

## JOB DESCRIPTION

<b>Post:</b>	English Learning Coach
<b>Responsible to:</b>	Lead of English
<b>Location:</b>	WMG Academy for Young Engineers Solihull
<b>Salary:</b>	SCP 11-13 - £15,807 - £16,491 (pro-rata £13,841 - £14,440)
<b>Contract type:</b>	37.5 hours per week, Term time only + 5 (39 weeks)
<b>Contract term:</b>	Permanent
<b>Closing date:</b>	<b>8<sup>th</sup> November 2018 @ 9.00am</b>
<b>Interview date:</b>	<b>Week Commencing 12<sup>th</sup> November 2018</b>
<b>Start Date:</b>	7 <sup>th</sup> January 2019 or before

## DUTIES AND RESPONSIBILITIES

### Support for the Learners

- Use subject knowledge and skills to prepare, plan and deliver English sessions and or the other areas of learning that form a part of the WMG Academy Engineering/English curriculum through innovative exciting themed learning.
- Work with students as a learning coach to remove barriers to learning and to personalise learning so that students develop autonomy in constructing their learning so that it better meets their individual needs.
- Provide high quality subject specific sessions which ensure that students acquire new knowledge and skills; develop ideas and increase their understanding; develop their ability to concentrate and work productively both independently and collaboratively, producing a high quality end product.
- Ensure students make progress through: well planned and well-paced learning activities, regular assessment for learning sessions that are well matched to students' needs with an appropriate level of stretch and challenge and well organised and skilful use of resources, including time, new and emerging technologies.
- Support students in a consistent and effective way so as to develop their learning behaviour.
- Ensure students engage in self-evaluation and reflective partnership work with peers and other teaching staff.
- Learning coaches are to be clear about the learning objectives and outcomes in learning activities, and understand the sequence of teaching and learning in particular subjects so that this can be communicated to the students.
- To provide academic mentoring of learners to enable them to make informed, positive choices regarding the curriculum and engagement with employer;
- Be aware of and implement the Individual Learning Plans and Personal Care Programmes;

- Establish constructive relationships with learners and interact with them according to their individual needs;
- Promote the inclusion and acceptance of all learners;
- Set challenging and demanding expectations and promote self-esteem and independence;
- Provide feedback to learners in relation to progress and achievement

### **Support for the Curriculum**

- Support the use of ICT in learning activities and develop the learners' competence and independence in its use;
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist learners in their use;
- Liaise with employer partners where necessary, sharing learner data in an appropriate manner.
- Take responsibility for ensuring skills knowledge and understanding in relation to the job description are up to date, including those requirements of the programmes being followed and their accreditation.

### **Care, Welfare, Guidance and Support**

- Maintain an ongoing overview of the personal and academic development of each student to whom you are assigned as a learning coach, and of all students in relation to the specific areas of learning you plan and deliver.
- Negotiate the individual learning plan for each student to whom you are assigned as a learning coach.
- Work with other colleagues to identify when an intervention is needed to secure continual learning progress.
- Liaise with the SENCO and form tutors, to ensure appropriate provision is in place to support students in your specific subject area.
- Maintain accurate and comprehensive records of individual student progress and provide timely information about curriculum attainment against targets.
- Contribute to the assessment and reporting of student development in line with the WMG Academy Trust protocols.

### **Support for the Academy**

- Be aware of and support difference and ensure all learners have equal access to opportunities to learn and develop;
- Contribute to the overall ethos/work/aims of the academy;
- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings as required;
- Assist with the supervision of learners out of lesson times;
- Accompany teaching staff and learners on visits and out of school activities as required and take responsibility for a group under the supervision of the teacher;
- Participate in training and other learning activities and performance development as required;
- Show a duty of care and take appropriate action to comply with Health & Safety requirements, safeguarding, security, confidentiality and data protection at all times reporting all concerns to an appropriate person;
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory;
- Acts as a role model to learners and provide guidance and personal support when required;

- Contribute to the enrichment programme offered by the Academy.

