

Role Profile

Part A - Grade & Structure Information

Job Family Code	7CLES	Role Title	Personal Coach
Grade	PS7	Reports to (role title)	Guidance Team Manager
		Directorate / School	Education, Lifelong Learning and Culture
JE Band	228-268	Service / Department	Educational Effectiveness
		Date Role Profile was created	Feb-21

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.	
Role Purpose including key outputs	To provide information, advice and guidance to vulnerable young people in Surrey, to support them to make realistic choices about education, training and employment, so as to ensure a positive outcome and progress towards a sustained post-16 destination. The role will contribute to the local authority's statutory duty to enable, assist and encourage young people to participate in education and trianing up to the age of 18. This will be achieved through supporting personal development, including helping young people through challenging issues related to relationships, home life and academic stress.
Work Context	The post-holder will work with young people and their families to secure a sustained post-16 education or training destination, meeting the young people at home or in the community as necessary. Young people will be supported with careers education, information, advice and guidance and work-related learning, using action plans to support progress towards goals. Engagement will be through one-to-one or small group sessions, using appropriate aptitude tests, skills assessment tools, psychometric testing and personal inventories. Interactions will be recorded to evidence young people's progress and outcomes. Liaising with schools, further education and training providers, employers and wider services supporting young people, the post-holder will support young people to identify and progress towards a suitable education or training destination in line with their duty to participate until the age of 18. This will involve researching careers, options and support organisation to meet young people's needs and keeping up-to-date with labour market informaiton, legislation, and professional and academic developments. Where relevant this will include visiting employers, further and training providers and attending events run by educational and professional bodies. This extends to include accompanying young people where they require support to engage and attend essential activities to support progression and being present and/or
Line management responsibility	N/A
Budget responsibility	N/A
Representative Accountabilities Typical accountabilities in roles at this level in this job family	Support delivery <ul style="list-style-type: none">• Assist with the delivery of relevant schemes of work, delivery and assessment.• Deliver a range of operational support for existing systems or processes to agreed standards, to maximise quality of teaching & learning.• Support more senior staff in classroom management and behaviour techniques.• May carry out personal care routines as appropriate. Planning & Organising <ul style="list-style-type: none">• Plan and prioritise own work activities for the weeks ahead, to ensure operational efficiency. Respond effectively to changing demands, adjusting priorities as needed. Policy and Compliance <ul style="list-style-type: none">• Assist with work in a relevant technical or regulatory area in order that statutory and policy compliance is maintained. Work with others <ul style="list-style-type: none">• Respond to and resolve enquiries and problems, judging when to pass on complex issues or involve others, to provide an effective support and clear advice to colleagues and customers.• Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures.• Guide and/or supervise staff in their duties to facilitate their development and ensure standards are maintained.• Communicate and liaise with service users and/or external contacts, representing the team/service as required. Resources <ul style="list-style-type: none">• May assist in the management of a small budget or recovery of income. Analysis, Reporting & Documentation <ul style="list-style-type: none">• Collate data, prepare reports/statistics to meet statutory/management information requirements.• Recommend improvements and support implementation to systems, processes and procedures, ensuring best practice is shared across the team.• Support, coordinate and undertake research into a variety of projects in the defined area of activity to support achievement of team's objectives. Duties for all Values: To uphold the values and behaviours of the organisation. Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. Health, Safety & Welfare: To work alongside colleagues in the maintenance of a safe working environment reporting incidents, accidents, repairs and maintenance promptly and taking appropriate action as required. Adherence to safe working under the health and safety policy is required. The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications. Contribute to and influence children's learning and personal development. To have regard to, and comply with safeguarding policy and procedures
Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	<ul style="list-style-type: none">• Educated to A level, HNC or equivalent, or able to evidence ability at an equivalent level.• Knowledge of relevant technical area including, where appropriate, relevant practical skills & relevant qualifications at Level 3 or 4• Understanding of relevant regulations, processes and procedures and issues relating to the service user group.• Competent in a range of IT tools.• Good written and oral communication skills with the ability to build sound relationships with customers.• Ability to apply specialist skills/judgement to undertake a programme of works.• High level analytical and organisational skills.• Able to prioritise and plan own workload in the context of conflicting priorities and work on own initiative.• A methodical approach to tasks, recording and reporting.• Typically previous work experience in a relevant environment.• Experience of staff supervision where appropriate.
Details of the specific qualifications and/or experience if required for the role in line with the above description	NVQ qualification in Advice and Guidance, preferably to Level 4 (or above) is essential. A degree or equivalent in a sociological, educational, or related topic would be advantageous. Experience in delivering professional advice and guidance to young people in an educational setting is essential. The ideal candidate for this role will have a demonstrable ability to engage with and motivate young people, strong IT skills, and be a strong presenter, flexible, dynamic, self-motivated and possess excellent communications and organisation skills.
Role Summary	Roles at this level typically provide specialist support. Many will possess technical rather than professional expertise in the main disciplines. There will be minimal day-to-day supervision, but clear guidance will be available. The roles will plan for the weeks ahead and prioritise to accommodate non standard work. They often require understanding of complex procedures and support systems, and the ability to allocate workload and react to changing priorities. Although most work will follow established patterns, initiative is needed to handle processes and resolve problems and behaviour based on experience and judgement, mainly without reference to others. These roles may work alone instead of as part of a team, or programme delivery which may require more specialist knowledge or experience. Responsibility may include management of resources and/or area of work.
Reference Number	BM-2021-046