



## ROBERTSBRIDGE COMMUNITY COLLEGE JOB DESCRIPTION

<b>Job Title:</b>	Behaviour Coach
<b>Pay Scale:</b>	East Sussex Single Status Grade 9
<b>Last updated</b>	September 2024
<b>Responsible to:</b>	SLT Behaviour Lead
<b>Hours</b>	37 hours per week, 40 weeks per year (term time only plus one week during school holiday periods, per annum)

### **Job Purpose (Main purpose of the role)**

To be responsible for a targeted caseload of the most vulnerable students, many of whom are at serious risk of permanent exclusion. To work with the student and the family, formulating actions plans to support the overall pastoral wellbeing of the students. Supporting the young person to improve their behaviour, helping them to develop resilience, make safe choices that protect their safeguarding, and improving attendance to school, improving student progress and outcomes.

### **Key Responsibilities and tasks**

1. To be the lead professional in the Behaviour Support Plan system. Providing support and guidance to the most vulnerable children who are identified as at serious and significant risk of permanent exclusion.
2. To establish and maintain a referral system where students can be triaged, and the correct level of intervention delivered on a priority basis – liaison with the School Mentor.
3. Work with young people and their families to develop and deliver flexible, creative programmes of intervention for vulnerable young people and groups as identified.
4. Through bespoke targeted work, build resilience and enable the young person to make better decisions that enable them to stay safe and better engage with their education.
5. To contribute to the planning, implementation and evaluation of multi-agency strategies discussions to support children with special educational, emotional and behavioural needs.
6. To contribute to the monitoring and evaluation of the intervention services responding to emerging needs.
7. In line with policy, legal and other requirements, to keep comprehensive records and produce reports as required.
8. To regularly report back to the Senior Leaders on the progress of the mentoring/intervention provision and to monitor the effectiveness of support packages, adjusting as required.
9. To liaise in the first instance with the school's Designated Safeguarding Lead (DSL) with respect to safeguarding and child protection.
10. Apply sensitive approaches when handling issues pertaining to confidentiality, information sharing, the rights of young people and the responsibilities of parents and professionals.
11. To establish good working relationships with the pastoral team, senior staff, teachers, governors, parents and other external agencies in the public and voluntary sectors.
12. Link closely with the other members of Children's Services, where relevant, and ensure that young people identified as requiring additional support are referred on accordingly.
13. Undertake any other reasonable task as requested by the Headteacher.

### **Child Protection and Safeguarding Policy**

It is the post holder's responsibility for promoting and safeguarding the welfare of children. You will comply with the College's Child Protection and Safeguarding Policy, and the requirement to report to the Child Protection Officer any concerns relating to the safety or welfare of children.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

<b>Signed:</b>	<b>Post Holder:</b>	<b>Date:</b>
<b>Signed:</b>	<b>Headteacher:</b>	<b>Review Date:</b>



## PERSON SPECIFICATION

**JOB TITLE:** Behaviour Coach

**GRADE:** Single Status 9

### Essential key skills and abilities

These criteria will be assessed at the application and interview stage

- Ability to provide a sensitive and caring mentoring service for students from a wide range of social and educational backgrounds.
- Ability to work with a wide range of staff in devising strategies to support the development of students with special emotional and behavioural needs.
- Ability to use language and other communication skills that students can understand and relate to.
- Ability to establish positive relationships with students and empathise with their needs.
- Ability to demonstrate active listening skills, good written and verbal communication skills.
- Ability to establish and maintain good working relationships with students, staff, parents and governors.
- Able to converse at ease with customer and provide technical and/or professional advice in accurate spoken English.
- Ability to work within and apply all school policies e.g., behaviour management, child protection, Health & Safety, Equal Opportunities etc.
- Ability to demonstrate good organisational skills.
- Communication and interpersonal skills.
- IT skills (e.g. Outlook, Word).
- Ability to work independently, manage own caseload and use initiative.
- Ability to work under pressure.

### Essential education and qualifications

These criteria will be evidenced via certificates, or at interview

- Degree in Counselling or Psychotherapy; or other similar qualification.
- Further therapeutic training or qualification in working with children and young people.
- Evidence of post qualifying continuing professional development.

### Desirable education and qualifications

These criteria will be evidenced via certificates

- Postgraduate Diploma or Masters level in Counselling or Psychotherapy, or similar.

### Essential knowledge

These criteria will be assessed at the application and interview stage

- Knowledge of local mental health and CAMHS Service.
- An understanding of the developmental, emotional, social and educational issues of children and young people.
- An awareness of range of needs of people from diverse ethnic, cultural and social backgrounds.
- Knowledge of the Children's Act and legislation pertaining to children.



- Knowledge of:
  - Continuum of need.
  - Brook Traffic Light Tool.
  - Keeping Children Safe in Education (KCSiE).
  - Local Child Protection policies and practices.

### **Essential experience**

These criteria will be assessed at the application and interview stage

- Experience of counselling or mentoring young people.
- Experience of working with children and young people.
- Experience of facilitating groups.

### **Other essential criteria**

These criteria will be assessed at the application and interview stage

- The integrity to provide client confidentiality.
- Willingness to participate in further training and developmental opportunities offered by the College and ESCC, to further knowledge.

### Health & Safety Functions

This section is to make you aware of any health & safety related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you if successful in your application identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

<b>Function</b>	<b>Applicable to role</b>
Using display screen equipment	Yes
Working with children/vulnerable adults	Yes
Moving & handling operations	No
Occupational Driving	No
Lone Working	Yes
Working at height	No
Shift / night work	No
Working with hazardous substances	No
Using power tools	No
Exposure to noise and /or vibration	No
Food handling	No
Exposure to blood /body fluids	No

**JE14209 (July 24)**