#### **Pastoral duties**

- To be involved in the pastoral life of the Academy, fulfilling mentoring and pastoral roles in which your status as a role model within the academy is used to raise learners' aspirations and signpost effective personal development opportunities.
- Leading an enrichment activity, e.g. small sports activities, creative or learning support groups, English workshop

#### **Leadership and Management**

- Take responsibility for ensuring skills knowledge and understanding in relation to the job description are up to date, including those requirements of the programmes being followed and their accreditation.
- Attend briefings, register students and assist with supervision before, during and after the working day.
- Attend meetings arranged for staff, with parents and carers and, when appropriate, with employers and other outside agencies/providers.
- Assess, record and report on the personal development and academic attainment and achievement of students in a small group.
- Ensure that work is always set for classes when absence is foreseeable

### Person Specification for English Learning Coach

The person specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively:

<b>REQUIREMENTS</b> The post holder must be able to demonstrate:	ESSENTIAL (E) or DESIRABLE (D) REQUIREMENTS
<b>QUALIFICATIONS</b>	
Level 3 Qualification in relevant subject	E
GCSE or equivalent qualification in English and English at grade C or above	E
Degree or equivalent in relevant subject	D
<b>EXPERIENCE</b>	
Relevant worked based professional experience	E
Understanding of behaviour for learning	E
Understanding and demonstration of barriers to learning and how to overcome this	E
Understanding of what outstanding teaching, learning and assessment strategies look like	D
Experience of working with Gifted & Talented/SEN pupils	D
Experience of working with a range of partners both in and outside the world of education	D
<b>KNOWLEDGE AND SKILLS</b>	
Ability to create an ethos which enables all learners to achieve their potential	E
To be able to work effectively as a team	E
Excellent interpersonal skills and ability to work in partnership with a diverse range of stakeholders	E
Good literacy, numeracy and ICT skills	E
An ability to inspire learners in Y10 to Y13	E
Ability to organise, plan and prioritise	E
Excellent communication skills	E
Knowledge and understanding of current curriculum developments	D
Ability to analyse and interpret learner performance data and set targets	D
Knowledge and understanding of health and safety and safeguarding	D
<b>PERSONAL ATTRIBUTES</b>	
A commitment to equal opportunities and a strong belief in inclusive education practices and that learning for all students is supported	E
To work under pressure and meet deadlines	E
To be able to be led by teaching staff but prepared to challenge practice in order to improve learning outcomes	E
Confidentiality and discretion	E
A commitment to safeguarding to learners within the academy	E
Enthusiasm, optimism and energy	E
Ability to organise, plan and prioritise	E
Flexibility and adaptability	E

All offers are subject to clearance of references and enhanced DBS checks

## THE WMG ACADEMIES FOR YOUNG ENGINEERS

*“We have some of the best companies and supply chains in our local area, and they all desperately need new talent and skills to help them grow. That is why the WMG Academy for Young Engineers is so important”*

*Professor Lord Bhattacharyya, Chairman, WMG*

### **WMG Academy for Young Engineers Trust**

The WMG Academy for Young Engineers Multi Academy Trust was formed in March 2015. Following the successful opening of the Coventry Academy in September 2014, the WMG Academy Trust opened its second Academy in September 2016 in North Solihull.

Formed between a partnership of the University of Warwick (led by the Warwick Manufacturing Group – WMG) and with the support of national, regional and local businesses such as Jaguar Land Rover, National Grid, Arup and Balfour Beatty, the Trust is committed to providing a better way of learning for the Engineers of the future.

The Trust is made up of members from industry including the EEF and the Local Authorities Chamber of Commerce and the University of Warwick who have led the development of the WMG Academies and oversee their running from a strategic perspective.

Both Academies focus on engineering and digital and information communication technologies, catering for approximately 600 students each aged between 14 – 19 years of age.

As well as a core curriculum at Key Stage 4, which includes GCSEs in the core subjects maths, science, English and computer science, students can select from options which include a modern foreign language, a humanities subject and free option subjects. In addition, all Key Stage 4 students follow the Level 2 Cambridge Nationals course in Engineering worth up to 3 GCSEs equivalent.

