



Upper Shirley High School
Belle Moor Road
Southampton SO15 7QU
Co-ed Comprehensive (11-16)
Tel: 023 8032 5333

Role: Life Coach
Grade: Grade 7
Actual Salary: £12,420 - £14,686 depending upon experience
Working Week: 3 days a week; ideally Monday, Wednesday & Friday (can be negotiated)
Contract: Term time only
Start date: From March 2019

We are seeking an experienced and impactful professional to work with students on identifying personal strengths, areas of development and **planning for positive goals**. You will support students in achieving their best at Upper Shirley High. This role is designed to ensure students (who need additional support) are **assisted personally and academically to achieve**. The successful candidate will bring a calm, developed perspective to help students plan and realise personal ambitions. You must be able to articulate how wellbeing translates practically into academic **success through coaching processes**. You must have a track record in successfully delivering strategies for children (of secondary age) with social, emotional and behavioural needs.

People say there's a buzz at USH which we believe is created by our passion for learning. USH is in the top ten Hampshire schools for overall progress and we hold student wellbeing in the highest regard as part of our success.

The successful candidates will:

- Help students develop their self-awareness and self-confidence
- Support the behavioural and emotional needs of the students in line with school policies
- Provide feedback to students in relation to their progress between coaching sessions
- Motivate students to achieve well at school.

We can offer you:

- Dedicated teams who place students at the heart of everything.
- Experience of leading a development within a team.
- Amazing students who are proud to be part of the school.
- An open and honest professional culture and learning community.
- A team who place a high premium on your professional development and induction.

The successful applicant will be welcomed and supported in our friendly environment where we have a passion for learning.

Full details and application forms can be downloaded from our website:

http://uppershirleyhigh.org/staff_vacancies . Please return your completed applications to applications@ushschool.org .

We positively encourage prospective candidates to visit our school prior to applying; please contact our HR Officer, Georgina Figgins, (Georgina.Figgins@ushschool.org) to arrange this.

Closing date: Sunday 24th February 2019

Interview date: Wednesday 6th March 2019

THE JEFFERYS EDUCATION PARTNERSHIP

The Jefferys Education Partnership is part of an umbrella Trust called the Hamwic Trust. At the Hamwic Trust, we offer unique opportunities for those individuals who excel in education.

We aim to deliver an outstanding education to our pupils and to do so, we must employ **outstanding** people.

We offer a training pathway for all employees, including teachers, support staff and our middle and senior leaders.

Our staff have opportunities to work on cross phase projects and to work in other schools within the Trust in order to gain invaluable experience and enhance their skills.

All schools within the Hamwic Trust are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to share this commitment.

We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks, along with other relevant employment checks.

JOB DESCRIPTION

Post: Life Coach

Post Holder:

Responsible to: Guidance Team Leader

Grade: 7

Hours: Part-time. 3 days a week; ideally Monday, Wednesday & Friday.

Job Purpose:

- The Life Coach will work alongside the Learning Support and Guidance teams to support children at times of need. This will help them to refocus aspects of their life, to help them achieve both personally and academically.

Principle Aim:

- To work with identified students to focus upon identifying personal strengths, areas for development, planning positive goals that will support them in achieving their very best at Upper Shirley High.

Key Tasks:

- Agree a set number of sessions with individual students (in liaison with the Guidance Lead and the Pastoral Leader for that year group)
- Build a good working relationship with the students that allows them to communicate their current challenges and beliefs
- Motivate and encourage students to develop their thoughts and understanding of how to move forward and achieve realistic goals within a specific time frame
- Use coaching skills to develop students' self-awareness and self-confidence
- Be aware of self-help techniques such as mindfulness and how this can help students to manage stress and to help them achieve, both personally and academically
- Help students gain a clearer understanding of their beliefs and how they impact their feelings
- Work with students to develop agreed strategies for reaching their goals, continually reviewing progress
- Have a clear understanding of coaching frameworks and theories of positive psychology, with the ability to apply them in practice (as appropriate to the training of the member of staff)
- Work safely as a reflective practitioner to develop greater self-awareness when working with students
- Work to a Code of Ethics (specific to the member of staff and their training)
- Report weekly to the Guidance Lead regarding the progress of students to determine the amount of sessions students will take part in
- Report any safeguarding concerns to the Guidance Lead and attend Friday morning safeguarding meetings

Support for Students:

- To develop an understanding of the needs of identified students
- To take into account the students' special needs, as appropriate, when planning coaching sessions
- To help students develop their self-awareness and self-confidence
- To support the behavioural and emotional needs of the students in line with school policies
- To provide feedback to students in relation to their progress between coaching sessions
- To work as part of a team in relation to individual students, liaising, advising and consulting where appropriate
- To train and support a team of peer mentors in their work supporting other students at USH

- To be aware of school policies and procedures, including those relating to confidentiality and Child Protection
- Contribute to the overall ethos, work and aims of the school by attending meetings and training sessions

Key Responsibilities:

Daily/Weekly:

- Read referrals and confirm required support for identified students, working with the Heads of Year and Guidance team to ascertain issues and to set specific goals
- Ensure that parental consent has been obtained prior to the start of the coaching programme
- Work with students on an agreed number of sessions, utilising specific coaching techniques for a specified set number of weeks, dependent upon the student's needs
- Develop the self-belief and self-confidence of students through a series of sessions to help them achieve more at school, both personally and academically
- Provide a drop-in for students during social times for students to access if they require support
- Ensure that a log of evidence regarding the coaching process is kept for reference
- Report daily any safeguarding concerns that may arise or specific issues that need to be communicated to other members of staff, or to parents
- Attend Friday morning weekly safeguarding meetings to update on specific students.

