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| Organisation: | Leeds City College |
| Primary Organisation Supported <i>(only use this field for LEG service member of staff)</i> | N/A |
| Core Job Role: | Relational Practice |
| Job Title: | Relational Practice Lead |
| Reports to: | Deputy Director of Student Life |
| Grade | S02 |
| Date of compilation: | July 2023 |

ROLE SUMMARY:

At the Luminate Education Group we are committed to creating inclusive learning and work environments built on the principles of relational practice. We believe in building competencies in relational and restorative practice and becoming a trauma informed organisation.

As the Relational Practice Lead, you will be responsible for developing strategies and leading the practical implementation of our relational practice approach across the Group.

The role will focus on strengthening the knowledge and skills of staff in promoting positive relationships, supporting student behaviour, and contributing to an outstanding student experience.

SPECIFIC ROLE RESPONSIBILITIES:

1. Develop a relational practice strategy for the Luminate Education Group, drawing on evidence based practice from the education sector, encompassing restorative practice and a trauma informed approach
2. Support the work of and line manage the Restorative Practice Champion and the Wellbeing and Relational Mentor in developing resources and access to support for students around promoting wellbeing and positive relationships including sexual health
3. Co-ordinate a cross college training and development programme for inclusive behaviour, restorative practices and trauma awareness
4. Create relational and inclusive resources for both students and staff which are contextualised and relevant to different curriculum departments and deliver sessions based on good practice models and evidence based approaches

5. Design and deliver training for staff in teaching, curriculum support and professional services roles on techniques for restorative behaviour management drawing on external resources as required
6. Use models of co production and co creation to engage students and staff in the design of training, strategies, policies and learning resources
7. Coordinate the Luminare Relational Practice Steering Group setting agendas, organising speakers and ensuring representative attendance
8. Provide specialist advice and recommendations to departments and directorates on relational practice including behaviour and attendance
9. Lead on the annual consultation and review of the *Promoting Positive Relationships and Supporting Behaviour Policy* to champion and embed inclusive behaviour practices that cultivate positive relationships and environments
10. Update the policy and develop a user friendly guide for students, parents / carers and staff, promoted through briefings and regular newsletter / intranet features
11. Improve the quality of data captured for the supporting behaviour processes and monitor compliance with behaviour systems across different curriculum departments, identifying any emerging themes and actions.
12. Monitor and review the student behaviour and attendance agreements and report on the student withdrawal data for managers and senior leaders.
13. Further develop and maintain partnerships with key local and national stakeholders and including the West Yorkshire Adversity, trauma and resilience programme, NHS, local authority, schools, colleges and higher education providers, voluntary sector partners and other agencies

CORE RESPONSIBILITIES:

14. Provide information and data, to produce reports for managers, senior leaders, funders and governors on a quarterly basis and by request at other times
15. Seek out opportunities to bid for and secure external funding
16. Maintain up to date knowledge and training around inclusive behaviour practice and trauma informed practices
17. Line management of service delivery staff, including performance management and operational delivery
18. Record and monitor the delivery intervention and activity with students using appropriate student record and MIS systems.
19. Lead and contribute to team meetings, planning days and other directorate and college staff events.
20. Participate in I'm In activities in college including meet and greet, and contribute to school liaison activities and open events

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.

- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody our Organisational Culture:

Few rules & clear boundaries

The ability to be creative, within areas of focus.

Ownership & performance

Using our robust business planning model to allow areas to have clear ownership over their vision and remit.

Energy & enjoyment

Fostering an environment that enables our people and learners to be brave, interact and have fun.

Creative & reflective

Always hungry to learn and looking ahead to see what is on the horizon.

Passion & ambition

Encouraging all to think aspirationally, inspiring others to do the same.

Collaborative & responsive

Proactively seeking opportunities to create synergies and positive outcomes for all.

Person Specification

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| Job Title: | Relational Practice Lead |
| Department | Student Life Directorate |

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it is an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C = Certificate, MT = Micro Teach

| Qualifications and Attainments | | |
|--------------------------------|--|----------------------|
| Essential (E) Desirable (D) | Criteria | Method of assessment |
| E | Q1. Degree or significant experience in a relevant subject to theories around behaviour, motivation, sociology and inclusion | A /C |
| E | Q2. English and Maths at Level 2 | A /C |
| E | Q3. A recognised professional qualification and / or significant experience of working in a relevant area including including behaviour, pastoral support, health and wellbeing, education or safeguarding | A / I / C |
| Experience and Knowledge | | |
| Essential (E) Desirable (D) | Criteria | Method of assessment |

| | | |
|---|---|-----------|
| E | EK1. Experience and a comprehensive understanding of the evidence base and practice around behaviour, motivation, relational practice and trauma informed approaches and principles | A / I / P |
| E | EK2. Skills and experience of managing complex, cross-organisational projects and leading beyond authority through matrix leadership approaches | I |
| E | EK3. Experience of restoratively leading and managing positive and successful teams and work streams which achieve targets and improve outcomes and the ability to develop relationships based on authenticity and trust | A / I / |
| E | EK4. Experience of leading, supervising mentoring and coaching staff to develop their skills and professional practice and promote personal and professional growth | A / I |
| E | EK5. Experience of influencing thinking at a strategic and senior level, challenging and disrupting thinking and negotiating balancing competing priorities. | I |
| E | EK6. Experience of leading organisational development and changing practice | A / I |
| E | EK7. Experience of delivering training, offering peer supervision and supporting teams | A / I |
| E | EK8. Experience of relevant digital applications and software including Microsoft applications, Excel, Google, student / pupil record systems and experience of setting up and running effective administrative processes | I / P |

| Skills and Competencies | | |
|--------------------------------|----------|----------------------|
| Essential (E) Desirable (D) | Criteria | Method of assessment |

| E or D | SC1. An ability to inspire, influence, lead and develop effective and respectful relationships with and between students, college staff and | A / I |
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| | external partners and demonstrate emotional intelligence | |
| E or D | SC2. Ability to use own initiative, self-motivation and able to persuade, influence and motivate others. A solutions focused approach | I |
| E or D | SC3. Strong time management and organising skills, ability to work under pressure, to deadlines, to prioritise and manage workloads | A / I |
| E or D | SC4. Proven ability in administration or project work and good professional writing skills | A / I |
| E or D | SC5. Ability to analyse data, produce performance reports and create processes to capture data | I |
| Behavioural, Values and Ethos | | |
| Essential (E) Desirable (D) | Criteria | Method of assessment |
| E | B1. Support and promotion of equality, diversity and inclusion | A/I |
| E | B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in | I |
| E | B3. Commitment to the PREVENT agenda | I |
| E | B4. Commitment to professional standards | I |
| E | B5. Commitment to restorative practice approaches | I |