

**Job Title:** Achievement Coach

**Reports to:** Regional Lead, with sector support where relevant

**Date:** January 2016

**Job Purpose:**

To work as an effective coach to allocated educational settings and other education providers and ensure implementation and delivery of the Achievement for All programmes, thereby securing improved provision and outcomes for vulnerable and disadvantaged pupils, including those with SEND.

To be effective this will require the achievement of the key objectives set out in the relevant Appendix, with phase specific detail.

**Dimensions:**

Plan and organise their work time and agree visits/contacts with the setting or school to deliver the programme.

Deliver and record the required number of visits/contacts under the relevant programme.

Submit a visit report after every visit or contact at end of visit, in line with minimum standards.

Submit the baseline data for every school or setting within the first 3 visits/6 weeks, and if not within the first 6 visits.

Submit a termly review report for every school within the specified reporting window that will be communicated to coaches each term.

**Key Accountabilities:**

*(Specify main accountabilities. Focus on results expected, in line with Job Purpose):*

- Be the point of contact for schools/settings in Achievement for All programmes. Provide on-going support and challenge to School or Setting Champions and senior leaders in schools/settings.
- Conduct the Achievement for All Needs Analysis with the School/Setting Champion using data to establish a bespoke plan and help identify the target groups of children for each school or setting.
- Provide leadership and support for agreed activities following on from the needs analysis.
- Attend coach development meetings in line with minimum standards.
- **Attend 1-to-1 meetings with the Regional Lead (RL) or Deputy Regional DRL (DRL), and at least one shadow visit from the RD (or DRL/Quality coach).**
- **Complete case studies over the 2 year programme as agreed with the RL.**
- Support schools/settings in attaining the Achievement for All Quality Mark, providing guidance and supporting evidence.
- Facilitate commitment and partnership working with schools/settings agreeing protocols, records, reporting and cascade of programme.
- **Embed high expectations of vulnerable and disadvantaged pupils, including those with SEND, enabling target group pupils to make more than national average progress and exceed 'expected progress'.**
- Support the school/setting to implement structured conversations during the first term of the programme.
- Notify Programme Management Office in a timely way where the school/setting or anything else is preventing a report from being submitted.
- Report to Regional Lead or Deputy Regional Lead, in a timely way, any issues or concerns about the quality of implementation of the programmes including lack of engagement.
- Make full and regular use of Achievement for All communication channels, including email, ACCESS, staff intranet and the Bubble.
- Apply the branding guidelines of Achievement for All and observe the confidentiality and protection of Intellectual Property.
- Respond in a **timely way** to reasonable requests from schools/settings and from Achievement for All staff.
- Demonstrate and uphold the values of the charity.
- Undertake other duties, as may be required, from time to time commensurate with the role of Achievement Coach.

**Person Specification, Schools**

<b>Area</b>	<b>Description</b>	<b>How Assessed</b>
<b>Knowledge</b>	Knowledge of effective practice in working with vulnerable and disadvantaged pupils including those with special educational needs, and other underachieving groups.	App, Int, Ass
	Knowledge and experience in assessment, use of data, monitoring of pupils' progress and intervention strategies	App, Int, Ass
	Understanding of the role of parents in contributing effectively to their child's learning and provision.	App, Int
	Understanding of the role of local authority advisers and other school/setting support and wider professionals who contribute to improving provision and outcomes for children and young people.	App, Int
	Understanding of the culture and working practices of schools/settings and other education providers.	App, Int
	Knowledge of the current curriculum, learning and teaching, and leadership and management of schools/settings, particularly in relation to underachieving groups.	App, Int
<b>Skills and Abilities</b>	Proven coaching skills experience and success in using coaching tools and strategies with an outcomes focus.	App, Int
	Recent evidence of a good track record in a school/setting leadership or LA advisor role.	App, Int, Ofsted Report
	Good organisational skills and the ability to work with senior leaders in schools/settings and local authorities.	App, Int
	Ability to create a 'can do' culture and manage change effectively.	App, Int
	Good time management skills to ensure programme delivery, and planning preparation, CPD and other activities.	App, Int
	Excellent oral and written communication and presentation skills.	App, Int, Ass
	To assess resource requirements and manage competing priorities flexibly.	App, Int
	Leadership experience within a school/setting or local authority at least assistant head teacher, SENCO (SLT level) or advisory level in school improvement	App, Int
<b>Educational: Essential</b>	Qualified senior teacher with appropriate professional qualifications, including a first degree and evidence of relevant further professional development.	App
<b>Desirable</b>	Further study/qualifications related to school improvement or SEND / vulnerable groups	App
<b>Special Requirements</b>	This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. An Enhanced Disclosure from the DBS will be required prior to appointment.	App, Int