Avenue
CENTRE FOR EDUCATION

Honesty – Aspiration – Respect – Kindness

Recruitment Pack

Transforming lives through inclusive education, high expectations and a belief in every learner.

Outreach Worker
(Inclusion & Prevention)
September 2026

HONESTY | ASPIRATION | RESPECT | KINDNESS

Ofsted Good School 2024

SAFE, SUPPORTED, INSPIRED TO SUCCEED

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SCHOOL MENTAL HEALTH AWARD GOLD 2024-27

About Avenue Centre for Education (ACE)

Avenue Centre for Education (ACE) is a specialist Pupil Referral Unit (PRU) based in Luton, dedicated to transforming the lives of young people through inclusive, high-quality education.

We work with pupils who require additional support beyond mainstream settings, providing a safe, structured and nurturing environment where every learner is supported to succeed academically, socially and emotionally.

At ACE, our approach is built on strong relationships, high expectations and a deep understanding of the complex needs of our pupils. We deliver a broad and balanced curriculum across academic, vocational and therapeutic pathways, ensuring that all pupils are equipped with the skills, confidence and resilience to progress successfully into education, employment or training.

Our work is underpinned by our core values: Honesty, Aspiration, Respect and Kindness - values that shape our culture, guide our decisions and define our expectations for both staff and pupils.

We are proud to be recognised for:

- A strong and inclusive learning environment
- A commitment to safeguarding and pupil wellbeing
- Effective support for reintegration and positive transitions
- A culture where pupils feel safe, supported and inspired to succeed

Working closely with the Local Authority, schools and external agencies, ACE plays a key role in reducing exclusion and supporting vulnerable learners across Luton.

At ACE, we do not just educate - we re-engage, rebuild confidence and create pathways for the future.

Introduction to the Role

The Outreach Worker (Inclusion & Prevention) plays a key role in ACE's wider inclusion and prevention offer, supporting vulnerable children and young people with Social, Emotional and Mental Health (SEMH) needs across mainstream secondary schools and Avenue Centre for Education.

Working as part of the Local Authority's Tier 1 and Tier 2 Inclusion Framework, the postholder will deliver targeted outreach, therapeutic intervention and inclusion support to pupils at risk of suspension, permanent exclusion, placement breakdown or disengagement from education.

The role is focused on early identification, structured intervention and collaborative planning. Through direct work with pupils, coaching, consultation and partnership with school staff, families and external agencies, the Outreach Worker will help schools respond to emerging SEMH needs and strengthen inclusive practice.

This is a varied and relational role which requires emotional resilience, strong professional judgement and the ability to manage a caseload across multiple settings. The postholder will be expected to work independently, maintain accurate records, evaluate impact and escalate safeguarding or risk concerns in line with school procedures.

This role would suit someone who is committed to inclusive education, confident working with complex behaviour and SEMH needs, and able to build positive professional relationships with pupils, families, schools and partner agencies. At ACE, the Outreach Worker makes a direct contribution to reducing exclusion, improving engagement and supporting sustainable educational placements for vulnerable learners.

Job Description

Outreach Worker (Inclusion & Prevention)

Post Reference: PREF106224

Job Purpose

To improve outcomes for vulnerable children and young people presenting with Social, Emotional and Mental Health (SEMH) needs through the delivery of targeted outreach, therapeutic intervention and inclusion support across mainstream secondary schools and Avenue Centre for Education.

The postholder will work within a graduated approach to inclusion, supporting schools to identify and respond to emerging SEMH needs at the earliest opportunity. Through direct intervention, coaching, consultation and collaborative planning, the postholder will help reduce the risk of suspension, permanent exclusion, placement breakdown and disengagement from education.

Line Manager The postholder is responsible to the Assistant Headteacher.	**Line Management Responsibilities** None. The postholder does not hold direct line management responsibility.
Working Hours 35 hours per week, term time plus INSET days (39 working weeks).	**Salary Grade** Luton NJC L6 SCP 21-25. National Pay Award Pending.
Location Outreach working across multiple school settings, including mainstream secondary schools and Avenue Centre for Education.	**Travel** Travelling independently across Luton is essential.
Safeguarding / DBS This post meets the definition of Regulated Activity and is subject to child protection screening, checks with past employers, online checks and Disclosure and Barring Service checks.	**Application Requirement** Applicants must complete the school application form. CVs will not be accepted for posts at Avenue Centre for Education.

