



Job Description

Organisation:	Luminate Education Group
Primary Organisation Supported <i>(only use this field for LEG service member of staff)</i>	Luminate Education Group
Core Job Role:	Relational Practice Coaching – Student Facing
Job Title:	Relational Practice Coach
Reports to:	Jane Hinchliffe
Grade	C
Date of compilation:	July 2026

ROLE SUMMARY:

At Luminate Education Group, we're transforming how we support our staff and learners through compassionate, relational practices that build, maintain, restore and repair relationships. The Relational Practice Coach is a new role, with a focus on direct work with young people to increase learner participation in our approach. You will design and deliver training, coaching, focus groups and one to one support with learners and staff, embedding our relational approach across the Group and strengthening relationships across our whole college community. You will have the opportunity to assist with youth participatory research to amplify learner voice, to influence the FE Relationships and Behaviour Policy and to promote our relational college culture.

SPECIFIC ROLE RESPONSIBILITIES:

1. Develop creative and engaging campaigns and initiatives involving learners and staff which embed and promote inclusive behaviour and cultivate positive relationships.
2. Work with learners across curriculum departments to develop their knowledge and application of relational practice.
3. Provide one-to-one and drop-in mentoring support for students on issues or concerns including with interactions, communication and relationships with peers and staff.
4. Plan and deliver workshops and awareness raising with learners to embed peer-to-peer restorative and relational practice.
5. Work with other Student Life team members and the Relational Practice Team to deliver training, coaching and facilitated learning for staff in Relational (Restorative and Trauma Informed) approaches.
6. Work with Student Life colleagues in the Student Enrichment team to embed relational approaches in activities for students.

7. Consult with learners, student parliament, students union, coaches and curriculum staff to improve engagement with relational and trauma informed processes across different curriculum departments.
8. Play an active role in youth participatory research the department conducts around relational practice, inclusion and belonging.
9. Promote the results of research findings and embed these into practice with young people.]

CORE RESPONSIBILITIES:

1. Create relational and inclusive resources for both students and staff which are relevant to different curriculum departments. Upload resources to a range of sites where staff and students may access them.
2. Support the Relational Practice Lead with collection of data from student behaviour meetings.
3. Support staff throughout Luminate Education Group to facilitate and support a culture of relational practice throughout the student cohort.
4. Work collaboratively with the Restorative Practice Facilitator to develop resources and raise awareness of restorative practice amongst staff and students.
5. Maintain up to date knowledge and training around inclusive behaviour practice, wellbeing, trauma informed and restorative practice and the needs of vulnerable learners and marginalised or minoritised communities. Embed this knowledge and awareness into practice.
6. Develop the team's advocacy pilot and provide advocacy for students going through behaviour processes linked to our Relationships and Behaviour Policy.
7. Contribute to the ongoing review and audit of the Relationships and Behaviour Policy.
8. Input into quarterly reports on the teams' activity and outcomes measured against agreed performance objectives, in order to demonstrate the impact of activities and interventions
9. During enrolment week provide a point of contact at college for enrolment and to arrange or offer advice/guidance about relational practices.
10. Contribute to safety plans for students and behaviour support plans, advocating on behalf of the student where appropriate.
11. Work closely with the PSHE Lead and PSHE Lead (Quality) to develop and source tutorial resources on relational practice and relational working.(put this a bit higher up)
12. Act as a reflective practitioner, giving and receiving feedback with fairness and empathy.

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

Job Title:	Relational Practice Coach
Department	Student Life

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. Literacy and Numeracy at Level 2 or above or proven ability to apply the skills	A
D	Q2. A qualification relating to work with children and young people, families or communities.	A
D	Q3. Training in Restorative or Trauma Informed Practice or other relational approaches.	A / I / T
Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Awareness of relational practices and their benefits (e.g. trauma informed or restorative practice) within education, social care or the third sector.	A / I / T
E	EK2. Experience in building and maintaining relationships with young people, professionals	A / I / T

	and colleagues in a range of settings and acting as an advocate for young people.	
E	EK3. Experience of direct work with young people	A / I / T
E	EK4. Knowledge of relevant IT software including Microsoft applications and Google. Openness and ability to learn to use a range of systems the college operates.	A
E	EK5. Experience of designing and developing campaigns, initiatives and projects	A / I
E	EK6. An awareness of social inequalities and how they impact on learning in an Education setting.	A / I
D	EK7. Experience of participating in research projects or learner voice activities with young people	A / I / T
D	EK8. Experience of designing and facilitating learning for staff and learners across a large organisation.	A / I
D	EK9 Lived experience of being from a marginalised or minoritised group which informs your work with young people.	A/I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1.An ability to build and maintain relationships with young people, college staff, employers and other stakeholders and to advocate for our learners.	A / I
E	SC2 Ability to approach staff and students confidently, building professional relationships face to face, digitally and through networking and promotion activities.	A / I
E	SC3. Ability to develop, deliver and evaluate accessible and inclusive resources, activities, or facilitated learning	A / I / P

E	SC4. Empathy, coaching skills, excellent communication, listening, influencing and interpersonal skills	A / I / P
E	SC5. A reflective practitioner, focused on learning and development of self and others	A / I
E	SC6. Good time management, self-motivated, an ability to work to deadlines, to prioritise and manage workloads	A / I
E	SC7. A willingness to work flexibly both independently and as part of a team.	A / I
E	SC1. An ability to build and maintain relationships with young people, college staff, employers and other stakeholders and to advocate for our learners.	A / I / P
E	SC2 Ability to approach staff and students confidently, building professional relationships face to face, digitally and through networking and promotion activities.	A / I / P
E	SC3. Ability to develop, deliver and evaluate accessible and inclusive resources, activities, or facilitated learning	A / I / P
E	SC4. Empathy, coaching skills, excellent communication, listening, influencing and interpersonal skills	A / I
D	SC8. Ability to work with qualitative and quantitative data and to produce reports. Accurate and objective record keeping.	A / I
Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion and meeting the needs of diverse and marginalised communities and to actively working to reduce systemic discrimination.	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	A/I
E	B3. Commitment to the PREVENT agenda	I

E	B4. Commitment to professional standards	I
E	B5. Commitment to relational and approaches	A/I