CRESTWOOD
COMMUNITY SCHOOL

Learning Coach Recruitment Pack







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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed data for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.



Section 1: Post Advertisement

Post: Learning Coach

Start Date: Immediately

Location: Shakespeare or Cherbourg Campus (to be determined based on the needs of the school)

Salary Scale: Actual Salary: Grade C £18,798 - £19,586 (FTE £26,018- £27,111) Depending on experience.

Contract: Permanent

Working Pattern: 31.25 hours per week: Monday-Friday 8.15am-3pm, 39 weeks per year

Closing Date: Monday 23rd November 2026

We are looking to appoint an enthusiastic, creative and dedicated Learning Coach to be part of the Inclusion and Support Faculty. Crestwood Community School is one school with two separate campuses serving central Eastleigh with a large Inclusion and Support Faculty which is overseen by an Assistant Headteacher. The successful applicant will be joining Crestwood at an exciting time as the faculty is developing and continuing to grow in not only size but also expertise. We are currently oversubscribed, this is due to our reputation in the local community for our culture of care, pastoral systems and SEN support. We are looking for somebody who can continue to contribute to this culture and support the provision of pupils in order to meet their needs.

A HLTA in the Inclusion and Support Faculty stated:
"The Inclusion and Support Faculty is a rewarding place to work, where I am able to work with a friendly and supportive team. Everyday we deal with pupils who have complex and demanding needs, we support them to achieve their full potential."

The Learning Coach plays a pivotal role in promoting inclusion, independence and academic success for students with additional needs. Working across the curriculum, the Learning Coach will support a designated caseload of students, initially focusing on those with Education, Health and Care Plans (EHCPs). You will build positive relationships with students, helping them to set meaningful goals, overcome barriers to learning and develop the confidence, resilience and self-regulation needed to thrive both in school and beyond. Rather than providing constant classroom support, the Learning Coach will empower students to become increasingly independent learners.

The successful candidate must also be willing to deliver high quality interventions and education packages during tutor and lesson time, contribute to pupil's annual reviews and provide support during exams. The school runs two resourced provisions: one for Specific Learning Difficulties (SpLD), the other for Social, Emotional and Mental Health Needs (SEMH). We are therefore a unique place to gain deep experience across a broad range of learning needs.

These positions require someone who can empathise with students whilst holding them to high expectations. Good communication skills and an ability to clarify and explain instructions clearly are essential. You must be professionally discreet, have well developed interpersonal skills and a good sense of humour. The ability to build appropriate and effective relationships with staff, students and parents is essential. All applicants must have good literacy and numeracy skills and the physical stamina to effectively support a range of students. The position can be a physically demanding role which may require the ideal candidate to move around the school site and between lessons throughout the day. The ideal candidate should be willing to work in a range of different classrooms and spaces around the site whilst supporting multiple students.

All staff in the Inclusion Support Faculty are required to have a specialism in an area of need, the successful candidate will either be required to have a specialism or undertake CPD to develop an understanding of an area of need.

As a school we take staff well being seriously. We offer staff the following:

- Wellbeing weeks, with no commitments scheduled after school
- Free lunch every day
- Free tea and coffee
- Half termly cooked breakfasts
- Accrued inset days, taken as twilights, giving staff an additional 4 days off a year
- One well being day per year (during term-time), to be taken at their chosen time (after a qualifying period)
- Weekly thank you bulletin
- Birthday cards
- Heads discretionary leaves of absence for family events
- Acts of random kindness
- Access to mental health first aiders

Our Head Teacher has a clear vision and an absolute determination to improve the provision of education across Eastleigh.

Please send your completed application form, along with two references, to hr@crestwood.hants.sch.uk. Application forms can be found on the school website: https://www.crestwood.hants.sch.uk/school-information/vacancies/

Please note we cannot accept CV's. We reserve the right to close this advertisement early if we receive a high volume of suitable

Crestwood Community School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

Section 2: About Crestwood Community School

We are one school over two campuses, serving the children of central Eastleigh, which is a vibrant town, with large amounts of development in both business and residential areas. There has been an expansion in the primary sector with several local schools undergoing expansion to their buildings to accommodate the growth in student numbers. Crestwood merged with the former Quilley School in 2016 to provide one secondary school for Eastleigh, something new and exciting, offering high quality education for the children of Eastleigh. In 2022 we became oversubscribed in every year group and are operating a waiting list across both campuses. The two campuses are situated at Shakespeare Road and Cherbourg Road and both offer the same high quality education to all year groups with little movement of students. We have two specialised Resource Provisions, dyslexia and SEMH.

