



JOB DESCRIPTION

Job Title: Health and Wellbeing Coach

Grade: SO1 SCP 23-25

Reporting to: Senior Leadership Team – Vice Principal/Assistant Principal (Inclusion and Safeguarding)/Assistant Principal and Project Leader.

Job Purpose:

The Health and Wellbeing coach will be employed to improve the potential and life chances of the most vulnerable and at-risk students, specifically those students at risk of anti-social behaviour, criminality, Child Criminal Exploitation and County Lines and gang affiliation – and students at risk of permanent exclusion. The health and wellbeing coach worker will support in the delivery of the health and wellbeing programme and strategies across all phases (5-16). The role will entail leading personalised coaching and group work intervention to support the social, emotional and mental health development of all children and young people at the academy.

Main Duties:

- Under the guidance of the Vice Principal/Assistant Principal, promoting and supporting engagement, and the educational progress/attainment of students at the academy.
- Working under the direction of the Vice Principal/Assistant Principal to implement the health and wellbeing strategies and programme, including supporting the role of the form tutor in promoting the expectations and standards of the academy.
- Working alongside senior leaders and the project manager to measure the impact of 1:1 and group work intervention on the outcomes, attendance and emotional development of the academy's most at risk and vulnerable students.
- As a designated safeguarding officer promoting awareness of matters relating to safeguarding and child protection, including monitoring at risk students, responding to concerns, reporting and recording and liaison with external agencies and referrals to the Local Authority, as appropriate.
- Effectively managing a caseload of students providing targeted and planned coaching support and health and wellbeing intervention that is Specific, Measurable, Agreed, Realistic and Timely.
- Engaging with vulnerable and at-risk students and their families in order to formulate and implement the appropriate support strategies and intervention, including, when needed attending and providing information for professional's and safeguarding meetings.
- Liaising with and working in partnership with external agencies such as the Child and Adolescent Mental Health Services (CAMHS), the National Health Service (NHS), MindMate, Forward Leeds, Signpost, Rethink, Multi-systemic Team and Children's Social Work Services.
- Promoting and championing the culture of health and wellbeing, and positive mental health awareness for both staff and students, this will include leading staff Continuous Professional Development and training – and student assemblies, form time activities and targeted group work.
- Working in partnership with the Family Liaison Officer/workers team and other members of the AP Specialist Workforce Pilot team to maintain regular contact with the parents/carers and families of students to develop positive relationships and to share information with regards to student engagement progress and the impact of the wellbeing service.
- Maintain accurate and efficient record keeping to track and monitor student attendance and progress, in accordance with the academy policies and procedures.

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- Review and evaluate student outcomes and the impact and effectiveness of coaching and counselling practice to inform future planning for the health and wellbeing strategy.
- Contribute to the analysis of data and quality assurance of the health and wellbeing strategy/programme to measure the effectiveness and the impact of the service.
- Establish constructive links and partnership with teaching staff, form tutors and pastoral staff to ensure transparency in communication and to facilitate sharing of information to aid personalisation, target setting, the development of Individual Education Behaviour Plans and to action plan targeted support for students.
- Provide additional support for the engagement strategy and attendance team to engage and support students, parents/carers and their families, when required.
- The post holder may be expected to undertake additional duties appropriate to the post as required. This may at times include out of hours working and welfare visits.

Values and Ethos:

- Promote The GORSE Academies Trust and the academy vision, values and ethos in which exceptional standards of conduct and high aspirations are expected from all members of the academy community.
- Adhere to The GORSE Academies Trust core principles, policies and procedures, including those relating to the safeguarding of children and young people, data protection and confidentiality.
- Ensure that safeguarding and the welfare of students is at the forefront of professional practice and that matters of a safeguarding nature are reported and actioned in a timely manner, in accordance with safeguarding policies and procedures.
- Have high expectations of and for children and young people which includes a commitment to ensuring that they can achieve their full academic potential.
- Celebrate the diversity of the academy community, promote inclusion and ensure that there is an equality of opportunity for all students, parents/carers and their families.
- Positively promote the academy rewards procedures in accordance with the Alternative Provision Positive Discipline system and policy.
- Work in collaboration with members of staff and academy partners to ensure transparency and clear lines of communication in order to provide high standards in all matters related to health and wellbeing for both staff and students.
- Evaluate individual performance and be committed to improving professional practice through the Trust appraisal process and through a commitment to Continuous Professional Development and training.

