

Ruskin Mill Trust, (the Trust)

Position:	Education Learning Coordinator
Post Reference No:	RMT10026
Field of Practice:	Therapeutic Education
Grade:	9 : 10
Responsible to:	Senior Education Learning Coordinator
Location:	Argent College, Coleg Plas Dwbl, Freeman College, Glasshouse College and Ruskin Mill College

Job Purpose

The overarching aim to the Education Learning Coordinator is to coordinate the educational provision for the student while on their journey through practical skills therapeutic education. Education Learning Coordinators will work with data, both qualitative and quantitative, in order to plan, instigate and maintain an educational programme for each student under their care.

To manage the overall responsibility for the student journey i.e. ensuring duty of care for welfare and wellbeing, recognising the complexity and diversity of student issues; ensuring appropriate and adequate support is in place, assessing risk and behaviour and ensuring staff are knowledgeable about this information, overseeing the review and planning of student's education and development programme; recording and reporting achievement and progress, ensuring appropriate transition and linking the college to students' external stakeholder e.g. social workers, parents etc, for a group of designated students.

Education Learning Coordinators will be instrumental in ensuring the efficacy of Practical Skills Therapeutic Education through devising a strategy to support students through the resistance that PSTE presents. ELCs will be a member of a team who work in a flexible and collaborative manner with supporting the College and Residential Management Team. As individuals and as a team, the Education Learning Coordinator will reference the Trust's key documents with regard to working with students and will strive to role model a coherent value system within the college.

The post holder will be expected to be able to manage most of the administrative requirements of the role, including report typing and input of key information onto the college's database.

The post holder is to contribute to the whole life of the College and Trust, always remembering that our core purpose is to improve the education and lives of our pupils, students and adults.

The post holder will be expected to embrace, articulate and work with the Trust's objectives, vision, values, purpose and method, ensuring that the Trust's paradigm of biodynamic agriculture, Anthroposophical medicine and practical skills education, which is informed by Steiner Education, is maintained, implemented and integrated.

Flexible evening and weekend working will be required.

The post holder will be expected to undertake travel between the College and Trust sites and any of its partner organisations as required on a regular basis.

Corporate Contribution

The post holder will be expected to contribute as required and uphold the aims, objectives and commitments of Ruskin Mill Trust.

Main Duties

1. To develop, monitor and change - if necessary - a PSTE curriculum for all students within their caseload.
2. To work closely with the timetable to ensure that the PSTE study programme developed for all students within their caseload is realised within the provision.
3. To ensure that students are aware of their progression through the stages and sub-stages of the three stages of a PSTE curriculum and for them to understand how to progress to each stage.
4. To work closely with both Tutors and Learning Assistants in adhering and understanding the progression of students through the three stage PSTE curriculum.
5. To work closely with the admissions team as well as the local authority in initially setting long term goals and possible destination placements.
6. To participate in assessments of prospective students
7. In collaboration with the admissions, therapeutic, transitions and safeguarding team, to oversee the writing of an individual learning plan (ILP) for each student in their designated group.
8. To work with colleagues with regards to students' EHCP plans.
9. To work closely with Senior Tutors, Tutors and Learning Assistants in setting short and medium term goals for each student in their designated group.
10. To work closely with the Holistic Engagement Manager, proactively devising and implementing strategies for supporting students with challenging behaviours
11. To carry out 'Return to College' interviews with students after periods of sickness, unauthorised absence or suspensions.
12. To lead on collaborative working with the student's internal and external network of support i.e. residential, SLPs, tutor, social worker etc to ensure integrated thinking for each student within the designated cohort.