Termly / ½ Termly:

- Support the peer mentor process by meeting with the mentors half-termly to offer further training and support as required regarding the specific issues that have arisen
- Provide training for the new teams of peer mentors as required, offering specific workshops on how older students can support
- Work with the Guidance Lead on creating a half-termly report that outlines key data regarding the sub-groups of children that have had coaching and for how long
- Meet with the Guidance Lead and Heads of Year, as appropriate, assessing whether students who have received coaching require further programmes of support

Supporting the school:

At an appropriate level, according to the job role, grade and training received, all employees in the school are expected to:

- Support the aims, values, mission and ethos of the school and participate in a team approach to all aspects of school life.
- Attend and contribute to staff meetings and INSET days, as required, and identify areas of personal practice and experience to develop.
- Take appropriate responsibility for safeguarding and children's welfare. Be aware of confidential issues linked to home/child/teacher/school and keep confidences appropriately.
- Be aware of health and safety issues and act in accordance with the school's H&S Policy.

Other Duties

The postholder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar and he/she has appropriate qualifications, or receives appropriate training to carry out these duties.

The postholder must:

- Ensure that trust policies and procedures are implemented and followed.
- Work as appropriate with the Trust Central Services team in matters relating to finance, HR, IT and Health and Safety.

**UPPER SHIRLEY HIGH SCHOOL
LIFE COACH PERSONAL SPECIFICATION**

SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
<p>KNOWLEDGE</p> <p>Previous experience of working with/ supporting young people with a range of social, emotional and behavioural difficulties</p> <p>Understanding of what is meant by coaching and knowledge of effective programmes, tools and techniques (as appropriate to the training of the applicant)</p> <p>GCSE Grade C (or equivalent) in English and Maths</p> <p>Qualification as appropriate to the applicant. Examples of qualifications could include specific qualifications achieved through the following:</p> <ul style="list-style-type: none"> • Association for Coaching (AC) • European Mentoring and Coaching Council UK (EMCC UK) • International Coach Federation (ICF) • http://www.youthcoachingacademy.com/ • http://www.coachingacademy.com 	<p>To support the identified young people fully and effectively</p> <p>To demonstrate a sound knowledge of coaching and the ways in which young people can be helped and supported</p> <p>To demonstrate a satisfactory level of numeracy and literacy to assist young people</p> <p>To provide the theoretical framework and context for responsibilities and duties of a Life Coach</p> <p>To ensure a sound understanding of specific coaching techniques that can help young people develop their self-awareness and self-confidence to help them in both their personal and academic life</p>	<p>Now</p> <p>Now</p> <p>Now</p> <p>Now</p> <p>Now</p>	<p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p>

Administrative skills and experience	To help ensure accurate record keeping, monitoring and data collection in respect of logging aspects of the coaching process and providing numerical data regarding the sub groups of students supported	Now	4
<u>MENTAL SKILLS</u>			
Ability to observe, monitor and analyse the coaching process	To contribute to monitoring and recording the progress of the student through the coaching process and to provide relevant feedback as required	Highly desirable (with training on specific systems as required)	3
<u>INTERPERSONAL & COMMUNICATION SKILLS</u>			
Excellent listening and observational skills with highly developed communication skills and the ability to demonstrate empathy towards young people	To ensure the support for young people meets their needs and enables them to use what they have learnt to develop their self-awareness	Now	5
The ability to build a productive working relationship with a young person in a short space of time	To ensure that trust is built quickly so there is impact from the coaching from the very start	Now	4
A non-judgmental attitude and the ability to connect with young people from diverse backgrounds	To support different young people with different needs to help develop their self-confidence	Now	5
Confidence to challenge young people in an empathetic way	To support colleagues and maintain effective working relationships	Highly desirable	4

Ability to work well as a member of a team			
<u>PHYSICAL SKILLS</u>			
Ability to make and use a variety of resources	To support the coaching process, utilising a variety of resources as appropriate	Desirable; not essential	2
<u>INITIATIVE & INDEPENDENCE</u>			
Working within established procedures, to use own judgement and initiative	To work alone with individuals or groups of young people and to deal with unexpected/unusual situations or problems	Highly desirable	4
<u>PHYSICAL DEMANDS</u>			
N/A			
<u>MENTAL DEMANDS</u>			
Awareness of needs/demands of young people (particularly those with specific behavioural/emotional needs) and how they act/react	To react to a student's needs and demands and to ensure their safety and welfare	Awareness now	5
Ability to deal with interruptions and unexpected peaks in workload	To cope with situations where several young people require attention at the same time	Ability now	5
<u>EMOTIONAL DEMANDS</u>			
Experience of working with students, demonstrating an ability to, support, understand and empathise with young people who may have a complex range of emotional, behavioural and physical needs	To work with individuals or groups of students of all abilities (including the very able and those with specific learning difficulties) who are experiencing emotional and/or behavioural difficulties	Ability/aptitude essential now.	5

Ability to work with young people who have experienced a specific traumatic event or may be struggling with a particular aspect of school or personal life	To listen to young people, establish relationships and (in accordance with school policies and procedures) be able to act/deal appropriately with emotionally difficult situations	Ability/aptitude essential now. (training given regarding specific school procedures)	5
<u>RESPONSIBILITY FOR PEOPLE</u> Understanding of key safeguarding issues and procedures	To ensure correct reporting and monitoring of any safeguarding issues arising across the school; To maintain appropriate levels of confidentiality and data security in respect of student information	Good understanding now – training given in specific school procedures	5
<u>RESPONSIBILITY FOR SUPERVISION</u> N/A			
<u>FINANCIAL RESPONSIBILITY</u> N/A			
<u>RESPONSIBILITY FOR PHYSICAL RESOURCES</u>	Some responsibility for safe and secure storage of materials and resources	Highly desirable	3