Key Skills:

- Work independently and efficiently to prioritise caseloads in order to manage workload and meet deadlines.
- Ability to communicate effectively and develop understanding of the health and wellbeing strategy to students, parents/carers and partners, which will include the promotion of the coaching and counselling service.
- Adhere to appropriate professional boundaries and confidentiality, whilst maintaining positive relationships with students and parents/carers.
- Exceptional interpersonal skills working with staff, students, parents/carers, external agencies and partners.
- Provide consistent and levels of support to all students across all phases, planning and responding appropriately to individual student needs.
- Able to problem solve, work independently and with innovation to provide child centred and focused.
- Skills in restorative practice to promote positive relationships within the academy.
- To apply techniques and strategies to improve and support student engagement, self-esteem, resilience and independent thinking.
- Provide feedback to students in relation to progress and achievement in collaboration with their form tutor, classroom/subject teacher.
- Use initiative and work independently.

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- Work supportively and in partnership with commissioning academies.

Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.
- To complete AM, Break, Lunch & PM duties as required by the principal.

Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.

Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.

Person Specification	
Criteria	Essential/ Desirable
Qualifications	E/D
• Grade C/4 and above in GCSE English and Mathematics (or equivalent).	E
• Level 3 qualifications.	E
• Qualifications and training related to mental health, physical health and wellbeing.	D
• Trained to degree level and above.	D
• First Aid training.	D
• Driving license.	D
• Counselling qualification – working with children and adults.	D
• Family therapy qualifications.	D
Knowledge and Skills	E/D
• A good understanding of policies and procedures relating to safeguarding, child protection, health and safety, confidentiality and data protection.	E
• An understanding of the particular factors and issues faced by children and young people in relation to the maintenance of good mental health and emotional well-being.	E
• Understanding children and young people with Social Emotional and Mental Health needs.	E
• Knowledge of the local demographic and contextual difficulties facing families in the local communities.	E
• Strong emotional intelligence.	E
• Excellent interpersonal skills.	E
• Ability to relate well to adults and children/young people.	E
• Strong oral and written communication skills, friendly and approachable.	E
• Good organisational skills with the ability to work calmly under pressure.	E
• Ability to be innovative and creative and work methodically, accurately and logically.	E
• Ability to motivate and organise students.	E
• Knowledge of Special Educational Needs and Disability.	D
• Knowledge of family intervention and therapy.	D
Experience	E/D
• Experience of working with children and young people in an educational environment.	E
• Experience of coaching, mentoring or counselling children or young people.	E
• Experience of liaising and with a wide range of agencies.	E
• Knowledge of ICT applications e.g. Microsoft Office, Excel and SIMS.	E
• Experience of working with primary aged students.	D
• Experience of leading therapeutic group work/small group work with children/young people.	D
• Experience of working with children and young people with SEND and those with Social Emotional and Mental Health needs.	D
• Experience of leading family-based therapies	D
• Experience of restorative practices and interventions	D
Personal Qualities	E/D
• Commitment to raising levels of student attendance, engagement and progress	E
• Student focused and child - centred	E
• Self –motivated, independent thinker and innovative	E

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• Emotionally literate	E
• Excellent communicator	E
• Effective team member	E
• A commitment to safeguarding children.	E
• Commitment to promoting the health and wellbeing of children and adults.	E
• Drive and determination	E
• Flexibility, patience, warmth and generosity of spirit	E
• Ability to overcome challenge and a resilient attitude	E
• Energy, enthusiasm, sense of humour	E
• Personal resilience and adaptability	E
Continuous Professional Development	
• Evidence of commitment to Continuing Professional Development	E
• Evidence of commitment to Continuing Professional Development. and training – specifically in coaching, mentoring, counselling, mental health or therapy.	E
• 3-day designated child protection training – designated safeguarding officer.	D
• Experience of leading Continuous Professional Development or training.	D
Other Conditions	
• Enhanced DBS Clearance	E

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