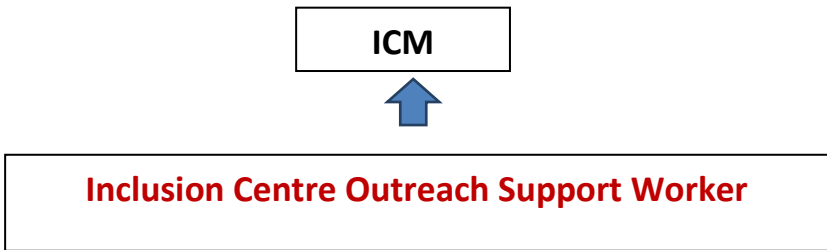


JOB DESCRIPTION

Job title:	Inclusion Centre Outreach Support Worker		
Reports to:	Inclusion Centre Manager	Grade:	5
1.	MAIN PURPOSE OF JOB <ul style="list-style-type: none"> To work as directed by the Inclusion Centre Manager (ICM) to provide targeted pastoral, behavioural and interventions and support. To work as part of the Inclusion Team in partnership with the Pastoral Team to provide wider support to students who have been identified as needing support in terms of progress, learning, achievement, emotional well-being, behaviour, attendance, engagement, aspirations, or motivation. To work alongside the Inclusion Centre Co-ordinator (ICC) on a daily basis to provide support in and outside of the classroom. 		
2.	KEY TASKS: <ul style="list-style-type: none"> To work in wider partnership with the school's pastoral support team under the guidance of the Heads of Year, Assistant Headteacher (Inclusion), Deputy Headteacher (Pastoral), and other SLT (Senior Leadership Team) staff to provide support to students. To support the core team and with liaison with the appropriate staff, in drawing up and implementing a range of preventative strategies for students with organisational and behavioural difficulties e.g. anger management, mentoring, attendance workshops or other related sessions to promote positive learning behaviour within the scope of the post. To promote and support our onsite vocational activity program. The IC is developing our workshop and horticultural areas – this would include activities such as joinery, bicycle / motorbike maintenance, gardening etc. To build positive relationships with students on longer term programs within the Inclusion Centre and support them in their main timetabled lessons when appropriate. To support the ICM & ICC with the management and delivery of interventions of identified pupils for the key stage (3 or 4) and monitor the impact of the intervention, reporting to the Heads of Year, Pastoral Team and teaching staff on the progress being made with the pupils. 		

- To contribute to child welfare and protection with regular communication with the ICM / ICC to ensure the latest procedures and regulations are adhered to.
- To liaise with appropriate staff within the school for support / guidance in the delivery of interventions for students within the Inclusion Centre.
- To take a proactive approach towards managing your own work and caseload.
- To maintain up to date records in accordance with agreed procedures and to provide written and verbal reports for monitoring and evaluation purposes.
- To attend training and participate in supervision sessions and Performance Development Reviews / Appraisal procedures in line with school policy.
- To follow all school policies and procedures, in particular those relating to safeguarding, inclusion and health and safety.
- The post holder will be expected to maintain appropriate levels of confidentiality, including handling sensitive information, in line with data protection policies.
- To liaise with external agencies where directed and to attend relevant meetings with them and/or parents as appropriate.
- To work with AHOYs and if required have contact with parents and to maintain regular contact with them to encourage parental involvement in their child's education.
- To refer upwards those issues that may need the guidance/involvement of outside agencies to the Head of Year, Assistant Headteacher, Deputy Head or Headteacher.
- To support Pastoral staff with interventions at an early stage, in liaison with appropriate staff, to support students showing signs of disengagement, absenteeism, underachievement and social exclusion.
- To liaise with designated teaching staff to deliver effective interventions and to monitor and review the effectiveness of their impact.
- To take a proactive approach towards managing your own work and caseload.
- To maintain up to date records in accordance with agreed procedures and to provide written and verbal reports for monitoring and evaluation purposes.

