



## 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 worked across the age range covering Key Stages 1- 4 as well as in Post 16. Within this time, I 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 of sharing knowledge and ensuring the right people attend, are involved, contribute and share updates in the best interests of the student.

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 had 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 have been in my role as an independent educational assistive technologist for two years and am a confident practitioner in a range of hardware and software assistive technology solutions. I am currently studying the Masters Course in Educational Assistive Technology at Dundee university to further strengthen my knowledge in this area.

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

- In Print 3
- Clicker 8
- SymWriter
  
- Helpkidzlearn
  - Choose it Maker
  - Insight
  
- Microsoft 365
- Apple applications
- Google Chrome extensions
- Boardmaker
- Inspiration 11
- ClaroRead

I am a very experienced in the set up and use of high tech AAC devices, and other hardware and software, including the wider uses of these, for example environmental controls in the home:

- Smartbox
- Liberator
- Tobii Dynavox
- LoganTech
  
- Reading Aids for low confident or visually impaired clients
- Switch accessible hardware and software, including integration with mainstream technology
- Hearing Aids and cross compatibility with other devices

- Apple – accessibility features for iPhone, iPad and iMac
- Microsoft accessibility features
- Smart home technology
- Mounting solutions, including implementation, risk assessment and training

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 as an integrated part of every lesson – this is a vital tool for many of the children and young people I support.

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. I am also able to advise in internet safety and have prepared bespoke resources to facilitate teaching of social media safety.

I understand the importance of identification of the right assistive technology solution, ongoing assessment, client motivation and training which ensures the hardware or software to meet the needs of a client now and into the future. As the Lead Educational Assistive Technologist at ECMS, my role extends to directing other Educational Assistive Technologists with identified follow up interventions and training following initial assessment.

### Professional Qualifications and Memberships:

- Msc Educational Assistive Technology – commenced 2024
- PGCE in Primary Education – 2011
- BA Hons in Music Enterprise – 2010
- Foundation Degree in Music Production – 2009
- BTEC in Advanced Music Production - 2007