



# Job Description: Inclusive Development Coach (Term Time + 2 weeks)



**Inclusive Development Coach  
(Term Time plus 2 weeks)  
REF: LSU057-865**

**The role:**

The role of Inclusive Development Coach is part of a highly regarded Learning Support and Inclusion team within a welcoming and inclusive Further Education College, where you will play a key role in helping young people thrive and achieve their potential.

As an Inclusive Development Coach, you will support students aged 16–25 to access, participate in and succeed in college life. Working closely with identified students, you will deliver targeted, person-centred interventions that promote resilience, confidence, emotional regulation, social development and essential life skills.

The role is focused on removing barriers to learning and enabling students to achieve their personal, academic and employment goals through improved attendance, engagement, participation and progression.

You will provide responsive support for students who experience periods of dysregulation, using co-regulation approaches and helping them develop effective strategies to manage their emotions and behaviours. Through building strong, trusting relationships, you will empower students to become more independent, resilient and successful learners.

In addition, you will work collaboratively with curriculum teams to develop inclusive practices that support positive classroom experiences, improve student engagement and attendance, and promote a culture where all learners can flourish. Your expertise and guidance will help staff better understand and respond to students' needs, creating supportive learning environments that enable every student to succeed.

**Responsible to:**

The postholder is responsible to the Director of Learning Support and Inclusion

**Key Accountabilities and Responsibilities:**

- Build positive, professional relationships with students aged 16–25, providing targeted support that promotes independence, confidence and successful outcomes.
- Deliver person-centred coaching, mentoring and targeted interventions to support students with SEND, neurodivergence and social, emotional and mental health (SEMH) needs.
- Support students to overcome barriers to learning, participation and attendance, enabling them to engage fully in college life and achieve their individual goals.



- Facilitate small group and one-to-one sessions that develop resilience, emotional regulation, social skills and essential life skills.
- Work proactively with students who experience dysregulation, using co-regulation approaches and supporting the development of effective self-management strategies.
- Collaborate with curriculum, support and external professionals to ensure a coordinated and holistic approach to meeting student needs.
- Promote inclusive education by identifying and implementing reasonable adjustments that enable students to access learning and participate fully in college activities.
- Contribute to the planning, implementation and review of support strategies in line with Education, Health and Care Plans (EHCPs), the SEND Code of Practice and college procedures.
- Support curriculum teams to understand behaviour as communication and develop inclusive practices that improve engagement, attendance and achievement.
- Apply trauma-informed and strengths-based approaches when working with students, recognising individual strengths and building on these to promote success.
- Maintain accurate, timely and confidential records of student support, interventions, outcomes and progress in line with college policies.
- Monitor and analyse student attendance, engagement and progress data to identify emerging concerns and inform appropriate interventions.
- Manage a varied caseload effectively, prioritising workload to ensure students receive timely and appropriate support.
- Communicate effectively with students, families, colleagues and external agencies, fostering strong partnerships that contribute to positive learner outcomes.
- Uphold safeguarding responsibilities at all times, ensuring concerns are identified, recorded and reported in accordance with statutory guidance and college procedures.
- Act as a positive role model, demonstrating empathy, professionalism, integrity and a commitment to equality, diversity and inclusion.
- Inspire and motivate students to develop high aspirations, build confidence and achieve their personal, academic and progression goals.
- Demonstrate creativity, flexibility and a solution-focused approach when responding to challenges and addressing barriers to success.



- Champion inclusive practice across the college, ensuring students feel valued, respected and supported to achieve their full potential.
- Promote a culture of high aspirations by maintaining a belief in every student's ability to succeed, regardless of their starting point or individual challenges.
- Empower students to develop independence, self-advocacy skills and confidence, enabling them to take ownership of their learning and future progression.
- Foster a sense of belonging by helping students build positive relationships, engage in college life and develop ambition for their next steps.
- Work in partnership with students, families, curriculum teams and external professionals to create coordinated support plans that contribute to student success and positive outcomes.
- Act as a key advocate for students, ensuring their voices are heard and their individual needs are understood and responded to effectively.
- Any other duties commensurate to the role as directed by your line manager
- Attend open events across the year
- Work flexibly between campuses
- Provide support for students during exams and assessments

The above duties are indicative of the requirements of the post at the time of recruitment. It is management policy that roles and responsibilities are reviewed on a regular basis leading to possible modifications where appropriate. Staff may be asked to undertake other duties as may be reasonably required commensurate with the post, at the initial place of work or at other locations from which the College operates.

