

**Job Title:** Progress Coach

**Department:** SEND

**Responsible to:** Director of SEND

**Responsible for:** N/A

**Contract Type:** Permanent

**Grade:**  LPT 4

**Job Purpose:**

The Progress Coach should, by experience, training, or aptitude, support the learning of children with a range of SEND needs, including within our new **Autism Spectrum Disorder (ASD) Unit opening in September 2025,** to**:**

* Provide support for students, teachers, and the school to raise learning standards for SEND students.
* Encourage students to become independent learners and support their inclusion in all aspects of school life.

Progress Coaches will work flexibly in both the main school and the ASD Unit as required.

**Job Description**

**SEND duties**

1. Assist in the educational and social development of pupils under the direction and guidance of the SENDCo and class teachers.
2. To be responsible for supporting the outcomes of cohorts of students.
3. Support identified students by:
* Establish productive working relationships with students, acting as a role model and setting high expectations;
* Being familiar with targets on individual plans;
* Undertaking Learning coach training;
* Liaising with Subject Teachers;
* Helping students become independent learners;
* Identifying students’ barriers to learning and help them access the curriculum;
* Offering simplified or additional explanations to ensure their understanding of the subject;
* Helping students to develop their speech, language and communication skills and working with a speech and language therapist where appropriate;
* Implementing strategies as directed by external agencies;
* Offering support, as appropriate, with reading, written work and spelling;
* Ensuring the safety and integration of students with physical and sensory disabilities;
* Provide strategies and techniques to the students to ensure that they are able to remain on task and to complete set work independently;
* Helping the student/s to participate in group work, oral work and in aspects of wider school life for example sports clubs and activities;
* Boosting self-esteem by praising effort and ensuring identifiable success in the classroom
* Utilising IT to enhance learning and record assessment
1. To work with students individually or in small groups, to practice specific skills or to carry out classroom tasks.
2. To be responsible for coaching a select number of students on the SEND register, working towards specific learning targets;
3. Contribute to the development and implementation of individual plans.
4. Establish constructive relationships with students and interact with them according to their individual learning and emotional needs.
5. Assist with the planning of learning activities.
6. Provide detailed feedback to Heads of Year and subject staff on student progress, achievements and problems and, under the guidance of the SENDCo and subject teachers, provide feedback to students on their progress and achievements.
7. Support and supervision of students at a lunch time club.
8. To be responsible for one or more areas such as EAL, assessment, access arrangements, intensive one to one support, speech and language, paired reading, anxiety work, invoicing and accounts, online screeners and programmers, transition and homework club.

**Administrative Duties**

1. Completion of relevant paperwork.
2. Support class teachers in photocopying and other tasks in order to support teaching.
3. Undertake other duties from time to time as the head teacher requires.

**Standards and Quality Assurance**

1. Support the aims and ethos of the school.
2. Set a good example in terms of dress, punctuality and attendance.
3. Attend team and staff meetings.
4. Undertake professional duties that may be reasonably assigned by the Director of SEND.
5. Be proactive in matters relating to safeguarding, confidentiality and health and safety.

**Other Duties**

1. Attendance at training and staff development sessions (pro rata).
2. Accompanying educational visits.

**Qualifications and Skills:**

**Essential:**

* Educated to GCSE Level or equivalent, with a minimum Grade C in Maths and English;
* Proficiency in Microsoft Office Suite (Excel, Word) and evidence of ICT skills;
* Strong communication and interpersonal skills, with the ability to maintain confidentiality and professionalism;
* Tactful, diplomatic, and empathetic in dealings with students, parents, and colleagues;
* Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these;
* Willingness to undertake in house learning;
* Ability to use other equipment technology, e.g. video, photocopier.

**Desirable:**

* Experience working with children of relevant age;
* Training in the relevant learning strategies e.g. literacy.

All staff are expected to:

* *Positively support equality of opportunity and equity of treatment to colleagues and students;*
* *To undertake duties as specified by the Headteacher not mentioned in the above;*
* *Help maintain a safe working environment;*
* *Present themselves in a smart and professional manner befitting of their profession;*
* *To comply with any reasonable request from the senior leadership team;*
* *This post is classified as having substantial access to children and appointment is subject to an enhanced police check of previous criminal convictions (DBS). 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 wills not necessary debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.*