

Job Description – Youth Coach (Compass)

Reporting to the Curriculum Lead

Hours: 37 hours a week, TTO

Grade: SFCA Support Staff Pay Scale Points 10 - 13

Role Overview:

The Youth Coach will play a key role in supporting young people with Social, Emotional and Mental Health (SEMH) needs. The postholder will provide consistent, relational support, ensuring learners are engaged, feel safe, and are supported to develop resilience, emotional regulation, and positive life skills.

The Youth Coach will work closely with Compass staff, families, and external agencies to ensure a holistic, trauma-informed approach that meets the individual needs of learners and supports positive outcomes.

Main Responsibilities

- Provide direct youth work support, including 1:1 and small group interventions, responding to emotional, behavioural, and pastoral needs. Oversee the quality, consistency, and impact of the personal development programme within the Compass provision.
- Deliver age-appropriate, trauma-informed sessions focused on emotional regulation, resilience, social skills, and personal development.
- Provide cover for break and lunch sessions where required, ensuring continuity, consistency, and stability for learners.
- Monitor and support student engagement, behaviour, and participation, intervening early where concerns arise.
- Act as a key link between education staff, pastoral teams, DSLs, families, and external agencies, ensuring coordinated and holistic support.
- Identify, develop, and deploy appropriate resources and activities to support emotional wellbeing, social development, and statutory requirements.
- Monitor attendance, punctuality, and engagement, working proactively with families and staff where concerns are identified.
- Maintain accurate, confidential records relating to behaviour, attendance, interventions, and safeguarding.
- Promote a safe, inclusive, and nurturing environment, underpinned by high expectations, consistency, and restorative practice.

Other responsibilities

- Participate in annual appraisals of performance and regular reviews.
- Undertake any personal development necessary to ensure effective performance in the role.
- Undertake additional duties that the trust may require within the scope of the post.

This job description is not intended to be exhaustive and may be amended to meet the changing needs of the provision. The postholder is expected to demonstrate flexibility and professionalism commensurate with the role.

Person Specification – Youth Coach (Compass)

Essential

- Full UK driving licence
- Level 3 qualification (Advanced Level or equivalent) in a relevant area such as Youth Work, Education, Health & Social Care, Psychology, or Child Development.
- Minimum of 5 GCSEs at grades A–C / 9–4 (or equivalent), including English and Maths.
- Significant experience of working with young people, particularly those with SEMH needs, in settings such as:
 - Alternative provision
 - Youth work
 - Behaviour support
 - SEND or inclusion services
- Experience of designing and delivering structured personal development or tutorial programmes.
- A strong understanding of SEMH, trauma, attachment, and adverse childhood experiences (ACEs).
- Emotional resilience and the ability to remain calm, consistent, and professional when supporting young people.
- Clear commitment to Equality, Diversity and Inclusion, Safeguarding, Health & Safety, and child-centred practice.
- Excellent communication skills, with the ability to build trusting, professional relationships with young people, families, and colleagues.
- Ability to use IT systems to support delivery, track engagement, and maintain accurate records.
- Well-organised, adaptable, and able to manage competing priorities sensitively.
- High expectations of young people, with the ability to set clear boundaries, achievable targets, and positive aspirations.

Desirable

- Degree in Youth Work, Education, Psychology, Social Work, or a related field.
- An interest in developing bespoke resources and interventions tailored to individual learners.
- Knowledge of restorative approaches, trauma-informed practice, or positive behaviour support models.