

Job Description & Person Specification

1. JOB TITLE	Skills Coach
2. GRADE	5/6
3. DBS REQUIREMENTS	Enhanced
4. Hours	36 hours per week, term time only
5. SUPERVISED BY	Senior Leadership Team
6. SUPERVISION EXERCISED	Directly: None Indirectly: None
7. CONTACTS	Internal: Teachers, LSAs, therapists, Psychologists External: Families, Social services, Youth offending service

Job Description

8. Aims and purpose of the job:

The key objective of the role is to provide pastoral support to a designated group of students. This will entail intensive support to enable students to access learning whilst developing strategies to improve positive behaviours.

- Assist with the development and implementation of Individual Education/Behaviour Plans, Risk Assessments, Personal Care and Therapy Care programmes for a designated group of students.
- Establish therapeutic relationships with students and interact with them according to individual needs. Providing 1:1 support via reflective and restorative practice.
- Promote the inclusion and acceptance of all students.
- Set challenging and demanding expectations and promote self-esteem and independence.
- To help students develop resilience and independence, both learning in lessons and forming positive relationships with peers and staff.
- To develop and enhance expertise in supporting students with complex social, emotional and mental health needs by attending training and working alongside relevant internal and external professionals such as psychologists and therapists.
- To provide support in the delivery of specialist interventions, taking a lead where appropriate.
- To sustain an active engagement with families of designated students to help them explore issues and make changes in areas that may be affecting their child's learning and development. This will involve home visits.
- To work closely with the safeguarding team by attending core group meetings and case conferences where appropriate.

- To track the progress of students with Social, Emotional and Mental Health needs using the available data and monitor the impact of interventions, sharing this with the SENCo and other relevant professionals.

- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- To monitor and track attendance and punctuality.
- To support induction of new students into the school.
- Where appropriate, to seek opportunities for work experience and work based learning for students.

11. Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school. *The school is moving towards a whole school approach to support the wellbeing of students and staff.*
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtime when required.
- Accompany other staff and students on visits, trips and out of school activities as required.

12. Professional learning and development

- To be a reflective practitioner, evaluating and improving own practice in order to have a positive impact on student development.
- To contribute to both school's developments by sharing professional learning, expertise and skills with others, and participating in collaborative learning opportunities.
- To take full advantage of any relevant training and development available and undertake any necessary professional development as identified in the School Development Plan and the performance management process.
- To take responsibility for personal professional development to inform and extend professional practice to secure improvements in student progress.
- To undertake any other task deemed appropriate by the Headteacher.

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Data and Barring Service (DBS) as part Orchard Hill College & Academy Trust's pre-employment checks

Person Specification and Selection Process

Skills Coach

This person specification will be used for recruitment to the Skills Coach role. It will form the basis of the application form, and candidates will also be assessed against aspects of this person specification at interview.

Criteria	Essential	Desirable	Assessment
GCSE grade C or Level 2 equivalent functional skills in English and Maths	√		Application form and certificates
Foundation degree or Level 5 relevant qualification/skills		√	Application form and certificates
Safeguarding training (level 2 or above)		√	Application form and certificates
Experience of working with young people with Social, Emotional and Mental Health difficulties and/or challenging behaviour	√		Application form/interview question
Experience of working with students with a range of Special Educational Needs such as ADHD and ASD.		√	Application form/interview question
Understanding of alternative and therapeutic interventions for student progression.		√	Application form/interview question
The ability to work effectively as part of a team, but also to use initiative within the guidelines set by the school with tact and diplomacy		√	Application form/interview question
The ability to recognise and be sensitive to the individual needs of students	√		Interview question
Evidence of proficient Information Technology skills and the confidence and willingness to use and develop them		√	Application form/interview question
Effective and professional communication skills with the ability to engage young people.	√		Application form/interview question
A willingness to increase own knowledge and understanding of social and emotional difficulties and mental health.		√	Interview question

Highly adaptable and flexible.	√		Interview question
Ability to work in a way that promotes the safety and wellbeing of students.	√		Application form/interview question
Current driving licence and own transport.		√	Application form/interview question

As part of Orchard Hill College& Academy Trust's pre appointment checks, current and past employers will be contacted for short listed candidates

Any discrepancies or anomalies, and/or issues from references will be discussed at interview with shortlisted candidates.