



JOB DESCRIPTION

Job title:	Pupil Engagement Officer
Line manager:	DHT of SEN
Scale point:	CAN 21-25
Weeks per year:	195 (188 term days plus 2 staff prep days, plus 5 additional days)
Hours per week:	36 hours per week (excluding an unpaid 30 minute lunch break each day)
Core hours:	Between 8:00 and 16:00

To work under the supervision of the DHT of SEN in order to work with identified children and to re-engage them in their education.

To plan and deliver sessions and re-engagement programmes with identified students:

- To work with school avoidant students who are not attending school at any time or a pattern of non-attendance has been identified
- To work with at risk EBSA students (this may be pattern in absence/skipping specific lessons)
- To work on reintegration with EBSA students (school avoiders/pattern absence/at risk)
- Developing resources to deliver EBSA specific intervention programmes
- To conduct home visits where necessary in order to build a rapport with students who are unable to get into school during which an initial EBSA assessment can be completed
- To offer interventions/safe space/soft landings support
- To provide family support for parents of children with EBSA

To communicate with all stakeholders for EBSA students:

- To provide information to staff which keeps them informed of EBSA students and their planned reintegration. This could involve, but is not limited to: staff briefing notes, round robins, teacher strategy meetings, emails and contact with home.
- To bridge the communication between all school teams involved in the EBSA student: Year Teams/SEN Admin/SEN Leadership/Attendance/Teachers.
- To use Provision Maps to record interventions, update Pupil Passports and send round robins to staff.
- To attend relevant meetings regarding EBSA students such as Team Around the Child meetings, CAMHS meetings and internal Student of Concern meetings (where relevant)

To plan, deliver and review intervention work in order to support EBSA students:

- ELSA
- Anxiety management
- Soft landings
- Reintegration support to lessons
- Therapies and calming activities
- Bereavement support

To ensure that provisions, plans and reintegration plans are documents and shared with all stakeholders:

- EBSA questionnaire
- Action plan for reintegration which is reviewed at agreed dates and tracked during the reintegration process.
- Monitoring of attendance for identified students and working with SEN and Attendance to identify at risk students
- Referrals to external agency if necessary where agreed by relevant member of staff
- Records of intervention planning for each student
- Information collation for whole school awareness of any reintegrating student

- Updating of EBSA strategies / training / research to ensure the Pupil Engagement programme is up to date and well resources
- To attend relevant training required

Support for Students

- Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.
- Assist with the development and implementation of SEN Support Plans for students who are identified as EBSA
- Promote the inclusion and acceptance of all students, encouraging them to interact with others but also to act independently where appropriate.
- Work with and act upon guidance provided by colleagues and other professionals, such as the Speech and Language Therapist and Educational Psychologist, amongst others.
- Provide support for students with personal, emotional, social and behavioural problems, e.g. by giving time to listen to their concerns to enable students to feel valued and respected.
- To support the SEN team with monitoring and recording of progress of students and writing of reports on students with SEN Needs (including those with EHC Plans) as necessary if identified as EBSA.
- To provide support and guidance for students in their use of ICT as required.

GENERAL:

- Be aware of and comply with Trust and school policies and procedures
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance management as required.
- Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Maintain high standards in terms of personal presentation, attendance and punctuality.
- To carry out other duties as may be reasonably requested by the Senior Leadership Team.

Supervision Arrangements

The School will determine supervision arrangements in line with current management structures and the needs of the job.

Equal Opportunities

You will, at all times, carry out the duties and responsibilities of the post with due regard to the school's equal opportunities policies.

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed.

PERSON SPECIFICATION

Pupil Engagement Officer

As a Pupil Engagement Officer, you will be working under the direction of the DHT for SEN. You will be expected to work effectively with both teaching and support staff at all levels as well as with parents/carers, students and external agencies. You will thus need the following qualities:-

- Ability to handle sensitive issues relating to students, keeping confidentiality as required
- Ability to form good working relationships with students, parents/carers and colleagues
- Good oral and written communication skills
- Good organisational and time management skills and the ability to work under pressure
- Adaptability and flexibility in working practices and the ability to know when to use initiative
- A high degree of professionalism in your approach to work and tasks set
- An ability to be a good role model for students and colleagues.

In addition, it will be advantageous to:

- Be computer literate and be willing to learn new computer systems
- Be willing to access in-house/external training to enhance professional development
- Have some experience of working with young people with learning/behavioural difficulties.

Training in school systems and practices will be provided.

Please state, on the application form, in the supporting statement section, how you meet the job description and person specification above. Candidates will be shortlisted from the field available on the basis of the extent to which they meet the criteria in their application form.