13. To undertake a programme of outreach for individual students, working with key staff to ensure that students are able to transition successfully into college.
14. To work collaboratively with individual students, taking a student centred approach and acknowledging the potential for development and achievement, to ensure that student receive appropriate support and guidance.
15. To brief and debrief all staff on a regular basis to facilitate awareness of individual student needs and ensure that the events of the day are properly recorded and communicated.
16. To plan and deliver the induction, educational programme review and transition planning as appropriate for each student.
17. To observe, meet and work with groups of students, on a one to one basis and/or small group basis, as required and through timetabled sessions.
18. To regularly analyse quantitative data as collected by tutors, quality assured by tutor team leaders in order to maintain the progression towards short, medium and long term goals each student in their designated group. In relation to analysed quantitative data, ELCs will:
 - a. Present a statistical analysis of quantitative data to the Senior Education Learning Coordinator/Deputy Principal as needed for select students.
 - b. Maintain all statistical analysis on the necessary systems within the college as maintained by the Data and Management Information Manager in order to be called upon when needed.
 - c. Provide analysed statistical reports as needed in all key meetings through the year including: weekly ELC team meetings, relevant student meetings, student review meetings.
19. To collect qualitative data by meeting with each student in their designated group for 30 minutes each week.
20. To assess the severity of emotional, mental and safeguarding issues and to coordinate the appropriate care as needed by collaborating with key departments within the college.
21. To act as the main point of contact for parents and social care workers but not local authority commissioners.
22. To develop good working relationships with parents and carers of students, ensuring that they are communicated with regularly and promptly, to ensure their support for the student's study programme.
23. To work closely and collaborate with the necessary persons from the residential team in order to ensure that the appropriate educational programme is followed while each student is within the care of either Team House or Shared Lives Providers.

24. To lead annual reviews for each student in their designated group.
25. To undertake all necessary and mandatory training for the role.
26. To ensure that contact time with students is mainly held within sessions in order to observe their work with both Tutors and Learning Assistants.

College Management

1. To attend all necessary meetings including:
 - a. Weekly Education Learning Coordinator team meetings.
 - b. Full college staff meetings.
 - c. Any necessary student strategy meetings as needed through the academic year.
2. To support the college management team as required to ensure the effective and efficient running of the college and its sites which will be require practices of flexible working and approach.
3. To provide cover for absent colleagues when required.
4. To take responsibility for planning and overseeing the day time activities during non-term times, working closely with residential managers to ensure that students receive appropriate holiday care.
5. To work with the residential team and residential managers to plan and implement the allocation of student residential placements.
6. To work with and support the College Management Team in the general operational management of the college.
7. To work with and support the College Management Team in preparation for inspections by CQC and Ofsted and the preparation of the SAR and other projects including monitoring visits.

General

1. To share the Trust's commitment to safeguard and promote the welfare of students.
2. To be responsible for the care of your working area and development for your working area.
3. To maintain exemplary standards of professionalism, honesty and respect at all times, and not abuse the privilege of access to confidential information.
4. To attend meetings and supervision as required.
5. To undertake training as required by the Trust and the Hiram Education and Research Team in order to accommodate flexibility within the structure.
6. To actively support and promote equality and diversity throughout the Trust.
7. To comply with all the policies and procedures of the Trust as contained in the booklet entitled "Ruskin Mill Trust's Student Protection Policies".

8. To pursue personal work development and take full advantage of training provided.
9. To undertake work related professional development as required by the post.
10. To deliver training or development opportunities as required.
11. To maintain a 'duty of candour' and to be open and honest at all times, ensuring that concerns are raised promptly through the appropriate management routes.
12. To attend training provided by the Trust and Hiram Education and Research Team as required.
13. To act in a positive and supportive manner at all times projecting a positive image of the Trust and its associated organisations.
14. To carry out the above duties in accordance with the Trust's Health and Safety Policy.
15. To work with students as and when required.
16. To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed.

Line management and staff supervision

The post will not have any ongoing line management responsibility, but may be required to supervise some staff as required.

Liaison

To liaise with all staff employed within the Trust, professional bodies, external consultants, and any outside bodies as and when required.

Where the post holder is disabled or becomes disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable job redesign will be given full consideration.

