



Specific Role Description			
ROLE TITLE: Learning Coach Champion			
Team: House	Line Manager: House Lead	LMoR : Deputy Head SENDCo and DSL	Band: E
Role Authorities:			
Line Manager of: Learning Coach		LMOR of:	
Program Manager: TBC in relation to post		Team Member of: House Team	
Purpose:			
To be a role model learning coach, champion of a given area, inspiring and supporting children and staff			
Authorities:			
<p><i>Key area of responsibility:</i></p> <ul style="list-style-type: none"> • <i>Leadership of a key area (as defined by the Head of School)</i> • <i>Assign tasks to Learning Coaches</i> • <i>Deliver inset/support in key area</i> <p><i>Line management (as allocated by the House Lead):</i></p> <ul style="list-style-type: none"> • <i>Review recognise and reward performance of the Learning</i> • <i>Stage one capability informal support</i> • <i>Stage one disciplinary of the Learning Coaches you line manage</i> • <i>PLEO- spend within set limits.</i> • <i>Approval of activity and house room risk assessments</i> • <i>Parent Liaison and Communication- area of responsibility</i> • <i>Role model delivery of the wellbeing curriculum</i> 			
Person Specification			
Qualifications, Experience and Values			
<ul style="list-style-type: none"> • Honest • Trustworthy • Courageous • Dignifying • Fair • Loving • GCSE's in English and Mathematics (grade C or Level 4 or above) 			



<ul style="list-style-type: none"> • Relevant further or higher education qualifications (Level 3 or above) 	<pre> graph TD A[Deputy Head-SENDCo and DSL] --- B[House Lead] B --- C[Learning Coach Champion] C --- D[Learning Coach] </pre>
Role Relationships:	
<p>Professional: Learning Coaches, Learning coach champion, House Lead, Core subject leads, Teachers, Deputy Heads, Head of School</p> <p>Parents and Community: all parents/carers, community facility managers/staff</p> <p>Pupils: all children in the school, children receiving remote learning support.</p>	

Role environment

Key result area	Accountability	Performance indicator
CORE	<ul style="list-style-type: none"> • Uphold the vision and values of the company • Adhere to all company policies and procedures • Belonging- collegiate responsibility • Role model adult 	
Leadership	<ul style="list-style-type: none"> • <i>Staff training in key area of responsibility</i> • <i>Analyse progress/impact data in key area of responsibility</i> • <i>Coach other adults to improve</i> • <i>Coach other adults to deliver effective provision</i> • Build positive trusted and safe relationships with children, colleagues and parents • Weekly monitoring reports • Daily log/capturing learning • Set and amend weekly goals and track progress 	



	<ul style="list-style-type: none"> • Remove barriers to learning • Hold the highest aspirations for every child 	
Learning	<ul style="list-style-type: none"> • Delivery of area of specialism TBC • Delivery of the bespoke and statutory wellbeing curriculum • Track progress in wellbeing curriculum • Track progress in specialist area • Set Goals, record and log evidence of progress in Arbor • Coaching to support children to achieve well, relative to their prior attainment. • Provide activities and opportunities that meet the needs of children and link to their strengths and interests as well as areas for development • Coach children to become increasingly independent learners • Enable children to access learning • Supporting children to access academic learning • In lesson support 	
Children	<ul style="list-style-type: none"> • Supporting improving good attendance • Identification and proactive challenge and support of poor attendance • Be an advocate for the child, supporting them to identify and communicate needs • Establishing clear and consistent boundaries to create an atmosphere of safety and mutual respect • Consistently address negative behaviours • Adhere to co-regulation plans and adapt as required • Proactive/timely intervention 	
Community	<ul style="list-style-type: none"> • Liaison with parents in line with area of specialism • Effective and timely communication with parents 	



	<ul style="list-style-type: none"> • Liaison with community facility owners and staff • Liaison/links with external specialists 	
Finance	<ul style="list-style-type: none"> • Specialist spend within budget • Accurate mileage claim • Resourcing of the bespoke curriculum within personal budget 	
Environment	<ul style="list-style-type: none"> • Display and promotion of specialist area • A safe, stimulating and consistent environment for learning • Role model care and upkeep of on and off site facilities • Role model sustainability 	
Organisational & Personal Development	<ul style="list-style-type: none"> • Statutory and company training • Personal professional development • Engage positively in induction, probation and appraisal processes • Session and other reports completed on time 	
Safeguarding and H&S	<ul style="list-style-type: none"> • All aspects of safeguarding and health and safety for children in your care • Effective reporting in CPOMS 	