Students at Key Stage 5 can follow a flexible pathway bespoke to their needs. Students can choose to take just STEM A-Levels or combine 3 traditional A-Levels with the Level 3 OCR Technical in Engineering worth the equivalent of 1 A-Level. Alternatively, students at post 16 can study a larger Engineering qualification such as the BTEC Level 3 Diploma in Engineering and combine it with an A-Level or the Extended Project Qualification.

The ethos of both academies is ‘business-like, business-led’.

### **WMG Academy for Young Engineers Coventry**

Opened in September 2014 by Ratan Tata, the Coventry Academy has over 400 students on roll in its second year. Located close to the Westwood area in Canley and the University of Warwick, the Coventry Academy was designed with a large Engineering Hall filled with over £600,000 worth of specialist equipment. Three dedicated CAD areas allow industry standard software to be used by students in their Engineering projects.

The Coventry Academy is proud of its very first OFSTED report where it was rated Good.

Students at the Coventry Academy come from a wide catchment area which includes Solihull in the north through to Kenilworth, Warwick and Rugby in the south.

The Academy follows an 8.30 am – 4.30 pm day with enrichment opportunities offered to students that include football, F1 in schools, Green Power and Engineering clubs. Students also have access to resources at Warwick University.

### **WMG Academy for Young Engineers Solihull**

Opened in September 2016 the Solihull Academy boasts over £2M of specialist equipment and ICT. Developed along a similar open plan design to Coventry, the Solihull Academy occupies a slightly bigger footprint. Now in its second year, it is thriving on successful recruitment and has four year groups, 10 through to 13.

Dedicated ICT facilities include 3 CAD suites and student PC access in all teaching rooms giving unrivalled access to industry standard software. These facilities allow innovative teaching pedagogy through digital technologies. A large Engineering Hall, complimented by 'Make and Do' areas above, allows a flexible group-work approach to learning.

The Academy occupies land adjacent to the Chelmsley Wood shopping Centre, North Solihull and draws from a wide catchment of East Birmingham, Solihull and North Warwickshire. The Solihull Academy follows the template of the 8.30 am – 4.30 pm working day used in the Coventry Academy and has the additional flexibility of incorporating some enrichment into the Academy day due to its close proximity to North Solihull Sports Centre and having its own multi-use games area and activity hall.

### **Our Vision**

We will ensure that our students have raised aspirations that will provide the motivational drive to succeed. Strong employer and further and higher education links, as well as a professional ethos and culture, will ensure the students will be in demand from employers.

Our unique status of working very closely with some of the biggest employers in the region means that we have shaped the curriculum from day one to ensure we produce students with a professional ethos and culture that is in high demand in today's working world.

The focus of the curriculum is a series of projects – real business-focused, practical problems and challenges that reflect fully the world of work. Employers provide mentors to help our students get a full understanding of life in engineering. This 'better way of learning' means that education will be exciting for our students. We will give them an experience of real value; one that will lead to a diverse range of positive progression pathways for every single student.

Team working will be the norm and students will work together to develop the skills that employers value. We are committed to developing team working, problem solving, creativity, leadership, communication, resilience and an ability to respond to change. As staff, it is our role to model those skills and behaviours to our learners in everything that we do.

## **The Role**

The WMG Academy is looking for an enthusiastic and empathetic person who will work in partnership with teachers to support the learning of individuals and small groups, in line with the national curriculum, codes of practice and Academy policies and procedures. You will assist in the promotion and development of inclusive learning and teaching throughout the Academy in order to give students every opportunity to achieve their best.

The Academy believes that all young people deserve to become world-class learners - to learn, enjoy, succeed and thrive in a first rate educational environment with excellent facilities, outstanding teaching and the most up-to-date resources available to them. You will benefit from visionary, inspirational and dynamic leadership and be empowered to develop your own skills.

This is a unique opportunity to be involved in a new and exciting Academy; designing and leading an innovative approach to learning and ensuring that learners achieve the highest outcomes and opportunities.