



## ROLE PROFILE

### #RKLTPeople

Nurturing Ambition, Inspiring Excellence



Red Kite Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure. We are an equal opportunities employer which welcomes applications from all sectors of the community. We are committed to promoting diversity and want a workforce which reflects the local population of each of our schools.



[www.rklt.co.uk/careers](http://www.rklt.co.uk/careers)



\*Red Kite Learning Trust is committed to supporting work-life balance and recognise the benefits of flexible working. We welcome requests for flexible working arrangements as part of the recruitment process. While flexibility may be possible for many roles, each request will be considered on an individual basis.

<b>Job Title:</b>	Emotion and Wellbeing Coach	<b>School:</b>	Western Primary School
<b>Salary Grade:</b>	Band 5, SCP 4-6	<b>Working Hours:</b>	32.5 hours per week Monday – Friday Term Time + Training Days
<b>Contract Type:</b>	Permanent	<b>Location:</b>	Harrogate

#### Responsible to: Headteacher and Senior Leadership Team

**Role summary:** To support the SENCO/Inclusion Manager: securing and accounting for effective learning, appropriate achievement, and educational social and personal progress of all pupils in the assigned area of responsibility - consistent with the aims of the school and unique needs of each individual learner. The post holder will be responsible for providing direct task-centred and evidence-based interventions, and delivering effective programmes of work with children, young people, and their families/carers.

The core focus of this vital school role is to support the development of children's emotions and wellbeing. The post holder will be expected to perform some of their duties each day by supporting pupils outside during the lunch hour. You will work alongside the other members of the Emotion and Wellbeing team, taking part in weekly supervision.

#### Special conditions of service:

No smoking policy, including e-cigarettes/vaping.

#### Role specific responsibilities:

- Support the Inclusion Manager with the strategic development of the responsibility area consistent with the agreed aims and policies of the school.
- To have clear lines of communication with parents to inform them of progress made by their children offering advice for how parents can support at home.
- To promote an understanding of relaxation techniques/ meditation to support children's emotional regulation.
- To promote the inclusion and acceptance of all children within the school and nursery environment.
- To work with the Headteacher, Senior Leadership Team, External Agencies and colleagues to set targets for pupil improvement.
- To support the Inclusion Manager with the writing of submissions and preparation of reports for relevant meetings and agencies.
- To work collaboratively with all professionals and external agencies concerned with the professional support of pupils.



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- To support the implementation and evaluation of systems for identifying, assessing, and reviewing pupils with SEN/vulnerable groups in relation to the school's policies.
- Use agreed school systems to appropriately evidence monitoring, assessment tasks and feedback to colleagues which shows progression and improvements throughout school.
- To assist school staff in preparing appropriately differentiated materials and strategies to teach effectively.
- To develop own timetable and ensure pupil's progress is reported and evaluated.
- To work collaboratively with colleagues, sharing best practice and ideas that are aimed to achieve the highest standards of education for all areas of inclusion.
- Participate in relevant training and other development opportunities as appropriate.
- To be aware and comply with relevant policies and procedures.
- To contribute to the overall ethos/work/aims of the school and nursery, in accordance with your role and the direction of the Headteacher.
- Participate in the schools' CPD programmes and appraisal process.
- Willingness to be involved in extra-curricular activities such as contributing to after-school/nursery events, clubs or organised visits.
- Secure and sustain effective learning for children through implementing well-planned and effectively organised programmes of intervention.
- To work collaboratively with classroom teachers across the school to create and support appropriate Dedicated Support Plans for pupils with Special Educational Needs.
- To support children consistently whilst recognising and responding to their individual needs.
- Interact with children in a manner that supports the development of their ability to think, learn & develop.
- Observe a child's behaviour, understand its context and notice any unexpected changes to ensure continued delivery of the highest quality teaching, safeguarding and welfare practices.

#### **RK People responsibilities:**

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile but which is in line with the general scope, grade and responsibilities of the role.

### Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives.



### Our Trust Values



**Collaboration**  
We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.



**Integrity**  
We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.



**Respect**  
We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness - modelling our values and wanting the very best for each other.

### Our Trust Goals



**We champion learning**  
Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.



**We promote wellbeing**  
Ensuring the wellbeing of every child and member of staff in our Trust.



**We invest in our people**  
Supporting every member of staff throughout their career to be the best that they can be.



**We innovate with technology**  
Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.



**We are our Trust**  
Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.

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PEOPLE PROFILE		
<b>Aptitudes and Characteristics</b>	<b>Essential</b>	<b>Desirable</b>
Ability to work flexibly and collaboratively as part of a team as well as on own	*	
Ability to engage with children at varying ages and ability levels and recognise the unique needs of each individual.	*	
Have an enthusiasm for and an active interest in children's play and active engagement.	*	
Demonstrates commitment to the provision of high-quality childcare & learning.	*	
Ability to form good working relationships & influence others.	*	
Ability to investigate, evaluate, solve problems and make decisions.	*	
Ability to demonstrate a commitment to equality of opportunity for all children.	*	
Able to communicate effectively with children, staff, families, carers and external agencies.	*	
Ability to relate well to, and work positively and effectively with, children and young people.	*	
Ability to manage child behaviour in a supportive and effective manner.	*	
Competent ability in IT, able to demonstrate high level skills and working knowledge of school systems and have the ability to use them as part of the learning process.	*	
Passionate belief in the ability of every child to achieve.	*	
Ability to relate to and empathise with pupils, parents and other members of the school community and to develop trusting and respectful relationships with them.	*	
Willingness to be flexible and work to meet the best interests of the nursery & school.	*	
Self-motivated and hard-working.	*	
<b>Qualifications, Knowledge and Experience</b>	<b>Essential</b>	<b>Desirable</b>
Experience of delivering evidenced based interventions and accelerated learning	*	
Working in a classroom or nursery environment. Previous experience of caring for or working with children aged 2-11 in a voluntary or paid capacity.		*
Experience of working 1-2-1 with children in a pastoral capacity.		*
Experience of working with children and young people with a wide range of Special Educational Needs.		*
An understanding of the Early Learning Goals, Foundation & Key Stages of School provision.		*
Knowledge of the National Standards for the regulation of Childcare provision.		*



An understanding of the strategies that can be used to reduce the barriers to learning. Shows a positive approach to learning through teamwork.		*
Proven track record of successfully working with children/young people in a work/voluntary setting.	*	
Formal accreditation/qualification in counselling children		*
Childcare Qualification at Level 3 (or equivalent).	*	
Childcare Qualification at Level 4/5 (or equivalent).		*
Appropriate first aid training.		*
GCSE Grade C or equivalent in English and Maths.	*	
Good knowledge of a child's development and learning processes, understanding that all children have differing needs and knowledge of how to apply inclusive practice.	*	
Excellent written and verbal communication skills.	*	
Good understanding of child development and learning processes.		*
Working knowledge of relevant policies, codes of practice and legislation.		*
<b>Safeguarding and Promoting the Welfare of Students</b>	<b>Essential</b>	<b>Desirable</b>
An appropriate motivation to work with children and young people	*	
Ability to maintain appropriate relationships and personal boundaries with children and young people	*	
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	*	

