

Role Profile

Part A - Grade & Structure Information

Job Family Code	8CLES	Role Title	Senior Personal Coach
Grade	PS8	Reports to (role title)	Yr 11/12 Transition Manager
		Directorate / School	Education, Lifelong Learning and Culture
JE Band	269-313	Service / Department	Educational Effectiveness
		Date Role Profile was created	Mar-24

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 Purpose including key outputs	<p>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.</p> <p>The role will contribute to the local authority's statutory duty to enable, assist and encourage young people to participate in education and training 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.</p> <p>The seniority of this role requires autonomous working and the demonstration of expert and effective practice in complex situations.</p> <p>You will be responsible for delivering the supervision of staff with an emphasis on supporting and driving good practice. This will be in the context of a collaborative approach both within the vulnerable learners transition team as well as externally with multiple professionals.</p>
Work Context	<p>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 the individual's 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.</p> <p>Liaising with schools, further education and training providers, employers and wider services supporting young people, the post-holder will encourage 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 organisations to meet young people's needs and keeping up-to-date with labour market information, legislation, and professional and academic developments. Where relevant this will include visiting employers, further education 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 available on exam results day.</p> <p>The post holder will be expected to lead by example maintaining accurate case records and ensure assessments, action plans and reviews are undertaken to a high quality and in a timely manner on all their cases. The post will be expected to support the development of process and help develop the service.</p>
Line management responsibility if applicable	The post will include supervision of staff, holding performance conversations and reviewing team outcomes. This role will provide a first line of contact to personal coaches during day to day delivery.
Budget responsibility if applicable	N/A

<p>Representative Accountabilities Typical accountabilities in roles at this level in this job family</p>	<p>Support delivery</p> <ul style="list-style-type: none"> • Undertake and coordinate projects and reviews in a defined area of activity to support and enhance service delivery. • Provide a range of specialist services advising and assisting customers in area of expertise, to maximise service quality, efficiency and continuity. <p>Planning & Organising</p> <ul style="list-style-type: none"> • Plan and prioritise own work activities for the months ahead, to ensure operational efficiency. Respond effectively to changing demands, adjusting priorities as needed. <p>Policy and Compliance</p> <ul style="list-style-type: none"> • Ensure personal and where appropriate team compliance with established protocols, procedures and practices. • Audit and monitor compliance of 3rd parties with organisation requirements. <p>Work with others</p> <ul style="list-style-type: none"> • May manage staff, or supervise the work of others, allocating and prioritising work and managing performance to secure efficient service delivery. • Liaise, communicate and build relationships with other departments, parents, partner organisations, agencies and/or contractors. • Resolve issues/queries independently, recommend alternative solutions if unable to assist, and ensure efficient, day-to-day customer service is delivered. Escalate issues as appropriate. <p>Resources</p> <ul style="list-style-type: none"> • May be required to maintain specialist equipment, systems and software. • May manage or assist with budget/resource management in accordance with the organisation's policies and procedures. <p>Analysis, Reporting & Documentation</p> <ul style="list-style-type: none"> • Collate, store, record and analyse relevant data producing high quality reports, controlling data quality and integrity and recommending actions as appropriate. <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation.</p> <p>Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p>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.</p> <p>The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications.</p> <p>Contribute to and influence children's learning and personal development.</p> <p>To have regard to and comply with safeguarding policy and procedures.</p>
<p>Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics</p>	<ul style="list-style-type: none"> • Educated to 'A' level, HND standard, or equivalent or able to evidence ability at an equivalent level. • May require a qualification relevant to the specific nature of the role. • Knowledge of relevant legislation, practices and policies applicable to specialist area. • Ability to undertake technical work relevant to the role. • Excellent written and oral communication skills with the ability to build sound relationships with customers. • Competent in a range of IT tools. • Ability to apply specialist knowledge to respond to complex enquires from a range of stakeholders. • Previous practical experience in a relevant field. • Ability to manage a range of projects through to completion. • Effective interpersonal, influencing and negotiation skills. • Experience of leading a team (where appropriate).
<p>Details of the specific qualifications and/or experience if required for the role in line with the above description</p>	<p>The ideal candidate for this role will have an enhanced ability to engage with and motivate young people, will be flexible, dynamic, self-motivated and possess excellent communications and organisation skills. You will have experience in supervising staff and be able to demonstrate how you can positively encourage staff in their role. Strong IT skills and the ability to present your work are required.</p> <p>NVQ qualification in Advice and Guidance, preferably to Level 4 (or above) is desirable.</p> <p>A degree or equivalent in a sociological, educational, or related topic would be advantageous.</p> <p>Experience in delivering professional advice and guidance to young people to support their post 16 transition is essential.</p>

Role Summary	Roles at this level may manage a straightforward operational activity or small team or provide specialist support services. They have in-depth knowledge of methods, systems and procedures and possess practical understanding in one or more technical disciplines. A thorough knowledge of their own area or discipline is required although overall supervision from a more experienced professional is available. They work collaboratively with parents, staff, partner organisations, agencies and/or contractors and play a major role in maintaining quality standards and/or engaging in project management.
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