

## Job Description

|                      |       |                                     |                     |
|----------------------|-------|-------------------------------------|---------------------|
| <b>Group Member:</b> |       | Pudsey Sixth Form College           |                     |
| <b>Job Title:</b>    |       | High Needs Engagement Coach         |                     |
| <b>Reports to:</b>   |       | SEND and High Needs Support Manager |                     |
| <b>Job Grade</b>     | LEG C | <b>Department</b>                   | SEND and High Needs |

### SPECIFIC ROLE RESPONSIBILITIES:

1. To track and monitor progress towards achievement using assessment grades in ProMonitor markbooks, ensuring learner progress is tracked against their target grades.
2. To deliver PSHE sessions and conduct one-to-one coaching sessions
3. To provide support for students with their learning, using on-line support technology and education platforms.
4. To identify where students require an intervention and convene small groups of students to work on a specific topic related to their course.
5. Ability to participate in evening/weekend work as required.

### CORE RESPONSIBILITIES:

1. To be the key contact for a caseload of high needs students, specifically those with barriers to learning including social, emotional and mental health difficulties and challenging behaviour.
2. To act as the principal liaison for parents/carers of identified high needs students. To work with external agency representatives such as social workers, youth offending team workers, mental health workers and family support workers to promote a holistic approach to meeting student needs.
3. To facilitate individual or group interventions on emotional regulation and social interaction, as identified in a student's Education, Health and Care Plan or through referral from colleagues.
4. To provide in-class support where required to meet the needs of your student caseload.
5. To promote the inclusion and acceptance of all students, assisting with mediation between students and staff, in line with college restorative practices.
6. To ensure teaching staff are aware of the needs of the student caseload and offer advice on how to best support them.
7. To help students develop resilience and independence, both in learning and in forming positive relationships with peers and staff.
8. To closely monitor attendance of your student caseload and follow up immediate absence with students and parents.
9. To provide weekly update on progress of your student caseload and to feed into Annual Reviews, school reviews and parent meetings as needed.

### 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 relational 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 the Group's Values:

#### **Kindness**

*Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them*

#### **Ownership**

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

#### **Enjoyment**

*Fostering environments that enable staff and students to be brave, interact and have fun*

#### **Collaborative**

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

#### **Passion**

*Encouraging all to have aspiration and passion in everything they do.*

#### **Creative**

*Always hungry to learn and looking ahead so we can be responsive*

## Person Specification

|                   |                             |
|-------------------|-----------------------------|
| <b>Job Title:</b> | High Needs Engagement Coach |
| <b>Department</b> | SEND and High Needs         |

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)<br>Desirable (D) | Criteria                                                                                                                                                           | Method of<br>assessment |
| E                              | Q1. English & Maths qualification at L2 with a commitment to achieving within 2 years of appointment if not already achieved.                                      | A / C                   |
| D                              | Q2. Training/CPD relevant to the post, such as ELSA training via a local authority or PEERS for young adults through the National Autistic Society.                | A / C                   |
| E                              | Q3. Supporting teaching and learning / teaching assistant / or learning, mentoring/coaching qualification or commitment to achieving within 1 year of appointment. | A / C                   |

| Experience and Knowledge       |          |                         |
|--------------------------------|----------|-------------------------|
| Essential (E)<br>Desirable (D) | Criteria | Method of<br>assessment |

|   |                                                                                                                |       |
|---|----------------------------------------------------------------------------------------------------------------|-------|
| E | EK1. Experience of working with young people with social, emotional needs and challenging behavior.            | A / I |
| D | EK2. Experience of working in a team in an education setting.                                                  | A / I |
| D | EK3. Experience of facilitating interventions to develop emotional regulation such as the Zones of Regulation. | A / I |
| D | EK4. Experience of facilitating interventions to develop improved social interaction such as PEERS (UCLA).     | A / I |
| E | EK5. Understanding of the Equality Act (2010) and the SEND Code of Practice (2015).                            | I     |

| Skills and Competencies        |                                                                                                                                                                        |                      |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Essential (E)<br>Desirable (D) | Criteria                                                                                                                                                               | Method of assessment |
| E                              | SC1. Good organisational skills and ability to prioritise work to meet deadlines, using own initiative.                                                                | A / I                |
| E                              | SC2. Ability to relate to, support and work with, individuals of all ages and abilities.                                                                               | A / I                |
| E                              | SC3. Ability to innovate and enthuse learners to succeed in learning.                                                                                                  | A / I                |
| E                              | SC4. Excellent interpersonal skills and the ability to communicate effectively with a range of stakeholders, including students, college staff, parents and employers. | A / I                |
| E                              | SC5. Ability to identify and report on barriers to learning and liaise with colleagues to support strategies for improvement.                                          | A / I                |
| E                              | SC6. Ability to effectively utilise coaching and mentoring skills.                                                                                                     | A / I                |
| E                              | SC7. Understanding of the structure of EHCPs and how to assess progress towards outcomes.                                                                              | A / I                |

|   |                                                                         |       |
|---|-------------------------------------------------------------------------|-------|
| E | SC8. Ability to work flexibly and effectively as a member of a team.    | A / I |
| E | SC9. Able to establish rapport and to maintain professional boundaries. | I     |

| Behavioural, Values and Ethos  |                                                                                                  |                         |
|--------------------------------|--------------------------------------------------------------------------------------------------|-------------------------|
| Essential (E)<br>Desirable (D) | Criteria                                                                                         | Method of<br>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 relational practice approaches                                                 | I                       |