



BEAUCHAMPS **HIGH SCHOOL**

Job Description



Beauchamps High School

Job Description

Job Title: Emotionally Based School Avoidance (EBSA) Practitioner/ Thrive Practitioner (or a willingness to become Thrive Approached trained)
Grade: LGS Scale 3 (pts 5-6)
Hours: 7 hours x 38 working weeks (30-minute unpaid lunch) (5 days @ 8.00am-3.30pm)
Responsible to: **Special Educational Needs Co-ordinator (SENCo), Mental Health Lead, EBSA Co-ordinator and Head of School**

Purpose of the job: To provide high-quality support for students with a range of learning, emotional, and school-based needs; to coordinate and deliver interventions for students experiencing Emotionally Based School Avoidance (EBSA) or lesson avoidance; and to work collaboratively with teachers, the SENCo, Mental Health Lead, EBSA Co-ordinator, families, and external agencies to ensure every student can engage, progress, and feel safe in school. If not already, the postholder will undertake this role with a willingness to become Thrive-trained.

Duties and Responsibilities will include:

SPECIFIC DUTIES

A) Emotionally Based School Avoidance (EBSA)

1. Work directly with the EBSA Co-ordinator to support students experiencing EBSA or lesson avoidance, including those referred through welfare or ECM meetings.
2. Act as a key worker for EBSA and lesson-avoidance students over an agreed period, ensuring regular reviews.
3. Liaise closely with the SENCo and Mental Health Lead regarding EBSA cases and attend all relevant meetings.
4. Maintain up-to-date paperwork and records for key students.
5. Support the implementation of effective support strategies for EBSA and lesson-avoidance students.
6. Track student progress and monitor the impact of their individualised provision.
7. Support students in reintegrating into mainstream lessons and wider school life.
8. Provide regular updates to staff on the status and progress of individual EBSA or lesson-avoidance students.
9. Be a daily meeting point for identified EBSA students upon arrival at school, offering a calm, supportive start to their day.



B) Supporting the Student

1. Develop a working understanding of a wide range of learning support needs and apply this knowledge to support individual students effectively.
2. Support students to learn as independently as possible, both in group settings and one-to-one situations.
3. Establish and maintain positive, supportive relationships with students.
4. Encourage the inclusion and acceptance of students with additional or special educational needs.
5. Promote and reinforce students' self-esteem, confidence, and well-being.
6. Assist in facilitating the use of AV1 bots for students unable to attend school, ensuring smooth setup and communication between staff and students.

C) Supporting the Teacher

1. Work with class teachers and other professionals to develop appropriate support programmes for students with learning or emotional needs.
2. Contribute to the maintenance and accuracy of progress records for identified children.
3. Participate in the evaluation and ongoing development of support programmes.
4. Provide regular, constructive feedback to class teachers regarding student progress, engagement, and challenges.

D) Supporting the School

1. Where appropriate, help strengthen links between school and home.
2. Liaise, advise, and collaborate with other members of the support team as required.
3. Contribute to multi-agency reviews and internal meetings related to student progress.
4. Attend relevant training, including mandatory in-service sessions and Thrive training.
5. Maintain an up-to-date awareness of school policies, procedures, and safeguarding expectations.
6. Handle confidential information appropriately and professionally in line with school policy.
7. Hold a full driving licence and have access to a vehicle with business insurance to enable home visits and family-wide support when required.

E) Thrive Approach (with support while training)



1. Deliver Thrive-based sessions to students individually or in small groups using the Thrive approach.
2. Support the delivery of agreed Thrive action plans tailored to students' social, emotional, and developmental needs.
3. Address students' SEMH needs through the structured Thrive Approach framework.
4. Track and evaluate progress using the Thrive assessment system.
5. Provide direct support to identified students — and where appropriate, their parents/carers — to address unmet developmental needs.
6. Maintain strong communication with parents, staff, students, and external agencies.
7. Work alongside the Mental Health Lead to address identified SEMH needs.
8. Maintain accurate records for all Thrive interventions.
9. Provide written reports and evidence for internal use or external professionals where required.

Any additional reasonable tasks as directed by the Headteacher, SENCo, Mental Health Lead, or EBSA Co-ordinator that fall within the scope of this role.