As the long serving Executive Headteacher of this wonderful school, I have a clear vision and an absolute determination, alongside my team, to continue to improve even further the provision of education across Eastleigh. The school has a very mixed intake and as a result areas such as pupil progress, behaviour and attendance remain a challenge.

The composition of the school as of October 2026 was:

Students	Current	National	Eastleigh
School number on roll	1478	Well above average	
School %FMS (6)	37.48%	Close to average	Close to average
School %SEND support	18.61%	Above average	Above average
School %EHC plan	8.32%	Well above average	Above average
School %EAL	14.3%	Close to average	Close to average
School %LAC	1.07%	Well below average	Well below average

We agree with the recent Ofsted areas for Improvement and have established school wide staff working parties to address these.

The Ofsted report states that “Leaders and governors are driven by a strong sense of moral purpose. They are ambitious for pupils’ futures and drive to provide the best opportunities for them. Staff share these aspirations and are loyal and committed”.

We care deeply about our school, the staff, the students and the community we serve, we are a school with a heart. We as a school are clear about our improvement agenda and we work cohesively as a school wide team. As this was our fifth consecutive “good” grading it demonstrates that at Crestwood we are continually providing a consistent quality in all we do, against a backdrop of tougher standards and criteria to be judged against.

Staff are predominantly one campus based but may be expected to teach across both sites, whilst playing an active part in their innovative and high-performing teams. Across both campuses we have been successful in establishing a strong culture and ethos, typified by the #Crestwoodfamily.

Our Ofsted report from February 2024 stated that at Crestwood “there is a welcoming, friendly atmosphere”. They also said that “teachers and support staff, including those in the early stages of their career, are proud to work at the school. They particularly value school leader's careful consideration of their workload and well-being so that they can focus their efforts fully on pupils’ education.” In addition Ofsted report that “many pupils, staff and parents describe the school as a ‘big family’.

We have enhanced our campuses significantly over the past few years. We have refurbished nearly all areas across the school. We have had a new crescent area and roof at Shakespeare which has enhanced the building significantly. The Cherbourg Campus is situated between the town’s two post-16 providers. The site is well maintained with specialist facilities in excellent condition throughout, including 5 new Science rooms and refurbished Sports Hall. In totality we are a school continually on the up and have a can-do-more attitude.



Section Three: Person Specification

Job title:	Learning Coach
Salary Scale:	Actual Salary: Grade C £18,798 - £19,586 (FTE £26,018- £27,111) Depending on experience.
Responsible to:	Inclusion Support senior team
Special Conditions:	An enhanced Disclosure and Barring Service (DBS) check is required for this post.

Qualifications

Essential

- Level 2 (i.e. A*-C) in Maths and English

Desirable

- Qualifications at Level 3 or above
- Further study at further and/or higher education in courses relevant to the range of posts available.

Professional Development

Essential

- Knowledge of different types of special education needs
- Experience of working with children

Desirable

- Experience of working within a school
- Aspirations to undertake teacher training

Experience

Essential

- Knowledge of secondary education.
- Knowledge of young people's attitudes and how to engage them

Desirable

- Delivery of intervention programmes
- Ability to use academic or behavioural assessment tools to inform planning
- Mentoring skills
- Experience in supporting access arrangements or exam concessions.

Knowledge and skills

Essential

- Professionally discreet and able to respect confidentiality
- Well developed interpersonal skills
- Team worker
- Trustworthy
- Empathy with pupils and sympathetic to their needs
- Ability to build positive relationships with staff and students
- Ability to stay calm under pressure
- Good listening skills and good judgement
- Firm but fair
- Flexible and a good sense of humour
- Literacy and numeracy skills to a competent standard to support access arrangements.
- Able to cope with the physical demands of the role

Desirable

- Understanding of principles of learning processes and in particular barriers to learning.

