



Job Description

Job Title: Engagement Coordinator

Location: St Clares School

Job Description

Job Title	Engagement Coordinator (SEN and Behaviour)
Location:	St Clares School – 4 Rough Heanor Road, Derby, DE3 9AZ
Hours per week:	37 hours per week (Full-Time)
Weeks worked per year:	39 weeks per year (Term Time Only)
Reporting to:	Senior Leadership Team
Salary Scale:	Derby City Council Support Pay Scale – Grade H (Points 26-29)

Main purpose of Role

The Engagement Coordinator will drive a proactive, research-informed approach to SEND, behaviour and engagement across the school. The post-holder will lead whole-school behaviour systems, oversee the Engagement Base, analyse behaviour data to inform strategic decisions, coordinate personalised interventions, and provide and organise high-quality training and coaching for staff. They will play a central role in ensuring the school offers a safe, inclusive, and supportive environment for pupils with SEND, including those with MLD, autism, ADHD and SEMH needs.

Principal Accountabilities:

Core Responsibilities:	<p>Behaviour Coordination and Development</p> <ul style="list-style-type: none"> • Under the strategic leadership of Assistant Headteacher support with the development, implementation and continuous improvement of the school’s Behaviour Policy and behaviour culture. • Ensure consistent, trauma-informed, SEND-appropriate behaviour practice across the school. • Work in partnership with the Senior Leadership Team (SLT) to identify behaviour priorities and contribute to whole-school improvement. • Provide leadership, supervision, and direction to the behaviour mentors, ensuring high-quality practice. <p>Behaviour Data, Reporting and Analysis</p> <ul style="list-style-type: none"> • Oversee the collection, monitoring and analysis of behaviour data using school systems (e.g., Arbor/MyConcern). • Identify trends, patterns, and emerging concerns to guide effective intervention at pupil, class, and whole-school level. • Produce regular behaviour reports for SLT, governors, and external agencies.
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	<ul style="list-style-type: none"> • Ensure behaviour data informs targeted support, staff deployment, and support the Leadership Team’s strategic planning. <p>Engagement Team and Engagement Base Coordinator</p> <ul style="list-style-type: none"> • Work as a key member of the Engagement Team alongside Therapeutic Services, the SENCo, and pastoral staff. • Lead and manage the Engagement Base, a dedicated provision for pupils temporarily unable to access lessons and in need of additional and targeted support. • Ensure the Engagement Base provides: <ul style="list-style-type: none"> - A structured and supportive learning environment - Emotional regulation and support - Personalised work - Targeted interventions - Planned reintegration pathways back into lessons • Coordinate and review individual engagement plans to help pupils re-establish positive routines and relationships. • Work collaboratively with class teachers to ensure continuity of learning. • Track and report on pupil progress, engagement and outcomes, ensuring the Base contributes effectively to whole-school behaviour strategy. • Liaise with families and external professionals to ensure coherent support when pupils access the Base. <p>Staff Training, Development and Support</p> <ul style="list-style-type: none"> • Work with the Assistant Headteacher for Behaviour on the planning and delivery of staff CPD in behaviour management, trauma-informed practice, SEND strategies, and de-escalation. • Provide coaching and in-class modelling to strengthen staff confidence and consistency. • Support induction training for new staff, including agency and support staff. • Maintain behaviour resources, guidance and staff support frameworks for consistent implementation. <p>Pupil Support and Intervention</p> <ul style="list-style-type: none"> • Lead on behaviour assessments, risk assessments, and personalised behaviour support plans.
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	<ul style="list-style-type: none"> • Coordinate targeted interventions to reduce barriers to learning and promote emotional regulation. • Support pupils in crisis, ensuring safe de-escalation and appropriate follow-up. • Work closely with pastoral, safeguarding, therapeutic and SEND teams to deliver integrated support. <p>Multi-Agency and Family Liaison</p> <ul style="list-style-type: none"> • Engage with external services (e.g., CAMHS, Educational Psychology, Social Care) as part of behaviour and engagement planning. • Communicate effectively with parents and carers, offering consistent updates, guidance and support. • Attend multi-agency meetings, EHCP reviews, and safeguarding processes, providing professional reports as required.
<p>Other General Requirements</p>	<ul style="list-style-type: none"> • Represent and promote the ethos and values of Esteem Multi-Academy Trust • To take and be accountable for all decisions made within the parameters of the job description • Participate with performance management and training and activities that contribute to personal and professional development • Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities • Provide a high standard of customer service in all dealings internal and external to the MAT

This Job Description is non-exhaustive and sets out the main expectations of the post holder. This Job Description can be altered with the agreement of the postholder and will be reviewed regularly. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from

obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Person Specification

Criteria	Essential	Desirable
<p>Qualifications & Experience</p> <p>Knowledge & Abilities</p>	<ul style="list-style-type: none"> • Experience in behaviour, pastoral or inclusion across a whole school. • Strong knowledge of behaviour strategies for pupils with MLD, autism, ADHD and SEMH needs. • Ability to analyse behaviour data to drive improvement. • Experience delivering staff training and coaching. • Strong interpersonal and de-escalation skills. • Experience supporting pupils with complex needs. • Ability to lead and motivate a team. • Strong commitment to safeguarding and pupil wellbeing. 	<ul style="list-style-type: none"> • Team Teach, Thrive or equivalent therapeutic/behaviour qualification. • Experience in a specialist SEND setting. • Experience running an alternative provision, nurture room or engagement hub. • Experience coordinating multi-agency work.