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| **Job title:** | **Assistant Managers** |
| **Salary:** | **£30K - £40K for 39 weeks a year.**  **Hours 9-6pm Monday – Friday (hours to be agreed within management team with occasional weekends).** |
| **Location:** | **Dorset, UK** |

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| **Job purpose** | |
| **1** | | **To lead and manage** a group of Students and Mentors. | |
| **2** | | To work **therapeutically, with a trauma informed approach**, with a range of young people 8-18 years, who have an EHCPs, supporting social, emotional and mental health strategies, development and progression. | |

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| **Source and nature of management provided** |
| Education Manager and Director |

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| **Assistant Manager duties and responsibility** | |
| **To lead/ oversee a group of students each day** | |
| **1** | To create **clear and concise weekly plans** for a group of students, illustrating their progression to deliver a bespoke programme of activity. **This should include ASDAN challenges and/ or development portfolios (updated and submitted weekly).** | |
| **2** | To **plan, prepare and lead the delivery** of activities to engage the therapeutic engagement of young people with SEMH. | |
| **3** | **To assess and evaluate the progress young people using Thrive and other toolkits** and adjust your planning accordingly. | |
| **4** | **To produce reports in line with CoRE’s reporting structures.** | |
| **To manage staff each day** | | |
| **1** | **To manage a team of Mentors** communicating with them at the beginning and end of each day week and to lead part of the morning induction meeting. | |
| **2** | To recognise and use all staff skills on site and programme these into your weekly programme, including Managers. | |
| **3** | To work with mentors to **resource all programmes of work** within a budget, to be agreed by Office Manager. | |
| **4** | **Communicating with Mentors** on activities they need to deliver for the following week both on site and via email, to incorporate their ideas and skills to develop students programmes of work | |
| **5** | To support the CPD and development of the mentors in your team | |

| **Main duties and responsibilities** | |
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| **Mentoring young people** | |
| **1** | To work with a team of mentors, either 1:1 or in a small group. |
| **2** | To represent CoRE in a positive, warm, calm, professional manner at all times. |
| **3** | To engage young people through a range of animal facilitated therapeutic activities, developing knowledge and regulation strategies. |
| **4** | To engage young people through **ecotherapy activities**, to focus on regulation strategies aiding mental health and well being. |
| **5** | To engage young people with other re-engagement activities such as art, cooking, woodwork, forest school, environmental awareness, natural crafts and land management activities. |
| **6** | To understand the importance of confidentiality and safeguarding when working with vulnerable young people and their families. |
| **7** | To work effectively within a team of mentors, requesting additional resources to inform weekly planning, preparing materials before sessions as required. |
| **8** | To be part of a team that is focused, diligent, professional, confidential and working towards a supportive and progressive working environment. |
| **Administration** | |
| **1** | Ensure that the highest standards of record keeping including electronic data entry where appropriate and recording, report writing is maintained on a sessional basis. |
| **2** | Engage in written and verbal discussions around the young persons’ progression, development, raising and reporting on safeguarding issues and health and safety concerns as appropriate. |
| **3** | Communicate with families on a daily basis to discuss progression or issues on site. |
| **4** | To take photos as necessary, in line with CoRE’s safeguarding policy. |
| **5** | To develop student reviews or case studies for young people as required. |
| **6** | To ensure the completion of student portfolios in line with CoRE’s current requirements. |
| **7** | To work in line with CoRE’s policies, procedures and risk assessments. |
| **Support and Supervision** | |
| **1** | To attend all team meetings, as part of CoRE’s safeguarding and health and safety updates. |
| **2** | To attend all Peer support meetings to develop the ethos of the mentoring team. |
| **3** | To book 1 supervision session per term. |
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| **1** | To complete Educare on line training each year. |
| **2** | To attend and participate in Inset Days |
| **3** | To complete other training as required. |

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| **Assistant Manager Person Specification** |
| **Essential**   * Degree or other related professional qualification. * Ability to have excellent written and verbal communication skills. * Ability to lead a team of staff. * Experience of working in an environment using a child centred therapeutic approach. * Experience of working with young people with and without additional needs. * Emotionally and physically resilient. * To believe that all young people are able to achieve given the right experience and that we should enable them to achieve their potential. * To be able to establish a rapport with a young person. * To provide a positive role model, be friendly and professional * To accept a young person for who they are and what they bring with them that day. * To work flexibly with young people, to be intuitive and diplomatic and respond with a calm and considered approach. * To be a good listener and enable a child to express their thoughts, views and feelings. * To maintain respect for the child’s ability to solve their own problems. * To work with clear boundaries whilst facilitating the child’s journey. * To identify changes in circumstance and issues with young people and share this appropriately. * Willingness to receive and implement additional training. * To be motivated by the goals and ambitions of CoRE and share our passion for young people’s needs and their progress. * To be open to learning new skills as required – from learning to engage therapeutically with the animals on site through to horticulture and outdoor cooking skills.   **Desirable**   * Understanding/ Experience of Developmental Trauma * Experience of working with the THRIVE approach * Experience/ training of working with PACE (Playfulness, acceptance, curiosity and empathy) or Therapeutic Parenting * Experience of working with neurodiversity * Experience of animal-assisted therapeutic activities. * Experience of forest school activities or horticultural knowledge * A muck-in attitude, accommodating, practical and not afraid to get wet or dirty. |

**Updated 6/25 RG**