Principal Responsibilities

The Outreach Worker will provide targeted outreach, therapeutic intervention and inclusion support for pupils presenting with SEMH needs, vulnerability, disengagement or risk of exclusion. Working under the direction of the Assistant Headteacher, the postholder will develop structured intervention plans, deliver direct pupil support and coordinate appropriate reintegration, transition and inclusion planning.

A key part of the role is to work across Luton secondary schools and ACE to support early identification of need, strengthen ordinarily available provision and promote evidence-informed approaches to behaviour, attendance, engagement and inclusion. The postholder will provide advice, guidance and consultation to school staff and contribute to Local Authority priorities relating to inclusion and exclusion reduction.

The postholder will manage a caseload, maintain accurate and confidential records, evaluate the impact of interventions, and liaise with families, schools and multi-agency partners. The role will be carried out in line with ACE's values, safeguarding responsibilities and commitment to improving outcomes for vulnerable learners.

Key Responsibilities

Targeted Student Intervention

- Develop and implement structured intervention plans with clear outcomes and review points.
- Deliver SEMH and therapeutic interventions for pupils at risk of suspension, permanent exclusion or disengagement from education.
- Support pupils to develop emotional regulation, resilience, self-awareness and positive coping strategies.
- Deliver mentoring and coaching programmes to improve engagement, attendance and participation.
- Work with pupils individually and in small groups.
- Identify barriers to learning, attendance, behaviour and inclusion.
- Contribute to the identification of unmet SEMH, SEND and learning needs.
- Support pupils to remain successfully engaged within mainstream education wherever appropriate.

School Outreach Support

- Work directly within Luton secondary schools supporting pupils identified as vulnerable or at risk of exclusion.
- Deliver Tier 1 and Tier 2 outreach interventions in line with the local authority response framework.
- Provide advice, guidance and consultation to school staff regarding SEMH, behaviour and inclusion.
- Promote trauma-informed, restorative and relational approaches to behaviour and inclusion.
- Support reintegration planning for pupils returning from alternative provision, medical provision or periods of absence.
- Assist schools in implementing recommendations arising from outreach intervention and assessment work.

Intervention and Casework

- Coordinate outreach interventions for pupils at risk of exclusion, disengagement or placement breakdown.
- Manage a caseload of pupils, prioritising support according to identified risk, need and safeguarding concerns.
- Work with pupils and families to identify barriers and implement effective outcome-focused strategies.
- Contribute to the development, delivery and review of individual intervention, reintegration and support plans.
- Support Alternative to Permanent Exclusion pathways and inclusion programmes.
- Coordinate reintegration and transition planning, working with schools, families and partner agencies.
- Exercise professional judgement when responding to complex situations involving vulnerability, risk or safeguarding concerns.

Inclusion and Exclusion Prevention

- Support the early identification of pupils at risk of suspension, exclusion or placement breakdown.
- Promote evidence-informed strategies that improve attendance, engagement and inclusion.
- Support schools to develop preventative approaches that reduce the need for exclusion.
- Promote inclusion, belonging and participation for vulnerable learners.
- Contribute to local authority priorities relating to inclusion, attendance and exclusion reduction.
- Support sustainable placements through timely intervention and collaborative planning.

Multi-Agency Collaboration

- Liaise with Children's Services, Early Help, Social Care, CAMHS, Youth Justice Services, Health Services and other agencies as required.
- Attend and contribute to professional meetings, reviews and planning processes.
- Support coordinated multi-agency responses where levels of risk or need require additional intervention.

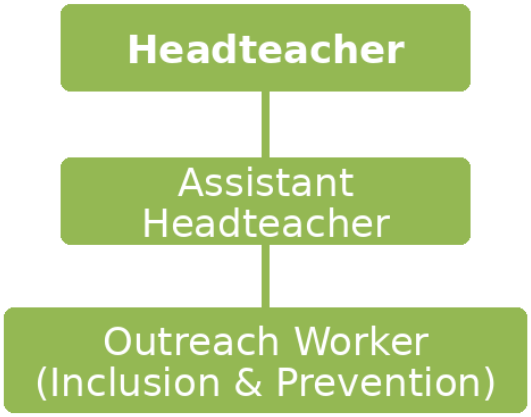
Monitoring, Recording and Impact

- Maintain accurate and confidential records in line with safeguarding, UK GDPR and school procedures.
- Record intervention activity, outcomes and progress using agreed systems and processes.
- Track attendance, engagement, behaviour and inclusion outcomes.
- Evaluate the effectiveness and impact of interventions and contribute to outreach impact reports and service evaluation.
- Analyse intervention outcomes to support continuous improvement and inform future practice.
- Provide accurate information and reports for senior leaders and external partners when required.

