

Luminate

EDUCATION GROUP

Job Description

Organisation:	Luminate
Primary Organisation Supported <i>(only use this field for LEG service member of staff)</i>	Leeds City College – 14+ Academies
Core Job Role:	Coaching Tutor
Job Title:	14+ Academies Learner Wellbeing Practitioner (Coaching Tutor)
Reports to:	Programme Manager or Course Leader
Grade	SO1
Date of compilation:	July 2023

ROLE PURPOSE:

To be responsible for a caseload of learners supporting them with their attendance, mental health and wellbeing as well as safeguarding to support individual needs and progress their engagement in education.

SPECIFIC ROLE RESPONSIBILITIES:

1. Action plan next steps for learners who are, or at risk of, becoming disengaged with education, especially those with barriers around mental health and wellbeing. Support learners to develop strategies and techniques to self-manage their mental wellbeing, anxieties, confidences etc.
2. Working in partnership with colleagues, offer a range of support to young people in line with their needs, including 1-1 and small group intervention (including mentoring and coaching) as required and where necessary, lead on whole 14+ Academies initiatives.
3. Liaise as required with other groups and agencies and individuals who may be in contact with young people, e.g. CAMHS, GPs, MindMate, social workers, parents and carers, including those learners who are Child Looked After.
4. To support with Safeguarding, working closely with Designated Safeguarding Officers and Stay Safe Officers.
5. Support parent/carers and families of learners offering guidance, help and signposting to assist them caring for their young people.
6. To assist on the 14+ Academies attendance strategy and monitoring ensuring consistency and compliance across all 14+ Academies and working predominantly with learners who have very low attendance.

CORE RESPONSIBILITIES:

1. Deliver highly effective support targeted to the individual needs of learners at different levels within the 14+ Academies.
2. To focus on Mental Health and Wellbeing support for learners providing or arranging interventions from within Leeds City College or externally.
3. Play a role in developing shared best practice in responding to the needs of young people.
4. Work creatively and collaboratively with colleagues and partners to develop referral pathways to further support. This may include conducting home visits.
5. Use effective coaching skills that will develop learner's confidence, independence and motivation to reach their chosen goals and maximise their full potential.
6. Respond proactively to learner feedback and ensure that all learners feel safe, supported and receive the encouragement needed to maximise their participation and enjoyment in learning.
7. Provide excellent support, advice and guidance that keep learners on track, promote good attendance and punctuality, and results in high levels of progress both academically and developmentally.
8. Provide an effective and skilled response to students who may be at risk to themselves or others, or who may be agitated, distressed or anxious; identifying student needs and addressing those according to urgency and priority
9. To develop and agree individual learning plans, identify SMART targets and set aspirational goals for students, liaising with specialists and other academic and development staff.
10. To assist managing our processes for learners categorised as CLA, SEND and those with EHCP's and attend appropriate meetings such as reviews and PEP's whilst continually working with LA's.
11. To play a major role on all aspects of attendance whilst ensuring the 14+ Academies SLT is informed of attendance issues on a weekly basis and coordinate interventions to support students and their families.
12. Work with learners to support their transition into further education or training.
13. Attend meetings and undertake exam invigilation duties when required as well as participates in and supports educational visits and outings to enhance the learner experience which may include responsibility for a small group.
14. To complete all administrative tasks in a timely and accurate manner meeting deadline when set.
15. Take part in the 14+ Academies Staff Development Programme including attending training days and twilights.
16. To act as a role model to others, demonstrating high standards of professionalism in all aspects of the role.

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.
- Adopt/embody the values of the relative member organisation & Luminate Education Group.
- 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

Job Title:	14+ Academies Learner Wellbeing Practitioner (Coaching Tutor)
Department	14+ Academies

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 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. English and Mathematics at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above.	A / C
E	Q3. Good knowledge of Equality legislation and the rights of disabled individuals within the workplace	A / C
D	Q4. Relevant recognised professional attainments (degree level desirable).	A / C
E	Q5. Relevant qualification and training in mental health and wellbeing support	A / C
Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience and knowledge of supporting young people both academically and developmentally, including those aged 14-16.	A / I
E	EK2. Experience and knowledge of working with disengaged/disadvantaged young people in an educational setting.	A / I
E	EK3. Experience and knowledge in delivering and supporting young people on a 1-1, small group and whole school approach.	A / I

E	EK4. Experience and knowledge in working with parents/carers and external professionals.	A / I
E	EK5. Experience of working with learners with complex safeguarding barriers as well as those who are Child Looked After.	A / I
E	EK6. Experience and knowledge of working with young people around a range of emotional/mental health, behavioural /additional health or developmental needs.	A / I
E	EK7. Ability to manage a defined caseload and Work independently, managing time effectively.	A / I
D	EK8. Knowledge of relevant legislation and documents pertaining to children (e.g. Children's Act, Mental Health Act, NSF, Every Child Matters, Future In Mind)	A / I
D	EK9. Knowledge and experience of the provision of different models of therapy and interventions	A / I
D	EK10. Knowledge and application of behaviour programmes and support for parents/carers of children with emotional health and wellbeing barriers.	A / I
E	EK11. Knowledge and experience supporting young people with attendance barriers.	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Professional and Technical Knowledge Has full command and use of relevant professional / technical knowledge and job-related knowledge and skills.	A / I
E	SC2. Organisational and Education sector knowledge. Effective knowledge of the college and an appreciation of the wider educational issues.	A / I
E	SC3. Interpersonal and Communication skills Relates effectively to others, both one to one and in teams, effective in giving and receiving messages both face to face and in writing.	A / I
E	SC4. Influencing skills Takes effective action to affect the behaviour and decisions of other people.	A / I
E	SC5. Critical thinking	A / I

	Ability to make sense of complex issues, identify and solve problems and to think on one's feet.	
E	SC6. Self-management and learning Ability to maintain appropriately directed energy and stamina, to exercise self-control and to learn new behaviours.	A / I
E	SC7. Achievement and Action Focuses on making progress, achieving results. Keen to get going and keep going.	A / I
E	SC8. Initiative and innovation Creates and appreciates new ideas and perspectives, sees possibilities and challenges	A / I
E	SC9. Strategic perspective Ability to think broadly, analyse the big picture and value diverse perspectives.	A / I
E	SC10. Capacity for change Ability to cope with continuous and complex changes, to be flexible and to handle high levels of uncertainty.	A / I
E	SC11. Emotional Intelligence Understanding the benefits of different leadership / management styles. Gauging own impact as a leader / manager.	A / I
E	SC12. Enduring Resilience Continually exuding optimism and a 'can do' attitude.	A / 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