

## Job Description

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| <b>JOB TITLE</b>             | <b>Skills Coach</b>   |
| <b>GRADE</b>                 | <b>5/6</b>  |
| <b>DBS REQUIREMENTS</b>      | <b>Enhanced</b>   |
| <b>Hours</b>                 | <b>36 hours per week, term time only</b>  |
| <b>SUPERVISED BY</b>         | <b>Senior Leadership Team</b>   |
| <b>SUPERVISION EXERCISED</b> | <b>Directly: None<br/>Indirectly: None</b>  |
| <b>CONTACTS</b>              | <b>Internal: Teachers, LSAs, therapists,<br/>Psychologists</b><br><br><b>External: Families, Social services, Youth<br/>offending service</b> |

### Aims and purpose of the job:

The key objective of the role is to provide pastoral support to a designated group of students. This will entail intensive support to enable students to access learning whilst developing strategies to improve positive behaviours.

### Main purpose:

- Assist with the development and implementation of Individual Education/Behaviour Plans, Risk Assessments, Personal Care and Therapy Care programmes for a designated group of students.
- Establish therapeutic relationships with students and interact with them according to individual needs. Providing 1:1 support via reflective and restorative practice.
- Promote the inclusion and acceptance of all students.
- Set challenging and demanding expectations and promote self-esteem and independence.
- To help students develop resilience and independence, both learning in lessons and forming positive relationships with peers and staff.

- To develop and enhance expertise in supporting students with complex social, emotional and mental health needs by attending training and working alongside relevant internal and external professionals such as psychologists and therapists.
- To provide support in the delivery of specialist interventions, taking a lead where appropriate.
- To sustain an active engagement with families of designated students to help them explore issues and make changes in areas that may be affecting their child's learning and development. This will involve home visits.
- To work closely with the safeguarding team by attending core group meetings and case conferences where appropriate.
- To track the progress of students with Social, Emotional and Mental Health needs using the available data and monitor the impact of interventions, sharing this with the SENCo and other relevant professionals.
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- To monitor and track attendance and punctuality.
- To support induction of new students into the school.
- Where appropriate, to seek opportunities for work experience and work based learning for students.

### **Support for the school**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school. The school is moving towards a whole school approach to support the wellbeing of students and staff.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.

- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtime when required.
- Accompany other staff and students on visits, trips and out of school activities as required.

### **Professional learning and development**

- To be a reflective practitioner, evaluating and improving own practice in order to have a positive impact on student development.
- To contribute to both school's developments by sharing professional learning, expertise and skills with others, and participating in collaborative learning opportunities.
- 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.
- To take responsibility for personal professional development to inform and extend professional practice to secure improvements in student progress.
- To undertake any other task deemed appropriate by the Headteacher.

*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.*