

	Resilience Coach
Grade	Level 5 Point 8 to 12
Reports to	Headteacher and Deputy Headteacher (Behaviour and Attitudes)
Liaison with	Pupils, Staff, outside agencies
Job Purpose	To undertake the following responsibilities in consultation and collaboration with the Head Teacher and Deputy Headteacher.
Hours of Work	<p>37 hours per week. Term Time plus 1 week 8.00am to 4.00pm Monday to Thursday 8.00am to 3.30pm/8.30am to 4.00pm Friday on alternate Fridays</p>
Key Areas of Responsibility	<ul style="list-style-type: none"> ▪ Contribute to the Aspiration, Character and Excellence ethos. ▪ Under the direction of the DHT, the Resilience Coach will support the needs of identified pupils/groups of pupils contributing to more effective learning through improved behaviour, resilience and social skills. ▪ To be an integral part of the pastoral team which include Year teams, DoKs, SENDCO and the Safeguarding and Wellbeing Team. ▪ Conduct restorative work by providing social skills, resilience and behavioural support for pupils who find particular areas of education challenging. ▪ There is a confidentiality component to this role and the post holder needs to hold the trust and confidence of both the pupils and teachers. You may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately.

<p>Specific Responsibilities</p>	<ul style="list-style-type: none"> ▪ No holiday to be taken during term time. 30 minute lunch break to be taken between 12pm and 1:20pm. ▪ Work as part of the Pastoral Team in the 'Return to Learning' Inclusion unit, as well as the main school building and classrooms, this will include assisting HOY in producing PSPs. ▪ Supervise the 'Return to Learning' Inclusion unit (RTL) ▪ In response to resilience data analysis, contribute and lead with the guidance of the Deputy Headteacher to the whole school Resilience programme across all year groups ▪ Implement established programme "Social Emotional Aspects of Learning" (SEALs/anger management) with individuals or small groups. ▪ Operate reward and sanction systems (in conjunction with the school policy) and work with the pastoral staff on developing and implementing Pastoral Support Programmes. ▪ Under the direction of the Deputy Headteacher , you will communicate with parents / carers and outside agencies as part of school behaviour improvement strategies. This will include Home Visits. ▪ Provide a daily lunchtime club / activity for vulnerable students and / or assist in general supervision of students at break times & Lunchtimes, support duty rotas, SLT Detention pick up etc.. ▪ They will maintain records and collect data relating to behaviour as directed by Deputy Headteacher. ▪ Work with outside agencies to ensure appropriate support and intervention is in place for both pupil and family/carers ▪ Work with outside agencies to develop workshops, presentations and assemblies for vulnerable groups of pupils
<p>Support for Teaching and Learning</p>	<ul style="list-style-type: none"> ▪ Work with, guide and challenge identified pupils. ▪ Work with pupils on an individual and group basis to contribute to more effective learning through improved behaviour, attendance and

<p>Support for the School</p>	<p>social skills. This may also take place in lessons where appropriate.</p> <ul style="list-style-type: none"> ▪ Assist in the recording of behaviour incidents using the school system ▪ Monitor and report on the implementation of pastoral support plans/interventions with pupils and contribute to the review of these plans. ▪ Participate in training in order to keep up to date with possible sources of support and strategies for working with pupils. ▪ Comply and assist with policies and procedures relating to child protection, reporting concerns to an appropriate person. ▪ To work with identified pupils as an alternative to exclusion and/or to prevent exclusion. ▪ Communicate with parents to facilitate effective support programmes for the pupils. <ul style="list-style-type: none"> ▪ Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection. Reporting all concerns to the appropriate person. ▪ Attend and participate in meetings as required before and after the school day. ▪ Participate in training, other learning activities and performance development as required. ▪ Recognise own strengths and areas of expertise and use these to advise and support others. ▪ Assist in the supervision, training and development of staff ▪ To carry out duties as a first aider. Full training will be given. ▪ Any other duties commensurate with the duties/responsibilities/grade of the post ▪ Your normal place of work is at Chase High School, however, the Discovery Educational Trust reserves the right to require you to work at any other of its establishments, whether current or future. This may be for a temporary period or on a permanent basis, according to the needs of the employer.
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	<ul style="list-style-type: none"> ▪ All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working.
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Line Management	
Performance Management	<ul style="list-style-type: none"> ▪ Identified in the School's Performance Management Policy

Job Description

PERSON SPECIFICATION: Resilience Coach

CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> • Level 3 Qualification. • Successful experience working with children in an education, health or social care environment • NVQ Level 3 or 4 or equivalent in English and Maths • A relevant first aid qualification. 	<ul style="list-style-type: none"> • Completion of DCSF induction programme
EXPERIENCE	<ul style="list-style-type: none"> • SEN: demonstrate a good understanding, support the differences in children and adults, and respond appropriately. • Detailed understanding and knowledge of the curriculum • Detailed understanding of child development and learning processes • Proven ability to assess and record progress and recommend appropriate strategies to support development. • Experience of working to make a proactive contribution to the work of the team supporting children, their families and carers. • Ability to work with parents and carers to improve support for children. • Ability to establish rapport and respectful and trusting relationships with children, their 	<ul style="list-style-type: none"> • Experience with CPOMS • Experience of SIMS

	families and carers and other adults.	
SKILLS	<ul style="list-style-type: none"> • Ability to use ICT communication and administrative systems effectively • Ability to write detailed reports • Ability to use clear language to communicate information unambiguously. • Overcome communication barriers with children and adults • Ability to negotiate effectively with adults and children and to exercise influence • Ability to demonstrate a range of highly effective behaviour management strategies 	<ul style="list-style-type: none"> • Relevant CPD
KNOWLEDGE	<ul style="list-style-type: none"> • Good working knowledge of policies relating to Child Protection 	<ul style="list-style-type: none"> • Experience of OFSTED requirements