



Job Description and Person Specification



- Post Title:** Pupil Engagement Coach Enhanced – (formerly Level 3 LSA)
- Responsible to:** Head of Learning Zone / SENCO
Working under the direct instruction of the SENCO and Additional Educational Needs Manager
- Responsible for:** Support and guidance for LSAs (and the supervision of these staff where appropriate)
- Grade:** Band E+, 37 hours per week, 192 days per year
Actual Salary £18,518 to £20,855 (FTE Salary £21,269 to £23,953)

Main Purpose of Job

To work under the guidance of the SENCO and AENM to implement agreed work programmes with individuals / groups both within and out of the classroom. This will include the use of detailed and specialist knowledge in literacy and numeracy. In particular candidates will be required to work with pupils who need support and nurture to empower them to access the curriculum.

All postholders at Oakwood High School are required to work at their designated level to support the implementation of all school policies and procedures to achieve the key targets of the school. These targets are reviewed annually and adapted to meet the needs of our pupils.

The post holder will be a key member of the team in the Academy and will work positively and proactively.

The post holder will work in collaboration with a range of staff across the Academy in the discharge of their duties and will at all times work within and contribute to the legal, regulatory and policy frameworks of the Academy and wider Trust.

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.



Main Duties of the Post (including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1	Role Specific Duties and Responsibilities	A	L	O
1.1	Use specialist (Curricular / Learning) skills / training / experience to support pupils.			✓
1.2	Assist with the development and implementation of Pupil Support Plans.	✓		✓
1.3	Establish productive working relationships with pupils, acting as a role model and setting high expectations.			✓
1.4	Promote the inclusion and acceptance of all pupils within the classroom.			✓
1.5	Support pupils consistently whilst recognising and responding to their individual needs.	✓		✓
1.6	Encourage pupils to interact and work cooperatively with others and engage all pupils in activities.			✓
1.7	Promote independence and employ strategies to recognise and reward achievement of self-reliance.			✓
1.8	Provide feedback to pupils in relation to progress and achievement.			✓
1.9	Deliver intervention strategies to support pupil progress with regards to their emotional health and wellbeing.	✓		✓
1.10	Use suitable systems (SIMS/Go4Schools) and liaise with Attendance and relevant staff to identify pupils with persistent low attendance or under-achievement.	✓		✓
1.11	Monitor attendance and attainment to identify pupils at risk of becoming NEET.	✓		✓
1.12	Work as a learning mentor to provide pastoral support around emotional health and wellbeing and academic issues.			✓
2	Support for the curriculum			
2.1	Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.			✓
2.2	Implement local and national learning strategies, e.g, Literacy, Numeracy, KS3, Early Years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.			✓
2.3	Support the use of ICT in learning activities and develop pupils' competence and independence in its use.			✓
2.4	Help pupils to access learning activities through specialist support.			✓
2.5	Determine the need for, prepare and maintain general and specialist equipment and resources.			✓
3	Support for the teacher			
3.1	Work with the Teacher to establish an appropriate learning environment.			✓
3.2	Work with the Teacher in lesson planning, evaluating and adjusting lesson / work plans as appropriate.	✓		✓
3.3	Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievements against pre-determined learning activities.			✓
3.4	Provide objective and accurate feedback and reports, as required, to the SENCO, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.	✓		
3.5	Be responsible for keeping and updating records, as agreed with the SENCO, contributing to reviews of systems / records as requested.	✓		

3.6	Undertake marking of pupils' work and accurately record achievement / progress.	✓	✓
3.7	Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with school policy and encourage pupils to take responsibility for their own behaviour.	✓	✓
3.8	Liaise sensitively and effectively with Parents / Carers as agreed with the SENCO within your role / responsibility and participate in feedback sessions / meetings with Parents / Carers.	✓	✓
3.9	Administer and assess routine assessments and invigilate exams / tests.	✓	
3.10	Provide general clerical / administrative support, eg, administer coursework, produce resources for agreed activities, etc.	✓	✓

4	General
4.1	All employees have a responsibility for implementing all School Policies and procedures and working in accordance with the Code of Conduct for Staff.
4.2	Break-time and after school duties on a rota basis.
4.3	All employees will be asked to work at their level on pupil interventions to meet pupil needs and school targets.
4.4	Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
4.5	Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.
4.6	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
4.7	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
4.8	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
4.9	Establish constructive relationships and communicate with others (inside and external to the Trust).
4.10	Organise and support Academy and Trust events as requested.
4.11	Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.

Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community. We build upon our strengths – together!

Person Specification

Pupil Engagement Coach Enhanced - (formerly Level 3 LSA)

Inspire Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers and volunteers to share this commitment.

Personal Skills Characteristics	Essential	Desirable	Method of Assessment
1 Qualifications and Experience			
1.1 Teamwork, working with young people in a relevant capacity; including supporting withdrawal groups and whole class groups.	✓		AF
1.2 Understanding of classroom roles and responsibilities and your own position within these.	✓		AF
1.3 Ability to relate well to children and adults and an understanding of learning and development.	✓		AF
1.4 A degree in a relevant subject.		✓	AF/CQ
1.5 Evidence the use of specialist skills to support pupils who have additional needs with regards to SEMH difficulties.	✓		AF/CQ
1.6 GCSE A*-C in Mathematics, English (and preferably Science) or equivalent.	✓		AF
1.7 NVQ 3 Teaching Assistants or an appropriate L3 qualification or evidence of experience of successfully using relevant strategies to support pupils with learning difficulties.	✓		AF
1.8 ICT skills including Microsoft packages at an appropriate level (SIMs use would be an advantage)	✓		AF/CQ
1.9 Working knowledge of relevant policies/ codes of practice/legislation.	✓		I/AF
2 Support for Teaching and Learning			
2.1 Interest in practical/creative teaching support	✓		I, R
2.2 Knowledge of educational developments		✓	I
2.3 Ability to organise and supervise the work of pupils so as to ensure that they make good progress	✓		AF, I, R
2.4 Evidence of ability to communicate with a range of adults and pupils.	✓		AF, I, R
2.5 Experience of using IT to support learning	✓		AF, I
3 Personal Qualities			
3.1 Conscientious, honest and reliable.	✓		I, R
3.2 Able to make carefully considered decisions and assess risk.	✓		I, R
3.3 Ability to work on own initiative.	✓		R
3.4 A commitment to self improvement.	✓		AF, I

Personal Skills Characteristics		Essential	Desirable	Method of Assessment
3.5	Capacity to motivate, inspire and challenge pupils, self and others.	✓		I, R
3.6	Ability to establish and maintain good relationships with a range of adults and pupils.	✓		I, R
3.7	Inclusive.	✓		AF, I, R
3.8	An understanding of and commitment to equal opportunities issues both within the workplace and the community in general.	✓		I
3.9	A commitment to future training and development.	✓		AF
4 Mandatory Requirements				
4.1	A DBS check at an enhance level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment.	✓		DBS Check
4.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974 (all spent convictions to be declared on the application form)	✓		AF/R
4.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓		AF/R
4.4	A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	✓		I, R
5 Physical Requirements				
5.1	Health and physical capacity for the role.	✓		I, R
5.2	A good attendance record in current employment, (not including absences resulting from disability).	✓		I, R

Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in Section 11 'Information in Support of the Application' of the application form, candidates should be prepared to discuss these in the interview process.

6 Effective Behaviours		Method of Assessment
6.1	Managing self and personal skills: Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others.	A/I/R
6.2	Delivering excellent service: Providing the best quality service to all pupils and staff and to external customers e.g. clients, suppliers. Building genuine and open long-term relationships in order to drive up service standards.	A/I/R
6.3	Finding innovative solutions: Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation.	A/I/R
6.4	Embracing change: Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.	A/I/R

- | | | |
|-----|--|-------|
| 6.5 | Using resources: Making effective use of available resources including people, information, networks and budgets. Being aware of the financial position of the school (Trust) and impact of decisions on this. | A/I/R |
| 6.6 | Engaging with the big picture: Seeing the work that you do in the context of the bigger picture e.g. in the context of what the Trust / School are striving to achieve and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others. Appreciating the role of others, their impact on you and your impact on them. | A/I/R |
| 6.7 | Developing self and others: Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the Trust. | A/I/R |
| 6.8 | Working with people: Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wider range of interpersonal skills. | A/I/R |
| 6.9 | Achieving results: Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria. | A/I/R |

Key to abbreviations:

AF Application Form

R References

I Interview

CQ Certificate of Qualification

OT Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed)

DBS Disclosure and Barring Service Check

This specification has been prepared in accordance with the requirements of Inspire Trust's Equal Opportunities in Employment Policy. All contracts of employment are with Inspire Trust. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have. Disabled applicants who meet the essential shortlisting criteria will be guaranteed an interview.