

Emotional Wellbeing Coach

Job Title

Emotional Wellbeing Coach

Reports to

Senior Emotional Wellbeing Coach

Liaison with

Hub Team – SEN Teacher; HLTA; SA; Foundation Counsellor

Core Purpose

- To encourage the inclusion of students by using positive management techniques designed to develop the students' ability to regulate their own emotions
- To work with all staff as part of a professional team to support and deliver learning activities for individual and targeted groups of students with the aim of improving students' attitudes, as well as their attendance and achievement
- To work with Head of Therapeutic Provision and Head of Statutory Provision to provide effective family intervention
- To undertake home visits when appropriate during term and holiday time

Duties

- To produce a variety of resources for student/foundation/hub designed to support an Individual's SEMH programme and/or support whole foundation positive regulation systems
- To participate in the evaluation and review of the agreed support in conjunction with other emotional wellbeing support staff and/or foundation staff
- To attend relevant meetings and in-service training provided by the Foundation
- To consult with parents regarding student support matters and responding to critical incidents
- To record all critical incidents in an appropriate and timely manner on CPOMs
- To support students before, during and after a cycle of assault to both reassure them and ensure that the student is aware of what restorative actions are necessary
- To be a strong role model for emotional regulation and associated language
- With the HoTP and Senior InCo to strategically plan and implement interventions that enable all students to overcome personal obstacles and challenges so that they make maximum progress and attainment
- To demonstrate a commitment to promoting the mental wellbeing of all students and staff, ensuring it is the focus of all actions undertaken in the role
- To provide support, guidance and advice to families
- To support the identification of at-risk pupils or those demonstrating signs of mental ill health

- To develop relationships with home, and set up interventions that can be delivered with families
- To develop a support system that will encourage relationships and effective communication between home and the foundation and relationships
- To organise visits to students at home during holidays in order to promote smooth and consistent transition between settings

General

- To participate in the performance management process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- To ensure that all duties and services provided are in accordance with the Foundation's Equal Opportunities Policy
- The Executive Board is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment
- The duties above are neither exclusive nor exhaustive and the post holder may be required by the Head of Foundation to carry out appropriate duties within the context of the job, skills and grade