



Responsibilities of Learning Development Co-ordinator

Weekly

1. Assess pupils who have been identified by class teachers as having difficulties.
2. Prepare IEPs and pupil profiles for the above, including ways to support pupils in class.
3. Plan for each group or individual in consultation with the relevant class teacher.
4. Prepare differentiated work which can be used in class as alternative spelling lists.
5. Prepare weekly prep. This may also include preparing alternative prep for English and Maths lessons.
6. Record lessons in teacher 'planners'. These should link into the pupils IEPs and termly plans.
7. Keep careful records of pupil progress, recording which learning styles and resources are successful. Inform the class teachers.
8. Mark pupils work according to the school marking policy. Use this to inform future planning.
9. Liaise constantly with staff and keep informed during weekly staff meetings.

At all times helping implement the policy that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Termly

1. Meet with class teachers and parents.
2. Ensure that the Learning Development Unit is well organised and orderly and a welcoming place.
3. Prepare extra needs register for the beginning of term. Update as required.
4. Plan programme for the Able and Talented groups.

5. Put up appropriate displays. Display examples of all pupils work following the School Display Policy.
6. To ensure that all pupils have 10 lessons a term. Prepare termly billing – Liaise with Administrator.

As Required

1. Liaise regularly with parents. Follow an ‘open door’ policy. Make regular phone calls. Record meetings and phone calls and inform the Head/Deputy Head.
2. Arrange extra time and support for tests and exams. Arrange for staff to scribe or be available oneself to scribe or dictate - Liaise closely with Deputy Head.
3. In preparation for exams, plan study skill lessons – closely liaise with subject teachers and pupils. Listen to their concerns.
4. Arrange education psychologists and co-ordinate assessment and follow up meeting for parents. Prior to assessment, compile a detailed report of pupil to be assessed. Feedback results to staff.
5. Be available for pupil observation in class and playground and follow up meetings with staff/parents.
6. Arrange with Deputy Head for inset training either in house or outside speakers.
7. Make reading material and suitable resources available for staff/parents.
8. Meet with Learning Development Co-ordinator at the Senior School to discuss pupils, transition, resources and support etc.
9. Be prepared to invigilate for entrance exams for all supported Year 6 pupils – (Saturday commitment).
10. Attend staff meetings and parent consultation evenings as required.