Additional Responsibilities

- Exercise independent professional judgement where guidance may not provide definitive solutions.
- Work effectively with limited day-to-day supervision.

Organisational Chart



Dimensions

Supervisory Management: The postholder does not hold direct line management responsibility. However, they may provide informal guidance to colleagues, contribute to multi-agency planning and support coordinated intervention alongside pastoral and outreach staff.

Financial Resources: The postholder has no direct budgetary responsibility but is accountable for the effective and efficient use of outreach resources and time allocation within their caseload.

Physical Effort: The role requires regular travel between multiple sites. It may involve extended periods of standing, walking and school/community-based work. Where appropriately trained, the postholder may be required to support de-escalation of distressed or dysregulated pupils in line with ACE behaviour and positive handling policies. Training will be provided.

IT Resources: Use of Arbor or relevant MIS, CPOMS, Early Help systems and other safeguarding and case management platforms. The postholder is responsible for maintaining accurate, timely and confidential electronic records in line with statutory and school requirements.

Physical Resources: Responsible for the safe and appropriate use of school premises, outreach spaces, office equipment, laptops, mobile communication devices and health and safety equipment when working across sites and in the community.

Working Environment: The role involves frequent work within schools and community settings, which may include exposure to emotionally challenging situations. The role may involve supporting students displaying distressed or dysregulated behaviour. The postholder may occasionally encounter bodily fluids when supporting pupils who are unwell and must follow health and safety procedures accordingly.

Other: The role involves lone working, multi-site working and travel across Luton. The postholder must adhere to ACE's lone working, safeguarding and risk assessment procedures at all times. There may be occasional evening meetings, with notice.

Travel

The postholder will work across multiple designated work locations which will be treated as permanent workplaces for the purposes of HMRC guidance. Travel between home and these locations, or between designated work bases, will be regarded as ordinary commuting and will not attract mileage reimbursement. Travel to any approved temporary workplace will be reimbursed in accordance with school policy.

Professional Development and Professional Standards

- Take responsibility for own professional development.
- Engage in supervision, appraisal and performance review processes.
- Engage in ongoing CPD relating to SEMH, trauma-informed practice, inclusion, safeguarding and behaviour.
- Maintain up-to-date knowledge of legislation, guidance and local authority procedures.
- Participate in reflective practice and service development activities.
- Maintain professional boundaries and operate within the scope of the role.
- Attend training, briefings and professional networks as directed

Context

Working as part of the Local Authority's Tier 1 and Tier 2 Inclusion Framework, the postholder will support schools to strengthen ordinarily available provision, develop inclusive practice and build staff confidence in meeting the needs of vulnerable learners within mainstream settings.

The postholder will manage a caseload of pupils at risk of exclusion and act as a key professional in coordinating targeted interventions, reintegration support and multi-agency responses where levels of need, risk or vulnerability require responsive and professional intervention.

The role requires autonomy, professional judgement and the ability to respond effectively to complex and sensitive situations whilst maintaining a strong focus on safeguarding, attendance, engagement and inclusion.

The postholder will contribute to the Local Authority's wider inclusion strategy through early intervention, preventative support and capacity-building work that enables schools to successfully meet the needs of pupils with SEMH and SEND.

The Outreach Worker forms part of Avenue Centre for Education's commitment to supporting inclusive practice and reducing exclusion across Luton.

Positive Handling and Intervention

In line with DfE guidance on the use of reasonable force, the postholder is expected to complete accredited training in positive handling, such as Team Teach or equivalent, as part of their induction and ongoing professional development. They must be confident and competent in using de-escalation strategies and, when necessary, safe physical intervention techniques in line with the school's Behaviour and Physical Intervention Policies.

Physical intervention should only be used as a last resort to prevent harm or serious disruption, and must be reasonable, proportionate and clearly documented. Staff are required to report and record all incidents involving physical intervention using the agreed school systems and follow up with appropriate reflective practice and review.

Safeguarding

ACE is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

The Jobholder will ensure that Luton Borough Council's and the PRU's policies are reflected in all aspects of their work, in particular those relating to:

- Safeguarding and Child Protection
- Equal Opportunities
- Health and Safety
- UK GDPR and Data Protection Act 2018

All staff are expected to read and comply with Part 1 of Keeping Children Safe in Education.

Disclosure and Barring Service (DBS) and Disclosure of Convictions

This post meets the definition of Regulated Activity as defined in the Safeguarding Vulnerable Groups Act 2006.

It is essential in making your application that you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore candidates invited to interview will be required to declare all unspent cautions and convictions, and also any adult cautions, simple or conditional, and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, as amended in 2020.

