

**Job Title: FutureMe Progression Coach**

**Key Relationships (Internal):** Director of Programmes, Senior Progression Coach, peers

**Key Relationships (External):** Pre and Post-16 Young People within the programme, Post-18 programme graduates, parents, schools

**Overview of ThinkForward:**

FutureMe is a breakthrough coaching programme that ensures young people who face experiences such as lack of opportunities, growing up in poverty, having a learning disability or being at risk of exclusion receive support at a critical stage in their lives. ThinkForward UK exists to give young people confidence, independence and skills they need to start on a path to a brighter future and make a successful transition into employment

Coaches are based in schools and communities and provide long-term support. One-to-one and group coaching empowers young people to overcome their challenges. We also offer every young person meaningful experience in the world of work. Youth participation raises the voices of young people and their social action projects to enable them to tackle issues in their neighbourhoods. Together, these elements support young people to start on a path to a brighter future

Equity, diversity and inclusion are at the heart of our organisation. Integral to our equalities commitment is supporting and influencing funders, business partners and schools to ensure that together we create environments where every young person can thrive.

**ThinkForward Values:**

Integrity	I will do what I say
Determined	I will believe in people's potential
Innovate	I will search for creative solutions
Trusted	I will trust my colleagues
Collaboration	I will collaborate with others

**Purpose of the Role:**

Our FutureMe Progression Coaches are at the heart of the ThinkForward programmes. Progression Coaches provide young people with personalised one-to-one and group coaching activities, and exposures to the world of work. Coaching enables young to achieve their potential and make informed decisions about their pathways into education, and employment. Our young people are supported by ThinkForward for five years, from 13-18 years old.

Our Progression Coaches project manage the ThinkForward programme within one of our local secondary schools and local community. FutureMe Progression coaches will be responsible for managing successful relationships with our partner schools and all our local and national businesses.

## **Key Responsibilities:**

### With young people – To build and maintain relationships with young people to ensure that the ThinkForward programme has impact

- Engage young people in the ThinkForward programme
- Assess the needs of the young people, using outcome data to design a tailored action plan
- Apply the ThinkForward coaching methodology to facilitate one-to one and group coaching sessions with young people
- Deliver the FutureMe Programme through digital and online workshop tools
- Ensure young people engage with opportunities including employers and social action partner charities
- Adhere to all relevant policies (safeguarding, health and safety, etc.) when delivering interventions to young people
- Liaise with and support parents, carers, guardians etc of the young people, and other relevant third parties

### In school – Accountable for day-to-day relationship management of ThinkForward-School relations

- Liaise with senior school staff to establish and manage the relationship between the school and ThinkForward
- Represent ThinkForward at school senior leadership team and governor meetings
- Work with school data manager for regular access to required data
- Produce and communicate termly reports to demonstrate the impact
- Review with the school and headteacher the quality and impact on a termly basis

### With colleagues - Share knowledge and experience with colleagues to improve the effectiveness of the programme

- Report risks to the relevant member of staff
- Participate in peer quality assurance processes
- Collaborate with internal support staff to ensure young person outcomes are maximised
- Actively participate in reflective and safeguarding practice workshops
- Support fundraising with monitoring and evaluation activities both internally and externally

### Programme quality and standards – To ensure that delivery of the ThinkForward programme meets the required standards

- Use data to perform a termly review and plan of the ThinkForward programme
- Ensure that the Programme Promise is completed, i.e. one-to-one coaching, group work, action planning, ready for work activities interventions for each young person
- Ensure that interventions are planned according to need and in line with budget
- Document and evidence all work and use data to provide the most effective support to young people
- Work in adherence to organisational policies
- Actively participate in the QA process, including observations and line management meetings

With businesses – To contribute to the relationship management of businesses linked to the school

- Responsible for attendance and engagement in Ready for Work interventions
- Support with the training of business mentors
- Plan and lead mentoring session content and communicate with the business in advance
- Conduct review with the business during and post the mentoring period
- Participate in externally facing activities from time to time

**Person Specification:**

ThinkForward's staff competency framework informs our recruitment and performance management of staff. The following behaviours for each competency define the expectations for this position:

**Communication**

- Ability to communicate with staff at all levels, from young people; parent/carers; senior leaders, and SLT, governors and employers
- Approachable, open and transparent with young people, stakeholders and colleagues
- Able to deliver messages in an exciting and stimulating style appropriate to each audience

**Planning and organising**

- Self-motivated, able to work independently and proactively
- Strong organisational and project management skills using appropriate tools & systems
- Excellent computer literacy

**Equality, diversity and inclusion**

- Understand the role of inequality and intersectionality that face young people in the UK
- Advocating and participating in changes within ThinkForward UK to live by and deliver our equalities manifesto
- Acting as an advocate for and presenting the needs of members of ethnic minority groups, the LGBTQ+ community, and those affected by age or disability

**Technology**

- Confident in using digital tools for internal and external communication, including meetings and facilitating workshops
- Experience in using Management Information Systems for recording work and online workshop tools for effective and efficient programme delivery
- Able to use data to inform planning and take action to enhance coaching practice

**Teamwork**

- Working in a team ideally in a fast-paced environment, working collaboratively to achieve goals
- Building lasting relationships with different stakeholders, for example, schools, colleges, other charities, alternative education providers and employers

### **Impact and quality focused**

- Comfortable working to targeted outcomes/goals for young people within the boundaries of a programme whilst keeping young people at the heart of what you do
- Knowledge of how to support young people to become more job-ready
- Driven by excellent standards and high quality

### **Professional expertise**

- Three years of direct experience in working with vulnerable young people, ideally in a school settings
- An understanding of the systemic barriers that vulnerable young people face and the services available for them
- Ability to work agile, applying a coaching approach to support the delivery of the programme
- Ability to support young people in both a one-to-one setting and by running group work
- Knowledge of careers and employment IAG and the importance of tailored progression planning for vulnerable young people
- Persistence, patience and empathy in challenging difficult individuals
- A professional qualification related to working with young people, or relevant experience
- Able to implement self-management skills to support your resilience and stress tolerance

This is a description of the role as it is presently constituted. It is the practice of ThinkForward to examine job descriptions from time to time and to update as necessary to ensure they relate to the role being performed, or to incorporate whatever changes are being proposed in line with our requirements. Any changes would be made following discussion with you.