### The Person:

The successful candidate will be the one whose professional and personal qualities correlate most closely with the following profile:

Qualifications and Attainments	Essential/ Desirable	Method of Assessment
Level 3 qualification minimum in Education, Youth Work, Coaching, Counselling, SEND, Health & Social Care or related discipline	E	A
GCSE English and Mathematics Grade C/4 or above or equivalent	E	A

Experience		
Experience of working with young people aged 16-25	E	A



Experience of supporting young people with SEND, neurodivergence and/or SEMH needs	E	A
Experience of supporting young people in education	D	A
Experience of coaching or mentoring young people in education	D	A
Experience of delivering supportive interventions	E	A
Experience of supporting and promoting attendance and engagement	D	A
Experience of working as part of a multidisciplinary team	E	A

<b>Knowledge, Skills and Attributes</b>		
Understanding of inclusive education and reasonable adjustments	E	A
Understanding of barriers to participation and attendance	E	A
Ability to work in a trauma informed way and strengths based practice.	E	A
Understanding behaviour as communication	E	A
Knowledge of EHCPs and SEND Code of Practice	D	A
Strong communication and interpersonal skills	E	A/I
Ability to motivate young people	E	A/I
Coaching and mentoring skills	D	A/I
Ability to build professional relationships	E	A/I
Excellent organisation and record-keeping	E	A/I
Ability to analyse attendance and progress data	D	A/I
Ability to prioritise workload	E	A/I
Ability to work as part of a team	E	A/I
Ability to work under own initiative	E	A/I
Excellent ICT skills	E	A/I
Ability to show empathy and compassion	E	A/I
Have high expectations for young people	E	A/I
Have patience and resilience	E	A/I
Be creative and flexible with a solution focused approach	E	A/I
Ability to inspire confidence	E	A/I
Ability to work in a way that promotes the safety and wellbeing of children & young people	E	I
To work in accordance with and promote the Southport Education Group's Staff Charter, "Our Values"	E	I
Positive, flexible and adaptable approach	E	I



Willingness to commit to adhering to Southport Education Group policies and procedures with regards to Safeguarding, Prevent, Equality & Diversity, Health & Safety, GDPR etc.	E	I
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Method of Assessment: A – Application, I – Interview, AS – Assessment

### Salary:

£22,495.54 to £24,376.38 per annum

In order to ensure that employees who are employed on a term time only basis receive regular payments throughout the year, annual salaries are paid in 12 equal monthly instalments in line with the College's leave year (1 September to 31 August).

Please note, in the event of an appointment, contractual change or termination of employment mid-way through the College's leave year, the annual salary for the relevant leave year will need to be recalculated in order to ensure that the correct payment is received based on the projected working hours/weeks or actual working hours/weeks including any entitlement to accrued holiday pay.

### Summary of Terms and Conditions of Employment:

There will be an annualised working year of 1,239 hours. The weekly pattern of hours to be worked are commensurate with the needs of the College.

The post-holder will be entitled to receive normal remuneration for all Bank and Public Holidays normally observed in England and Wales (currently eight days) and to a further 39 working days' (226 hours) holiday in each holiday year (being the period from 1 September to 31 August). The College may close for a number of working days in the interest of efficiency. If this occurs the taking of annual leave will be directed by the Corporation up to a maximum of 9 days. Typically, these closures occur over the Christmas and Easter periods.

Evening and/or early morning duty may be necessary during August, September and January for enrolment/examination registration and general enquiries. Annual leave may not be taken from 20 August until the 2<sup>nd</sup> week in September.

The postholder will be eligible to contribute automatically to the Merseyside Pension Fund (subject to qualifying conditions). Details of the scheme in operation can be found in the vacancies area of the College's website.

During their employment with the College the postholder will be expected to conduct themselves in a manner appropriate to the professional image of the College. The postholder will be expected to provide a prompt and efficient service and to maintain appropriate standards of personal appearance at all times.

A disclosure from the Disclosure and Barring Service (DBS) will be requested in the event of a successful application to this post.



All applications for disclosures are dealt with in accordance with the DBS's Code of Practice and the College's Policies on The Recruitment of Ex-Offenders and on The Storage, Handling, Use, Retention and Disposal of Disclosures and Disclosure Information. Copies of the Code of Practice are available from the Human Resources Department on request. Copies of the policies are available on the College's website on [www.southport.ac.uk](http://www.southport.ac.uk) and the College's Intranet.

Southport Education Group is committed to safeguarding and promoting the welfare of children and young people. Copies of the College's Child Protection and Vulnerable Adults Policy and Procedures are available on the College's website on [www.southport.ac.uk](http://www.southport.ac.uk) and the College's Intranet.

### Timetable for Appointment:

**Deadline for receipt of applications: Friday 17<sup>th</sup> July 2026 (10:00am)**

**Interviews will be held: Friday 31<sup>st</sup> July 2026**

### Application Procedure:

An application form should be completed and supported by a letter of application, which succinctly but comprehensively identifies your reasons for applying and how your career to date may have equipped you for the post.

Completed applications should be returned via email to [personnel@southport.ac.uk](mailto:personnel@southport.ac.uk)

CVs alone will not be accepted.

Upon receipt of your emailed application form, we will acknowledge your application via return email. If you haven't received a confirmation email prior to the closing date for the vacancy, please check your 'spam' or 'junk mail' folder. If the email is in this folder, please mark it as 'not spam/junk'. This should ensure that any further emails we send to you are not missed.

In the interests of economy, you will not hear from us again unless you are shortlisted. Your interest in the post is greatly appreciated.