	<ul style="list-style-type: none"> To attend training and participate in supervision sessions and Performance Development Reviews / Appraisal procedures in line with school policy. To follow all school policies and procedures, in particular those relating to safeguarding, inclusion and health and safety. The post holder will be expected to maintain appropriate levels of confidentiality, including handling sensitive information, in line with data protection policies.
3.	SUPERVISION / MANAGEMENT OF PEOPLE Supervision of students.
4.	CREATIVITY & INNOVATION The candidate would be expected to creatively solve problems and to initiate new ideas to meet students and staff needs e.g. devising and implementing sanctions/ behaviour management strategies in relation to particular students/situations, investigating behavioural incidents. The ability to demonstrate initiative and reflective practice is crucial in the planning, facilitation, reviewing and evaluation of student interventions. The Job Holder needs to be able to respond sensitively to the individuals they work with and unforeseen/unexpected situations and complexities that might occur.
5.	CONTACTS & RELATIONSHIPS Mostly internal through working with IC staff, teaching and support staff on a daily basis; reporting to the AHOYs on a regular basis regarding student behaviour and progress. Some contact with external agencies as required. Ongoing parental contact with often hard to reach parents concerning sensitive student issues such as attendance, misbehaviour, use of inclusion/exclusion, reporting and intervention. These can often involve parents who are angry and upset and who may not be supportive of decisions and actions taken where verbal abuse may be present. Able to build relationships of trust and respect with both students and parents in order to provide support in difficult and demanding situations e.g. rehabilitation post exclusion.
6.	DECISIONS – discretion & consequences Decisions taken as to the contribution to meet a student's needs are discussed with the ICM, ICC, AHOYs & Heads of Year, Deputy Headteacher (Pastoral), Assistant Headteacher (Inclusion) and other SLT staff. There will be times when the post holder makes a range of decisions independently regarding the use of low level sanctions. Independent decision making regarding the appropriateness of school strategies and actions regarding student behaviour issues that arise
7.	RESOURCES – financial & equipment <i>(Not budget, and not including desktop equipment.)</i> Based within the IC Unit with access to various meeting rooms, offices and other members of the pastoral team.
8.	WORK ENVIRONMENT -

	<p>work demands: The work is unpredictable and subject to interruption.</p> <p>physical demands: School based.</p> <p>working conditions: No unpleasant working conditions.</p> <p>work context: Risk of abuse from some students and parents</p>
9.	<p>KNOWLEDGE & SKILLS</p> <p>Educated to Level 3/A level or equivalent qualifications or above, including GCSE Mathematics and English.</p> <p>Able to use and deploy structured and supportive mechanisms and support for students.</p> <p>Experience within one of the elements of the alternative provision vocational activities. ie. Joinery, Horticulture, Mechanics, Bricklaying or other.</p> <p>Able to handle often difficult conversations with parents requiring tact and diplomacy regarding student misbehaviour/personal problems and use of school sanctions/ external agency support.</p> <p>The ability to command and respect authority from all students and parents, including those with challenging needs and behaviours.</p> <p>Experience of regular and successful working with students who exhibit challenging behaviour in any context.</p> <p>Evidence of disseminating ideas and information to colleagues, up to and including senior level.</p> <p>Excellent interpersonal skills.</p> <p>Excellent communication skills.</p> <p>Team player.</p> <p>Time management and organisational skills.</p> <p>Knowledge of child development and childrens' personal development needs.</p> <p>Strong working knowledge of strategies which promote good behaviour and discipline.</p> <p>Experience of working in a multi-disciplinary team.</p> <p>Experience of participating fully in planned intervention programmes for children with emotional and behavioural difficulties.</p> <p>Effective use of ICT to produce appropriate resources to support learning.</p>
10.	<p>Position of Job in Organisation Structure</p> <div style="text-align: center;">  <pre> graph BT A[Inclusion Centre Outreach Support Worker] --> B[ICM] </pre> </div>