Ability to demonstrate immaculate standards of accuracy in all work undertaken, especially when recording findings from session observations	✓		AF / I
Proficiency in delivering scheduled informative training sessions	✓		AF / I / R
Ability to quickly familiarise with organisational guidelines, particularly those relating to disciplinary and grievances	✓		I
Proficiency in working collaboratively, such as enlisting the assistance of the Human Resources department to devise resolutions to staff issues	✓		I
Ability to act accordingly, as a line manager, on matters relating to poor performance, grievances, discipline or any other staff issues	✓		AF / I
Ability to actively support and mentor staff; imparting own knowledge from previous experiences in order to improve the quality of staff performance	✓		AF / I / R
Excellent planning and reviewing skills in order to analyse existing quality assurance plans and submit new proposals of a clear, coherent nature	✓		I
Ability to ensure risk assessments relevant to the daytime educational provision are continually available and up to date	✓		AF / I
Excellent interpersonal skills coupled with proven proficiency in performing in a role demanding frequent interaction with a range of persons	✓		I
Proven ability to develop strong working partnerships	✓		I
Ability to act approachably, ensuring staff are able to seek information and advice at any time	✓		I
Ability to take appropriate corrective action as necessary following inadequate performance in any aspect of session delivery by tutors	✓		AF / I
Ability to demonstrate foresight and vision in order to prepare key points for discussion during team meetings with staff	✓		AF / I
Strong observational abilities and attentive to fine details	✓		
Ability to cope with competing work demands and emotional conflicts	✓		AF / I / R
Ability to meticulously follow guidelines and structures particularly in order to perform session observation grading in the correct manner	✓		I
Ability to maintain all records in a highly precise manner	✓		AF / I
Able to meet tight deadlines and work under pressure	✓		AF / I / R
Able to receive, understand and convey information and ideas effectively, using skills in verbal and written	✓		AF / I / R
Ability to engage with individuals from a range of backgrounds	✓		AF / I / R
Ability to cope with and work with conflict	✓		AF / I / R
Excellent course facilitation skills			AF / I
Excellent verbal presentation skills and ability to communicate with parents and external agencies	✓		AF / I / R
Understanding of and commitment to community development approaches and the participation of service users in planning, delivery and evaluation			AF / I / R
Analytical skills and experience of using data to inform planning and review performance.	✓	✓	AF / I / R
Good organisation skills to ensure that you are able to meet deadlines	✓		
Able to contribute to improvement plans with clear criteria to plan for future progress			AF / I / R AF / I / R
Personal Qualities			
Willingness to understand anthroposophy	✓		I
Willingness to embrace, articulate and work with the Trust's objectives, vision, and values	✓		AF / I / R
Commitment to promoting and safeguarding the welfare of students, children and vulnerable adults	✓		AF / I
Commitment to the promotion of the Trust's ethos	✓		AF / I
Ability to manage and interact with others in a supportive and participative manner	✓		AF / I
A commitment to ensuring equality of opportunity with the ability to promote diversity in relation to both staff and students	✓		AF / I

Flexibility and adaptability to changing situations	✓		AF / I
Ability to demonstrate empathy, listening skills and tolerance	✓		AF / I
Commitment to Health and Safety good practice on work and within learning environments	✓		AF / I
Commitment to ensuring safe, hygienic, hazard-free working areas	✓		I
Strong sense of responsibility to fully inform the Deputy Principal - Education on any relevant issues arising from the daytime provision	✓		AF / I
Commitment to developing a staff team of acute awareness in respect of their responsibilities to organisational policies and practices	✓		I
Strength of character to present feedback to tutors in respect of session observations conducted fairly, constructively and frankly	✓		I
Ability to communicate effectively with a broad range of people, from families to senior managers	✓		AF / I
Non-judgemental approach	✓		I
The ability to emphasise with parents/carers and guardians	✓		I
Other qualities			
Commitment to Continued Professional Development	✓		AF / I
Proactive approach to work	✓		AF / I
Strong commitment to customer service	✓		AF / I
Flexible approach to working additional hours including evenings and weekends whenever necessary	✓		AF / I
Willingness to travel to fulfil duties on an occasional basis	✓		AF / I
Current full UK driving licence and use of own car or willingness to travel by public transport	✓		AF / I
The ability to prioritise workload and meet deadlines whilst under pressure, working within a fast moving environment	✓		AF / I
Responsive to change and adapt to new ideas	✓		AF / I
Excellent personal and time management skills, adopting flexible working pattern to meet needs of service	✓		AF / I

AF = Application Form, I = Interview, T = Test, R = Reference

OT = Occupational Test, CQ = Certificate of Qualification