



## **Summary:**

The Lead Facilitator will assist Circles Academy and Community teams to carry out the work of the projects and the organisation and to expand on this work at a local level.

There will be times when you will assist the leadership team with duties required on other projects based in Rugby and around.

You will be an enthusiastic champion of young people using our services, striving to ensure that they make positive steps towards their well-being, wishes and dreams through our inclusive programmes. This will be in a person centred, non-judgemental and progressive way, listening to the child and their families' needs and aspirations and responding in their best interests.

## **Main duties and responsibilities:**

- Ensure that all participants are supported so that they are equipped with the skills to develop and learn, and feel safe.
- Facilitate creative and person-centred learning and mentoring sessions that lead to significant progression and attainment for each young person.
- Actively promote our trauma-aware, relational and praise policy and systems to ensure the delivery of outstanding educational provision.
- Promote students' independence, self-esteem and social inclusion.
- Learn the everyday tasks related to the functions of the programmes we deliver and demonstrate leadership in these areas.

## **Teaching and learning**

- Demonstrate an informed and efficient approach to teaching, learning, coaching and mentoring.
- Promote, support and facilitate inclusion by encouraging participation of all students in hands-on learning and in their well-being and in excursions and events.
- Organise teaching space and resources to help maintain a stimulating and safe learning environment.

- Deliver high quality sessions that demonstrate a broad and balanced curriculum, in line with the school and parents' expectations.
- Develop effective 1:1 relationships with participants to engage, and inspire.
- Accompany participants off site as needed to aid their learning and wellbeing.
- Facilitate the development of problem-solving techniques, resilience and self-esteem.

### **Planning**

- Lead on effective assessment and planning by supporting the monitoring, recording and reporting of student performance and progress as appropriate to the level of the role.
- Read, understand and contribute to lesson plans, shared prior to sessions.
- Understand the cohort of students and plan accordingly.
- Prepare equipment and resources prior to them starting.
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### **Working with colleagues and other relevant professionals**

- Communicate effectively with other team members, students, school staff, parents, and external professionals.
- Communicate knowledge and understanding of students appropriately to external professionals, so that informed decision making can take place and GDOR is followed.
  - Keep line manager accurately informed of performance and progress or concerns they may have about the students they work with.
  - Develop effective networks and professional relationships.
  - Operate as a team member and to share your gifts, strengths and skills, whilst drawing on the qualities of other colleagues within Circles Network.

### **Health and safety**

- Promote the safety and wellbeing of students following safeguarding guidelines, students' engagement and following the requirements of Keeping Children Safe in Education and the child protection policy.
- For lone working, ensure that you have read the appropriate policy and can follow guidelines for best practice.
- Keep yourself and others safe.

- Be responsible for following all of Circles Network's policies and procedures relating to health and safety.
- Follow lone working and other policies and practices safety.

### **Professional development**

- Strive to keep own knowledge and understanding relevant and up-to-date by reflecting on own practice, liaising with team members, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from Circles Network.
- Take part in the team members coaching and appraisal procedures.

### **Personal and professional conduct**

- Uphold public trust in Circles Network and maintain high standards of ethics and behaviour, within and outside of the academy.
- Have proper and professional regard for the ethos, policies and practices of the organisation and the academy, and maintain high standards of attendance and punctuality.
- Demonstrate Circles Network's Values and develop and sustain effective relationships with the academy community.
- Respect individual differences and cultural diversity.

The Lead Practitioner will be required to safeguard and promote the welfare of children and young people and follow academy policies and the staff code of conduct.

- Fully inform families, schools and associates, using accessible means, about the philosophy and practice of person centred education.
- Bring a knowledge of issues of equality and encourage people to develop their thinking and behaviour in line with the social model and full inclusion for all children, particularly in relation to disability equality.
- Actively empower participants by providing a platform through which they

can have their voice heard and be listened to.

- You will be expected to carry out any other duties commensurate with the post as directed by the Academy Manager or Chief Executive.

## **Person Specification:**

### **Qualifications and Training:**

- Level 4 or C or above in English and Maths GCSE or equivalent.
- Ideally - Level 3 or above in a relevant Educational qualification.
- Proficient in Microsoft Office 365, email and other IT applications.
- Knowledge of First Aid, safeguarding, child protection training.
- Desirable degree in related subject, specialist skills that will enhance the curriculum.
- Clean driving license.

### **Experience:**

- Experience of working with a range of young people, with a commitment to disability equality in an educational setting.
- Knowledge and use of a variety of person-centred planning tools and approaches.
- Trauma informed understanding and practice of approaches.

### **Personal Attributes:**

#### **Competence –**

- to have the ability to carry out your work efficiently and effectively.
- To be solutions focused, and able to support people to overcome the barriers they may face in day-to-day life.
- In depth knowledge and understanding of all aspects of a broad and balanced curriculum.
- Ability to lead and co-ordinate the facilitation of 1:1 learning and small groups and support, being the point of contact for colleagues, parents and guardians.
- Knowledge and understanding of trauma informed practice and approaches.

**Commitment** - to show dedication and attentiveness towards those you support and the wider organisation.

- Ensure that you are adequately trained in the Safeguarding of Children and vulnerable adults and that you follow policies and procedures set out by the organisation.

- Reliable with good time keeping.
- A true belief in the values of inclusion and a passion to support people to uphold them.

**Care and Compassion** - to understand how other people may be feeling, showing concern/interest in their issues and lives.

- To be genuinely interested in people and in getting to know their interests and skills.
- Ensure that your conduct is trauma and shame reducing at all levels within your role.
- Show empathy and patience when working alongside colleagues.

**Communication** - to be able to successfully share ideas, feelings and information.

- The ability to communicate with a range of people.
- The ability to actively listen to people.
- To have an understanding of learning styles and their implications for how we effectively communicate with one another.
- To demonstrate an ability to communicate with people who have difficulty expressing their views or wishes.

**Creativity** - to use imagination and original ideas to support the development of your work.

- To have a skill in an activity or craft that could be shared with others for example, gardening, snooker, scrapbooking or sewing.  
Be solutions focused and think outside the box.
- Ability to generate enthusiasm and be self-motivated to complete tasks.

**Intuition and Self Awareness** - to understand instinctively those you support and be aware of the impact you have on others.

- Show the ability to tune into the energy of the animals and individuals you support.

**Authenticity and Integrity** – to be an honest and genuine person.

- Demonstrate transparency and honesty in your everyday interactions.
- Ability to show empathy and work with people from a variety of backgrounds.

**Connection** - to show connection in your relationships.

- Good networking skills - confident in speaking to new people.

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