**Hambleton & Richmondshire Locality Board’s**

**Relational Approach Co-ordinator**

**Job Description**

**Position Title**: Relational Approach Co-ordinator

**Location**: Home working with regular visits to schools/settings

**Type**: Part-time fixed term 12-month post (0.6)

**Start Date**: Jan 25 or sooner if possible

**Salary:** Leadership pay range £47,941 to £56,357 pro rata (L4 – L8 or equivalent)

**Job Overview:**

Hambleton & Richmondshire Locality Board’s Relational Approach Co-ordinator will play a pivotal role in supporting schools to implement, enhance and embed their selected relational approach, focusing on children and young people with Social, Emotional, and Mental Health (SEMH) needs. The individual in this role will achieve this through collaboration with school leadership teams (SLTs), conducting SEMH audits, developing action plans, and facilitating ongoing support visits. Additionally, the co-ordinator will contribute to the local authority's strategic vision for SEMH provision, establishing peer-to-peer support networks among schools. This role will also involve working collaboratively with North Yorkshire Council initiatives, in particular their SEND Hubs and their Delivering Better Value projects to ensure the service compliments the current offer to schools/settings.

**Key Responsibilities:**

1. **SEMH Audit:**
* Conduct comprehensive SEMH audits in collaboration with school staff.
* Analyse the audit results and identify areas for improvement and development.
1. **Action Plan Development:**
* Work with school SLTs to develop an actionable plan based on the audit results.
* Advocate for the inclusion of the relational approach action plan within the school’s improvement plan.
1. **Implementation Phase:**
* Execute Phase 1 of the Action Plan, providing guidance and support.
* Monitor progress and adjust strategies as needed.
1. **Ongoing Support:**
* Commit to ongoing support visits to ensure the sustained implementation of the Action Plan.
* Provide guidance and resources to address emerging challenges.
1. **Peer-to-Peer Support Networks:**
* Foster networks among schools to encourage peer-to-peer support.
* Facilitate information sharing and collaborative problem-solving.
1. **Local Authority Collaboration:**
* Contribute to [NYC’s Local Area Special Educational Needs and Disabilities Strategy 2023-26](https://www.northyorks.gov.uk/sites/default/files/2023-06/Local%20Area%20Special%20Educational%20Needs%20and%20Disabilities%20Strategy%202023-2026%20-%20accessible.pdf) the local authority's strategic vision for SEMH provision.
* Establish and maintain collaborative relationships with North Yorkshire Council to align with Delivering Better Value projects.
1. **Preventing Duplication of Services:**
* Collaborate with North Yorkshire Council to prevent duplication of services to schools.
* Ensure alignment with Delivering Better Value projects to maximise efficiency.

**Key Performance Indicators (KPIs):**

**(Please note: Hambleton & Richmonshire Locality Board are leading on this role as part of their 2024/25 Action Plan. This role is aligned with the Hambleton & Richmondshire Locality Board project supporting the adoption of relational approaches in schools; this is reflected in these KPIs)**

1. **School Support:**
* Provide support for 20 primary and 4 secondary schools in the first year.
1. **Positive Relationships:**
* 12 to 24 months after staff training, parents/carers of children with previous behaviour struggles report improved relationships with their child or young person.
* 12 to 24 months after staff training, parents/carers of children with previous behaviour struggles report improved relationships with school staff.
1. **Behaviour Incidents:**
* 12 to 24 months after relationship training, a noticeable reduction in behaviour incidents in schools.
1. **Suspension Reduction:**
* 12 to 24 months after training, schools report a reduction in suspension rates.
1. **Attendance Improvement:**
* 12 to 24 months after training, schools record an increase in overall attendance rates.

**Qualifications and Experience:**

* Bachelor's degree in Education, Psychology, or a related field (Master’s degree preferred) plus PGCE.
* Experience working in a school environment, preferably with a focus on SEMH.
* Strong understanding and belief in relational approaches and their impact on learning and development.
* Excellent communication and collaboration skills.
* Ability to conduct assessments, analyse data, and develop strategic action plans.
* Familiarity with local authority education policies and procedures.

**How to Apply:**

Please complete the application form. If you would like to discuss the role further then please contact: jennie.holt@northyorks.gov.uk.

Closing Date for applications: **1st July 2024**

If you do not receive an offer of an interview by **5th July 2024** then we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

**Person Specification**

**Essential Criteria:**

1. Education:
* Bachelor's degree in Education, Psychology, or a related field. Master’s degree is preferred.
* Trained in at least one recognised relational approach.
1. Experience:
* Proven experience working in a school environment, preferably with a focus on Social, Emotional, and Mental Health (SEMH).
* Demonstrated understanding and belief in relational approaches and their impact on children and young people.
1. Analytical Skills:
* Ability to conduct SEMH audits, analyse data, and develop strategic action plans.
* Strong problem-solving skills and the ability to adapt strategies based on evolving needs.
1. Communication Skills:
* Excellent verbal and written communication skills.
* Ability to effectively collaborate with Senior Leadership Teams (SLT), North Yorkshire Council, and other stakeholders.
1. Local Authority Knowledge:
* Familiarity with local authority education policies and procedures.
* Understanding of the broader strategic vision for SEMH provision.
1. Relationship Building:
* Proven ability to establish and maintain positive relationships with school staff, parents/carers, and external stakeholders.
1. Initiative and Adaptability:
* Self-motivated with the ability to take initiative.
* Willingness to adapt strategies based on feedback and changing circumstances.

**Desirable Criteria:**

1. Master's Degree:
* Master's degree in Education, Psychology, or a related field.
1. Training and Certification:
* Relevant training or certification in SEMH support and more than one relational approach.
1. Project Management:
* Experience in project management, particularly in the implementation of action plans.
1. Networking Skills:
* Demonstrated ability to establish and nurture networks among schools to facilitate peer-to-peer support.

Note: Meeting the essential criteria is a requirement, while meeting the desirable criteria will be advantageous.