

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, academic and behavioural support interventions for students in the IC. To work as part of the Inclusion Team in partnership with the Pastoral Team, to provide interventions to students who have been identified as needing support in different areas such as progress, learning, achievement, emotional well-being, behaviour, attendance, engagement, aspirations, or motivation. To work with the existing IC team in developing and implementing a range of programmes for students with emotional and behavioural difficulties. For example anger/anxiety management, mentoring, attendance workshops or other related sessions to help promote positive learning behaviour. To support, or where possible deliver vocationally based sessions and activities in the IC which include, but are not limited to, woodwork, horticulture, bike maintenance and other practical areas. 		
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 (Behaviour and Attendance), Associate Headteacher (Pastoral), and other SLT (Senior Leadership Team) staff to provide support to students. To promote and support our onsite vocational activity program. The IC is developing our workshop and horticultural areas – this includes activities such as joinery, woodwork, gardening, bicycle maintenance 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 and Reflection Manager 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 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 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 parent/carers as appropriate.
- To work with AHOYs and where required, initiate/maintain contact with parent/carers of students on the IC caseload.
- To refer upwards those issues that may need the guidance/involvement of outside agencies to the ICM, Head of Year, Assistant Headteacher, Associate Head or Headteacher.
- To support Pastoral staff with interventions at an early stage, to support students showing signs of disengagement, absenteeism, underachievement and social exclusion.
- 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.

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. implementing existing 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, AHOYs & Heads of Year, Associate Headteacher (Pastoral), Assistant Headteacher (Behaviour and Attendance) 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 - work demands: The work is unpredictable and subject to interruption. physical demands: School based. working conditions: No unpleasant working conditions. work context: Risk of abuse from some students and parents
9.	KNOWLEDGE & SKILLS Educated to Level 3/A level or equivalent qualifications or above, including GCSE Mathematics and English. Able to use and deploy structured and supportive mechanisms and support for students.

	<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 children's' 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> <pre>graph BT; A[Inclusion Centre Outreach Support Worker] --> B[ICM]</pre>