



Philip Coates

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Background:

My background is in music production in which I have both a degree and a foundation degree. I have run recording studio projects at commercial level and as part of leisure and workshops. I am confident in using a wide range of software and hardware in relation to music production, which includes setup, problem solving and maintenance. I have run workshops to develop confidence and enjoyment for both music production, recording songs in a karaoke style and performing in music videos including clients with special needs.

As part of this work, I took part in the planning, operating and touring of theatres. I operated sound and lighting throughout these tours as part of a team and individually, including the load in and out of all equipment, setup and running of the shows each night across the UK with a cast of singers and dancers.

Teaching experience:

I qualified as a teacher in 2011 with PGCE in Primary Education and initially worked in a mainstream setting. In late 2012, I moved to a non-maintained special school as a classroom teacher, where I remained until September 2022. Within this time, I became a Lead Teacher in the Cerebral Palsy Department as well as a specialist in the Computing and IT team, developing and implementing the curriculum across school and actively promoting E-safety through intervention groups, staff and parent training.

I have worked across the age range covering Key Stage 1- 4 as well as Post 16. Within this time, I have gained a sound working knowledge of the principles of Conductive Education within the cerebral palsy department, which includes complex learners (PMLD and SLD) and more able learners with MLD. All of the children and young people I have taught have had a range of physical, communication and learning needs.

I am confident in working alongside a multi-disciplinary team including speech and language therapists, case managers, occupational therapists and physiotherapists in order to have a student-centred approach and ensuring targets are shared to maximise opportunities to develop skills towards targets. Understanding that targets can be accomplished in any setting is important to develop confidence and promote opportunities to generalise skills.

I can work collaboratively alongside others in assessing the need for communication aids and understand the importance of a “low-tech” approach as well as “high tech” to enrich and develop a Total Communication approach for a student. Supporting staff and families in order for them to have the confidence to use and promote effective use of equipment is an important aspect of my work.

I have experience of attending and chairing annual reviews to assess the current needs for students as well as reviewing the EHCP plan, targets and future destinations. Within this work, I have demonstrated the ability to communicate effectively within a multi-disciplinary team with the shared goal of ensuring provision is right for each student. I have taken part in other multi-agency meetings including Looked After Child proceedings and Team Around the Family. Within these meetings I understand the importance sharing knowledge and ensuring the right people attend, are involved, contribute and share updates in the best interests of the student.

In recent years, I have collaborated with colleagues to develop and strengthen “pupil voice”. The main purpose of pupil voice is to give students with Special Educational Needs the self-confidence and resources (including high- and low-tech communication aids) to enable them to make choices and allow their voice to be heard and to be safe, where they are able to. Another aspect of my input was being able to develop parent voice and engagement. Through development of the school blogs and home/school communication in different ways, the aim was to improve parental engagement post COVID-19.

As a classroom practitioner, I have experience of implementing and embedding IT software and hardware, initially in a structured learning environment, with the aim of generalising skills across different contexts, including at home. I also have a sound working knowledge of students’ individual learning styles and specialist approaches, including promoting positive behaviour management approaches.

I am a confident practitioner and trainer in the use of the following software:

- In Print 3
- Clicker 8
- Helpkidzlearn
 - Choose it Maker
 - insight
- Microsoft 365 – accessibility features
- Apple – accessibility features
- Boardmaker

I am a confident practitioner in the set up and use of:

- Voice Output Communication Aids
 - Smartbox
 - Liberator
 - Tobii Dynavox
- Reading Aids
 - Humanware magnifiers
- Hearing Aids
 - Phonak Roger Mic transmitters
- Apple – accessibility features for
 - iPhone
 - iPad
 - iMac

- Amazon
 - Amazon Dot
 - Amazon Show
 - Amazon Echo
- Google Nests

I am able to design and deliver training on a range of software and hardware to enable support and teaching staff to implement technology into a curriculum. As a very experienced teacher I understand how important it is to be able to use technology effectively throughout every lesson – this is a vital tool for many of the children and young people I support.

I can train staff to use the accessibility features of Apple and Windows devices, Clicker 8, In Print 3 and specific apps to support teaching and assessment such as Nearpod and Earwig.

I have taken part in safeguarding training about county lines, gained The Child Exploitation and online protection (CEOP) ambassador status and designated safeguarding lead training, meaning I have the working knowledge of remaining vigilant to safeguarding and the correct channels of reporting any concerns.

Following my move from an active classroom practitioner into my current role, I am excited to be able to take an active part in the implementation, maintenance and reviewing of each individual's IT needs. Having an active role in training support staff and teachers to enable the student to have opportunities to develop skills through assistive technology is also a great passion of mine. I very much enjoy working alongside other professionals and sharing information in the best interest of the student in order to maximise their potential.

Professional Qualifications and Memberships:

- PGCE in Primary Education – 2011
- BA Hons in Music Enterprise - 2010
- Foundation Degree in Music Production - 2009
- BTEC in Advanced Music Production - 2007