

Lead Skills Coach

Job Description

The post-holder will actively embrace and promote The Skills Hub's strategic vision and core principles in the creation of trauma informed pastoral team, identifying efficiently and effectively students in need of intervention to ensure their physical and emotional welfare.

To actively promote a compassionate approach that supports, builds, and sustains positive relationships.

To plan and deliver a range of activities and trauma informed interventions for students, requiring additional support with the development of their personal skills, to enable them to fully participate in learning and to make progress.

Under the direction of the Assistant Principal, the post holder will be responsible for the management of the pastoral team working effectively with students, teaching staff and parents to raise aspirations, confidence, retention, and achievements for progression to further studies or employment, and to promote full attendance.

Reporting Relationship:

The post holder will report to the Assistant Principal

Functional links:

The Lead Skills Coach will liaise with senior managers, school staff, students, parents, carers, professionals, volunteers, and visitors to maintain the high standards of the school.

Duties and responsibilities:

1. To have full line management responsibility of the pastoral team including appraisal and performance management
2. To hold regular structured staff meetings to support goal setting and personal skills development
3. Responsible for the development and continued training of the pastoral team on 101 Behaviour Strategies and on additional trauma informed approaches
4. Coordinate aspects of the school's induction programmes actively promoting and instilling our core values for students in conjunction with the Assistant Principal
5. Coordinate the keeping of written records of individual students; check the communication logs (Arbor based), student passports and risk assessments as appropriate

6. To supervise the management of the caseload of students, ensuring each student receives 1:1 coaching sessions to discuss their progress, and to devise specific personalised programmes/or behaviour interventions
7. To ensure the delivery of programmes that address bullying, harassment, and all forms of discrimination
8. To ensure the facilitation and delivery of workshops that promote our values and assist students to develop their self-confidence, enterprise qualities and skills required for progression
9. To help learners initiate and manage either by themselves or jointly with community organisers, a range of organised activities in school and in the community
10. To work with the careers/or transitions officer to coordinate the careers and employment programme, promoting progression and developing a holistic pre-employment programme for students that focuses on developing their practical employability skills (e.g., life plans, CV writing etc.)
11. To establish and maintain a resource bank of appropriate materials for personal skills development for either individual or group use
12. To promote health and well-being and deliver appropriate sessions, organising and delivering sexual health events and drop-in services
13. Fully participate and contribute to professional discussions at weekly safeguarding team meetings, encouraging the sharing of good practice to continually improve on support processes and practices within the school
14. Ensure that teachers are fully aware of students' individual problems and health difficulties

Managing referrals

15. Receive referrals for behavioural cases identified as high risk for bespoke interventions.
16. Support staff in managing low-level and challenging behaviours through training and guidance.
17. Provide outreach to those students unable to access the curriculum within school

Working with staff and other agencies

18. Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
19. To attend Child in Need (CIN) and review meetings of students who have been assigned to the skills coaches' caseload under the guidance of the Designated Safeguarding Lead
20. Promote supportive engagement with parents and/or carers in promoting the welfare of children, including where families may be facing challenging circumstances.
21. Collaborate with the assistant principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
 - a. Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced.
 - b. Identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school.

Training

22. Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge, and skills' section of annex C.
23. 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
24. Refresh knowledge and skills at regular intervals and at least annually on trauma informed and mental health first aid training.

Providing support to staff

25. Function as a source of support, advice, and expertise for all staff on trauma informed practice and 101 Behaviour Strategies
26. Support staff during the referrals process
27. Support staff through training how trauma informed practice is linked to educational outcomes and inform the provision of academic and pastoral support

Understanding the views of children

28. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
 29. Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- Undertake all duties and responsibilities in accordance with OHC&AT policies and relevant legislation, inclusive of Equal Opportunities, Health & Safety, Data Protection, Child and Vulnerable Adult Protection, Financial regulations, and Quality frameworks. To report any concerns to the appropriate person.
 - Undertake any other duties consistent with the objectives and level of responsibility of the post as may be required by the Senior Leadership Team and/or OHC&AT.

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

This person specification will be used for recruitment to the lead 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.

QUALIFICATIONS (list)	ESSENTIAL	DESIRABLE	TESTING METHOD
GCSE grade C or Level 2 equivalent functional skills in English and Maths	✓		Checked certificates
Foundation degree or Level 5 relevant qualification/skills		✓	Application form and certificates
STATUTORY or ROLE SPECIFIC REQUIREMENTS	ESSENTIAL	DESIRABLE	TESTING METHOD
Level 3 Safeguarding qualification commitment to gaining within the first 3 months of employment	✓		Application form and certificates
Diploma in Trauma and Mental Health Informed Schools qualification commitment to gaining within the first 8 months of employment	✓		Application form and certificates
KNOWLEDGE AND EXPERIENCE	ESSENTIAL	DESIRABLE	TESTING METHOD
Experience of working with students with social, emotional, and mental health needs.	✓		Application/Interview
Experience of managing and leading a team		✓	Application/Interview
Interest in working with vulnerable students.	✓		Application/Interview
Experience of working with students with challenging behaviours in an educational setting.	✓		Application/Interview
Demonstrable effectiveness in promoting equality and diversity through challenging discriminatory behaviour and attitudes	✓		Application/Interview
Experience of successfully planning and delivery of a range extra-curricular activities e.g., Young Enterprise, drug awareness, Sports Leadership	✓		Application/Interview
COMPETENCES	ESSENTIAL	DESIRABLE	TESTING METHOD
Remains motivated, even when under pressure, to ensure that a high standard service to the customer is maintained	✓		Application/Interview

Excellent communication and facilitation skills with all stakeholders.	✓		Application/Interview
Evidence of staff development relating to supporting students	✓		Application/Interview
Excellent team-working skills with a record of working co-operatively to achieve individual and team goals	✓		Application/Interview
Highly developed written and oral communication skills and the ability to communicate effectively, both verbally and in writing, with all stakeholders	✓		Application/Interview
Committed to reflecting on own performance, seeking, and accepting constructive feedback and learning from own experiences	✓		Application/Interview
A solution focused thinker who can prioritise and manage time effectively	✓		Application/Interview
A high level of tolerance and an entirely non-judgemental compassionate approach to children whose behaviour may be challenging	✓		Application/Interview
Adopt a reflective and restorative and compassionate approach.	✓		Application/Interview

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.