



Academic Coach

An exciting opportunity to shape a new and unusual role at one of the UK's leading independent schools.

Brentwood School (Senior School) seeks an Academic Coach who will develop our existing approach to supporting pupils at all levels of achievement. The Academic Coach will play a central role in helping pupils, particularly in Years 10 and 11, to secure the best possible outcomes by translating academic data, teacher insight and pupil self-reflection into precise, motivating and regularly reviewed action plans.

Job Purpose

This new post will be non-teaching but would suit someone who has experience of developing young people. "GCSE Academic Coaching" may include support with organisation, revision planning, subject prioritisation, study skills, examination technique, motivation, academic confidence, self-regulation, stretch and challenge, and communication between pupils, parents, tutors and subject teachers. The support offered will be for pupils at all levels of achievement: those who are struggling academically, those who are achieving at the top end of the grade spectrum, and those who are in the middle.

The Academic Coach will help deliver our School aim of enabling every pupil to further their potential, enjoy their learning and achieve the best possible outcomes for them.

In its first phase, the role will focus primarily on pupils in Years 10 and 11. Over time, and once the GCSE coaching model is established, the post-holder may also support the development of individual learning plans in the Sixth Form or in Years 7-9.

Permanent; 37.5 hours on site a week; Term-time only, plus an additional 5 days outside of term time (with days during term taken in lieu).

Hours

8.00am-4.15pm, Monday to Friday, with 45 minutes lunch (unpaid) 12.10-12.55pm

Flexible working: we are willing to consider a reduced-hours or part-time arrangement for the right candidate, although the role is pupil-facing and therefore cannot be undertaken from home or on a hybrid basis.

Report to

Deputy Head Academic

Key contacts

Director of Studies, Heads and Deputy Heads of Year, Director of Innovative Learning, Form Tutors, Head of Learning Support (SENDCo), Pastoral Mentors, Director of Pastoral Care and Safeguarding, Director of Staff Development and Pedagogy.

Key Responsibilities & Accountabilities

- To create, maintain and review individual academic action plans for identified pupils, ensuring that targets are specific, manageable, time-bound and shared appropriately with pupils, parents, tutors, Heads of Year and relevant subject staff;
- To help pupils develop effective habits in organisation, independent study, revision planning, self-regulation, academic confidence and examination preparation;
- To work in partnership with the Director of Innovative Learning, Heads of Department and subject teachers, ensuring that coaching complements rather than replaces subject-specific intervention, feedback and academic guidance;
- To liaise with Heads and Deputy Heads of Year in triaging pupils who would benefit from these different types and levels of support, from short-term interventions (such as the post-mock period for Year 11 pupils) to longer-term work, using agreed criteria and drawing on assessment data, teacher feedback, tutor insight, pastoral context and pupil self-reflection;
- To support high-achieving pupils in developing ambitious but balanced academic goals, including strategies for academic stretch, independent study, scholarship-level thinking, examination excellence and resilience under pressure;
- To communicate with parents, where appropriate, to explain academic coaching priorities, reinforce agreed strategies, and ensure consistency between school and home;
- To track and evaluate the impact of academic coaching through agreed measures, including attainment grades, approaches to learning indicators, assessment performance, completion of agreed actions, pupil engagement and teacher feedback;
- To recognise when academic coaching reveals wider pastoral, safeguarding, wellbeing or SEND concerns, and to refer these promptly through the School's established systems rather than seeking to manage them in isolation;
- To help build a whole-School culture in which pupils understand how to improve, take ownership of their learning and pursue academic excellence in a healthy and purposeful way.

Success in the role will include:

[Apply now →](#)



- Identified pupils having clear, regularly reviewed academic action plans;
- Improved pupil confidence, organisation, motivation and academic self-management;
- Stronger coordination between pupils, tutors, Heads of Year, subject staff and parents;
- Evidence of improved outcomes for coached pupils relative to their starting points;
- High-quality use of academic data to identify pupils early and intervene proportionately;
- A sustainable coaching model that can be embedded across year groups over time.

Person Specification

Applicants should have and/or demonstrate:

- A degree-level qualification;
- Experience of working with pupils in Years 10 and 11 or equivalent;
- Experience of coaching, mentoring, tutoring, youth work, learning support, counselling, pastoral support or academic intervention;
- Understanding of GCSE demands, revision planning and examination preparation;
- Excellent communicator;
- A positive attitude and mindset that encourages collaboration with others, and is flexible, enthusiastic and energetic;
- Ability to build credibility with pupils, parents and teaching staff;
- Confidence in interpreting academic data and using it to identify patterns, priorities and next steps for individual pupils;
- Strong organisational and logistical skills, able to prioritise tasks effectively and work efficiently under tight deadlines;
- Discretion and judgement when handling sensitive pupil information;
- Strong commitment to academic excellence, by which we mean that students achieve the best outcomes for them as individuals;
- A good-humoured and ethical approach to working with others, knowing that the culture we embody is the one we create.

Safeguarding Responsibilities

- Adhere to the School's Safeguarding policy, which includes the staff safeguarding code of conduct, and KCSIE (Part 1);
- Communicate any safeguarding concerns as soon as possible to the DSL or a Deputy DSL. For any serious concerns, speak to a member of the safeguarding team and then record your notes on the online safeguarding reporting system, CPOMS. If you cannot contact a DSL, DDSL or member of SLT, contact the reception and admin team, who will be able to locate them.
- Report any concern about the safeguarding conduct of a member of staff (or adult supervising children on the school site as part of an external let) to the Headmaster (or to the Chairman of Governors if the concern is about the Headmaster) and to self-refer as needed, following the Safeguarding Policy and Low Level Concerns Protocol;
- Ensure that you always wear your lanyard and challenge anyone who is not wearing a school lanyard or who is wearing a red lanyard while unaccompanied.
- Ensure that any pupil meetings, withdrawals from lessons or coaching sessions are recorded in line with School systems and expectations.
- Be aware of the medical and SEND needs of the students in your care and contact the school nurses or Learning Support Department.

Why join us?

- A positive and supportive staff culture
- Generous employee benefits, including generous pension schemes, free sports centre membership, and optional subsidised private healthcare
- Strong track record of ongoing professional development
- Beautiful campus and state-of-the-art resources
- Free school lunches during term time
- Subsidised shared accommodation is available for suitable candidates

To find out more about this role please contact recruitment@brentwood.essex.sch.uk who will put you in touch with the Deputy Head Academic, Mr Jonathan Barfield Moore.

Apply now →