The information you provide will be treated as strictly confidential and will be considered only in relation to the job for which you are shortlisted.

Questions may be asked of anyone who has ever had a criminal history during the recruitment process.

For posts working with children, young people or vulnerable adults, a Disclosure and Barring Service check is requested. This check will be cross-referenced against the Adults and Children's Barred Lists.

These lists contain details of people deemed unsuitable to work with children or vulnerable adults. All jobs requiring these checks will be identified on the job description.

Offers of employment will be subject to the receipt of satisfactory checks, which will include a check with the Disclosure and Barring Service. It is an offence to apply for, offer or accept any work with children, paid or unpaid, if disqualified from working with children.

The information provided will be confidential and not passed onto unauthorised persons or organisations. However, we are under a duty to protect public funds and may use the information you have provided for the prevention and detection of fraud. We may also share this information with other bodies responsible for auditing or administering public funds for these purposes.

PERSON SPECIFICATION

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	Desirable
Education and Training	GCSEs (or equivalent) including English and Maths at Grade C/4 or above. Level 3/4 qualification in youth work, education support, social care or equivalent experience. Safeguarding training. Evidence of CPD.	Relevant qualification or training in behaviour management or de-escalation (e.g. Team Teach, MAPA). Trauma-informed practice training. Accredited Early Help or parenting programme training. First Aid Certificate.
Experience	Experience working with young people with behavioural or SEMH needs. Experience supporting pupils at risk of exclusion. Experience of multi-agency working. Experience managing a caseload and delivering structured interventions.	Experience working in an alternative provision, PRU or SEMH setting. Experience of working in the Education and/or school sector. Experience supporting reintegration.
Specialist Knowledge	Knowledge of safeguarding legislation and KCSIE. Understanding of contextual safeguarding risks including exploitation, peer-on-peer harm and community-based risk. Understanding of barriers to school engagement. Understanding of school suspension and permanent exclusion processes. Knowledge of behaviour systems. Awareness of Equality Act 2010. Understanding of data protection (GDPR) requirements including data retention and compliance monitoring.	Knowledge of local authority inclusion processes and SEMH support services.

Attributes	Essential	Desirable
Behavioural Competencies	Demonstrates a strong commitment to inclusive education and improving outcomes for vulnerable learners. Maintains high expectations for behaviour and engagement. Operates with integrity, discretion and strict confidentiality. Maintains emotional resilience when working with complex or high-risk students. Establishes and maintains clear professional boundaries. Flexible, adaptable and solution-focused in responding to challenges. Reflective practitioner committed to continuous professional development.	Experience of working effectively within high-pressure PRU or SEMH environments.
Professional Skills	Able to assess student need, analyse risk and develop structured, outcome-focused intervention plans and programmes. Data analysis skills to evaluate attendance, behaviour and intervention impact. Strong written and verbal communication skills, including fluent spoken English and professional report writing. Accurate and timely case recording using MIS and safeguarding systems (e.g. Arbor, CPOMS or equivalent). Ability to prioritise competing demands and manage a complex caseload effectively. Professional judgement in safeguarding and risk situations. Ability to work independently and collaboratively within a multi-agency framework. Ability to build and maintain appropriate professional relationships with pupils, families and colleagues.	Experience presenting case information to panels, senior leaders or Members (Management Committee).
Equality & Diversity	Committed to equality, diversity, inclusive and safeguarding in education. Able to work sensitively with diverse families.	Experience supporting students with complex cultural or socio-economic barriers.

Attributes	Essential	Desirable
	Able to recognise discrimination and take action within the policies and procedures of the school and the funding agency. Possess an understanding and / or experience of cultural and religious issues, which may affect upon childcare and education	
Safeguarding	Strong understanding of child protection procedures. Understanding of contextual safeguarding and exploitation risks. Ability to identify and escalate concerns. Commitment to safer working practice.	DSL training or advanced safeguarding training. Understanding of safeguarding responsibilities within a PRU context.
Other Requirements	Able to travel independently across multiple school sites within Luton and willingness to work flexibly across these locations. Reflective and committed to continuous professional development. Willingness to undertake an Enhanced DBS clearance (to be undertaken prior to appointment). Commitment to comply with all school and statutory policies and procedures, and professional standards.	

The Jobholder will ensure that the school's policies are reflected in all aspects of their work, in particular those relating to;

(i) Equal Opportunities
(ii) Health and Safety
(iii) Data Protection Act (2018) and General Data Protection Regulation (2021)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

CVs will not be accepted for any posts based in the Avenue for Education Centre.