classroom to enable them to fully participate in activities; support students with specific learning needs and help develop their social skills. Obtain accurate and up-to-date information regarding the nature and level of the student's needs in Literacy and Numeracy. Work collaboratively with others to implement a positive, approach to managing various behaviours displayed by students. Recognise and respond appropriately to risks to yourself and/or others during episodes of challenging behaviour. Provide feedback to relevant people on significant aspects of the student's participation levels and progress. Encourage students to resolve minor conflicts amicably and safely. Input into team newsletter. Respond appropriately to conflict situations and incidents of inappropriate behaviour. Recognise and respond to opportunities to remind students of school policies concerning the rights of others and their own responsibilities towards each other. Listen carefully to students with behaviour, emotional and social development needs and encourage them to communicate their needs and ideas.

	<ul style="list-style-type: none"> • Deliver tailored lessons/activities one to one or in small groups. • Provide support for individual students inside and outside the classroom to enable them to fully participate in activities; support students with specific learning needs and help develop their social skills. • Use effective strategies to encourage the student to make their own decisions and accept responsibility for their actions. • Help the student to refocus on class rules, personal targets and responsibilities in school and the wider community following flashpoints where his/her self-control has been lost. • Use strategies for recognising and rewarding achievements and efforts towards self-reliance. • To undertake lunchtime supervision as directed (Duties).
Knowledge and understanding	<ul style="list-style-type: none"> • Assist with the supervision of students out of lesson times, including before and after academy and at lunchtimes. • Accompany teaching staff and students on visits, trips and out of the academy activities as required. • Understand the school's policy on inclusive education and equality of opportunity and your role and responsibility in relation to this. • Understand the school policies and procedures relating to the behaviour, emotional and social development of students. • Understand the effects of specific types of verbal behaviour, e.g., proximity, tone and gesture, and non-verbal behaviour, e.g., body language, personal space, on students' emotional and behavioural responses, and how positive examples of these can improve students' self-esteem and social response. • Understand how to manage conflict, including negotiation skills and a range of defusing and de-escalation strategies, positive handling, and recovery strategies.
CPD	<ul style="list-style-type: none"> • Undertake specialist training to help develop the skills and competencies to effectively support students with communication and interaction needs. • Complete national training to gain recognised qualifications. • To take part in the academy's CPD programme by participating in arrangements for further training and professional development • To engage actively in the Performance Management Review process • To work as a member of a designated team and to contribute positively to effective working relations within the school • To contribute to the development of effective subject links with external agencies and develop opportunities for students to engage in enterprise activities etc.
Communications	<ul style="list-style-type: none"> • To communicate effectively with the parents/carers of students as appropriate • Where appropriate, to communicate and co-operate with persons or bodies outside the academy. • To follow agreed policies for communications in the academy. • To take part in marketing and liaison activities such as Open Evenings, Parents Evenings etc.
Other Specific Duties:	
<ul style="list-style-type: none"> • To play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. • To promote actively the academy's Policies & Procedures. • To continue personal development as agreed. • To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate. • To undertake any other duty as specified not mentioned in the above. • To comply with the Academy's procedures concerning safeguarding and to ensure that training is accessed. 	



"It should feel daunting starting a new job but my time at NOA has been positive from the start. Apart from the welcoming atmosphere from your colleagues, it is apparent that support is in place for you to do well. I have been thoroughly lucky to receive such support and mentoring within my job role."



Person Specification – Learning Coach

The successful candidate will possess all or most of the following attributes:

Qualifications	Requirement	Evidenced
GCSE Science, English and Maths (grade C/4 or higher).	Essential	Application
Teaching Assistant Level 3 (or willingness to complete).	Essential	Application
Additional specialism or qualifications in learning support e.g., Speech and Language training, bilingual, SEND specialism etc.	Desirable	Application
Skills and Knowledge		
The ability to use IT effectively to support tasks and activities.	Essential	Application/interview
Good written and verbal communication skills, fluent in English.	Essential	Application/interview
Knowledge and understanding of subject-specific curriculum.	Desirable	Application/interview
An understanding of current teaching and learning styles and methodologies, including the effective use of IT in the classroom.	Desirable	Interview
Ability to recognise potential barriers to learning and an ability to develop plans to overcome these.	Desirable	Interview
Understanding of different strategies to manage behaviour and social skills development in a classroom context.	Desirable	Application/interview
Knowledge of the role of external agencies and the role that they can play to provide support for pupils.	Desirable	Application/Interview
Good problem-solving skills.	Desirable	Application/Interview
Experience		
Working with children across the age and ability range appropriate to the role.	Essential	Application/interview
Designing and implementing individual support programmes.	Desirable	Application/Interview
Working knowledge of strategies available to support children with SEND needs.	Desirable	Application/interview
Personal Characteristics		
A commitment to own continuous professional development and learning.	Essential	Application/interview
Demonstrates a commitment to treating others fairly, consistently and with respect, championing our inclusive culture.	Essential	Application/interview
Passionate about making a difference to young people and our communities.	Essential	Application/interview
Approachable and patient.	Essential	Application/Interview
Other		
Committed to the safeguarding of young people.	Essential	Application/interview
Willingness to participate in training.	Essential	Application/Interview



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