

Job Description



Job Title:	Youth Coach
Responsible to:	Head teacher
Responsible for:	To be actively involved in engaging students in their learning, attendance and engagement with school, both on and offsite.
Hours:	37.5 (Monday to Friday, 8.30 – 16.00, term time only)
Job Type:	Permanent

To be actively involved in the support and monitoring of students' behaviour by:

- Assisting and managing the return of students back to the classroom.
- Implementing agreed strategies to manage and improve the behaviour of students in the school.
- Monitor and analyse the behaviour of students using the online behaviour management system. • Providing an on-call response to support teaching staff, when appropriate
- Liaising with teaching staff to support teaching and learning.
- Supporting students in following the rules of the school, helping to enforce school behaviour expectations.
- Planning and delivery of 1:1 or group wellbeing sessions, which are overseen by our Wellbeing Lead

As a Youth Coach you may also support with the education, attendance and emotional well-being of young people who are accessing a bespoke education plan which includes off site provision. Lone working may be part of the role, as well as taking ownership and co-ordination of aspects of the young person's timetable. Your role will include communicating information around the young person, liaising with other school colleagues, parents and carers and external providers. As part of the role, you will be expected to write risk assessments, conduct pre-visit risk assessments and ensure relevant policies and procedures are followed.

Main Responsibilities:

To be actively involved in the support and engagement of students by:

- To support individual children with academic progress, under the guidance of teaching staff
- To report to relevant parties on the progress of pupils
- To be the main point of communication with school, home and other professionals involved with the young person
- To write pre-visit risk assessments and risk assessments
- To work with the SENCO and Assistant Headteacher to ensure that any young person's timetable and activities planned are engaging and appropriate
- To undertake any relevant training

- To be flexible in terms of supporting elsewhere in school when needed
- To transport the young person to activities
- To maintain good records academically and in accordance with safeguarding practices
- To coach students about how to manage their emotions and feelings leading to better self-regulation and self-management
- To assist in the organisation of a rewards system for the school and the encouragement of student responsibilities.
- To work with the Deputy Headteacher to develop and promote strategies to improve behaviour throughout the school.

These responsibilities may be carried out in some of the following ways:

- Working with parents.
- Assisting in the induction of new students.
- Supporting students and encouraging them to reflect and improve upon their behaviour.
- Being present in the corridors to react to and deal with students who have left their classroom.
- Undertaking CPD and further research as required to expand own knowledge and skills base.
- Attending meetings and other events associated with the school.
- Providing support to staff in managing student behaviour.
- Contributing to team meetings, assemblies, parent meetings through presentations and advice.
- Working one to one with students to address their behaviour issues and needs.
- Assisting student in the classroom when required, due to behaviour or dysregulation.
- Willingness to complete reasonable tasks as requested by the Head teacher or line manager.

ICT responsibilities:

- To use IT and computers in day-to-day work in order to facilitate more effective communication and presentation of information. This includes word processing, e-mail, electronic record keeping and information sharing, multi-media presentation and teaching.

General:

- To contribute to the development and maintenance of the highest professional standards of practice, through active participation in internal and external CPD training and development programmes, in consultation with the post-holder's manager.
- To maintain up to date knowledge of legislation, national and local policies and issues in relation to children's mental health and education.

To be noted:

- *This is not an exhaustive list of duties and responsibilities, and the post holder may be required to undertake other duties which fall within the grade of the job, in discussion with the manager.*
- *This job description will be reviewed regularly in the list of changing service requirements and any such changes will be discussed with the post holder.*
- *The post holder is expected to comply with all relevant OFG policies, procedures and guidelines, including those relating to Equal Opportunities, Health and Safety and Confidentiality of Information.*

Medway Green School is committed to the safeguarding of children and expects all staff and volunteers to share this commitment. All appointments are subject to a satisfactory enhanced DBS clearance, safeguarding checks and references.

Person Specification

	ESSENTIAL	DESIRABLE	HOW TESTED
Training & Qualifications	Educated to GCSE C/4 or above in English and Maths or equivalent.	Further post 18 study	Show certificates of qualifications at interview
Experience	Experience of working in a career with acquired skills which can be transferred to this role	Experience or working with children and young people within education provision. Experience of working with young people with challenging behaviour.	Application form. Assessed at interview and references.
Knowledge & Skills	Skills using computer databases and common programmes. High standard of report writing. Experience working in a challenging environment Excellent communication skills Ability to plan, prioritise, delegate, organise self and others; manage, monitor, evaluate and review one's own work and that of others Ability to work on own initiative and in teams Willingness to undertake and use where appropriate Physical Intervention training	Knowledge of safeguarding and attendance legislation/good practice. An understanding of the needs and difficulties of young people with mental health problems or other areas of SEN. An ability to use data to understand target setting and track student progress/apply appropriate intervention Knowledge of SEN and impact on behaviour Successful experience of working with students with social, emotional and behavioural challenges	Application form. Interview and references.

Other	<p>An ability to interact effectively with staff from all disciplines and work hard as part of a team.</p> <p>Desire to “go the extra mile” in the best interests of children.</p> <p>Good sense of humour and to be able to place events in perspective.</p>	Experience of working within an education system.	Application form, interview and document check.
	<p>Ability to work independently, reliably and consistently with work agreed and managed at regular intervals.</p> <p>Ability to accept and use supervision appropriately and effectively.</p> <p>Willingness, when absolutely necessary, to use restrictive physical interventions.</p> <p>Ability to drive and willingness to drive pupils to and from provision / home etc in school vehicles. Own vehicle is essential due to the location of the school, no public transport is available.</p> <p>Good personal organisational skills.</p> <p>A down to earth approach with an empathy and understanding of challenging behaviours.</p>		

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