

JOB DESCRIPTION

Job title	Engagement Worker
Post Number	-
Grade	NJC Outer London Grade 5 Scp 11 - 15
Accountable to:	Assessment and Remote Learning Coordinator/ Deputy Headteacher
Accountable for:	-
Job purpose	Provide support in addressing the needs of pupils who need particular help to overcome barriers to engagement in learning.
Key accountabilities:	Under the direction of the Deputy Head/Headteacher/Assessment and Remote Learning Coordinator, to make a creative contribution to individual pupil support plans.
Key internal contacts	<ul style="list-style-type: none"> • Assessment and Remote Learning Coordinator • Deputy Headteachers • Other SVC colleagues • Pupils
Key external contacts	<ul style="list-style-type: none"> • Parents/carers • Relevant external agencies • Local Government Body
Special circumstances:	<ul style="list-style-type: none"> • Hold a current Enhanced DBS check • Hold a current driving license and use of own transport to carry out business on behalf of the Trust. • Holidays may not be taken during term time.

Key Duties

Support for Pupils

- Support pupils within a home environment, to access online learning platforms, promoting active participation and sustained engagement.
- Provide pastoral support tailored to individual needs, including motivation, sleep habits and the development of effective daily routines.
- Assisting the Deputy Headteacher/Assistant Headteacher with the development and implementation of Individual Learning Plans and other individual support plans.
- Supporting provision for pupils with special needs.
- Challenging and motivating pupils, promoting and reinforcing self-esteem.
- Participating in comprehensive assessment of pupils to determine those in need of particular help.
- Establishing productive working relationships with pupils, acting as a role model.

- Developing 1:1 mentoring arrangements with pupils and providing support for distressed pupils.
- Promoting and supporting the timely reintegration of pupils to mainstream school or other appropriate educational provision.
- Providing information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
- Providing feedback to pupils in relation to progress, achievement, behaviour, attendance etc.

Support for the Teacher

- Working with other staff in planning, evaluating and adjusting learning activities as appropriate on-site and off-site.
- Collaborate with key staff to plan and deliver engaging enrichment sessions, within an online learning environment.
- Supporting pupils' access to learning using appropriate strategies, resources etc.
- Monitoring and evaluating pupils' responses and progress against action plans through observation and planned recording.
- Providing objective and accurate feedback and reports, as required, on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Assisting in the development and implementation of appropriate behaviour management strategies.
- Liaising with feeder schools and other relevant bodies to gather pupil information, as directed by the Deputy Headteacher/Assistant Headteacher/ Assessment and Remote Learning Coordinator
- Being responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested.
- Establishing constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Assisting in the development, implementation and monitoring of systems relating to attendance and reintegration.
- Clerical/administrative support, e.g. dealing with correspondence.

Support for the Curriculum

- Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Being aware of and appreciating a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.
- Determining the need for, preparing and using specialist equipment, plans and resources to support pupils.

Support for the School

- Establishing constructive relationships and communicating with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attending and participating in regular meetings
- Recognising own strengths and areas of expertise and using these to advise and support others.
- Being aware of and complying with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the school.
- Participating in training and other learning activities as required.
- Assisting in the supervision, training and development of staff.
- Implementing planned supervision of pupils out of school hours.
- Supervising pupils on visits, trips and out of school activities as required.

Contributing to service development and improvement

Data Protection

- Being aware of the PRU's responsibilities under the Data Protection Act 1998 (DPA 2018) for the security, accuracy and relevance of personal data held on such systems and to ensure that all administrative and financial processes comply with this.
- Maintaining records and archive systems, in accordance with departmental procedure, policy and statutory requirements

Confidentiality:

- Treating all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of the PRU's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities:

- The PRU has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Health and Safety

- Being responsible for their own Health & Safety, as well as that of colleagues, pupils and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defects and hazards to management.

Trust

To share in the day to day running of the Trust, including:

- Promoting the Trust's core themes of working with vulnerable young people and helping them to flourish.
- Promoting the safeguarding and welfare of children and young people.
- Complying with the Trust's policies and procedures (eg equal opportunities and health and safety).
- Ensuring high standards of behaviour and dress are maintained.
- Attending Trust/academy briefings, meetings and events as required by the Executive Principal or Headteacher.

Additional Duties

You may be required to carry out additional duties, as the Headteacher may reasonably request, which are commensurate with the post.

Review

This job description will be reviewed regularly and may be subject to amendment and modification, following consultation with the post-holder. It is not a comprehensive statement of procedures and tasks; however, it sets out the main expectations of the Trust in relation to the post-holder's professional responsibilities and duties.

I confirm that I understand and agree the duties of this job description.

Signature:

Print name:

Date:

Manager's signature:

Print name:

Date:

PERSON SPECIFICATION

Please find below a list of points that you will need to respond to in your supporting statement. This should detail your experience and knowledge on each point. The information you provide in your statement will be assessed against the relevant items on the Person Specification points below.

		Essential	Desirable
Qualifications and Experience	Good standard of general education with at least GCSE grade C/4 or above in English and Maths or equivalent.	✓	
	Experience of working with children of relevant age.	✓	
	Experience of working with pupils with additional needs.	✓	
Skills and Abilities	Very good numeracy/literacy skills.	✓	
	Ability to plan effective actions for pupils at risk of underachieving.	✓	
	Ability to build and form working relationships with children and adults	✓	
	Ability to monitor and analyse information and present it in an appropriate format for other users.	✓	
	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	✓	
	Ability to work on own initiative.	✓	
	Ability to self-evaluate learning needs and actively seek learning opportunities.		✓
Knowledge	Full working knowledge of relevant policies and awareness of relevant legislation.	✓	
	Knowledge of the factors which put children and young people at risk of crime, poor attendance at school and social exclusion and how resources may be allocated to improve provision.	✓	
	Working knowledge of national curriculum and other relevant learning programmes.	✓	
	Understanding of principles of child development and learning processes and in particular, barriers to learning	✓	
Special conditions	Undertake an Enhanced DBS check.	✓	
	Hold a current driving license and use of own transport to carry out business on behalf of the Trust.		✓