**Education Engagement Officer**

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| **Employment details** | |
| Location | Sulby Avenue, Middlesbrough, TS3 8RD. |
| Reports to | Director of Attendance and Safeguarding |
| Hours of work | 37 hours Term Time, Plus 1 Week |
| Grade | NJC SCP 17-20 |
| The Education Engagement Officer will be an entirely new role within our Secondary provision enabling the school to focus on bespoke intervention which bridges the gap between non-engagement and attendance and full engagement with the River Tees Secondary core offer.  At any one time, the candidate will have a small case-load of learners, identified by the Director of Safeguarding and Attendance, and their role will be to build relationships with the learner and their family through our relational approach, provide interim education in the home and community environment, identify and address barriers to engagement and attendance at the provision and develop a structured programme to support the learner and family for a time limited period to ensure attendance and engagement in school. | |
| |  | | --- | | **Engagement**   * Have high expectations of children and young people with a commitment to helping them fulfil their potential. * Establish fair, respectful, trusting, supportive and constructive relationships with learners and their families in accordance with our relational approach. * Demonstrate the positive values, attitudes and behaviour expected from the learners. * Communicate effectively and sensitively with learners, families and stakeholders. * Recognise and respect the contribution that parents and carers can make to the development and wellbeing of learners and work collaboratively with them to engage the learner with education. * Understand the key factors that affect children and young people’s engagement, learning and progress and plan strategic actions to address and support these through time limited interventions. * Plan and deliver specific objectives, content and intended outcomes for engagement and measure progress. * Know how to adapt strategies for learners enabling them to engage with education in accordance with the special educational needs (SEN) code of practice and equalities legislation. * Use and apply other nationally recognised frameworks, that support the engagement and well‐being of children and young people and measure progress. * Track and monitor progress with pupil engagement and share evidence and actions with leaders and stakeholders. |  |  | | --- | | **Personal Development**   * Deliver intervention programmes in the home and/or community using e-learning with individuals. * Support learners to access existing youth provisions outside of the school day. * Liaise regularly with other staff including the LA Inclusion and SEND teams to effectively support students with additional needs. * Deliver successful learning and support strategies for individual learners. * Organise, plan and deliver Personal development activities and, where required, complete EVOLVE and risk assessments. * Contribute to and develop the Academy’s PSHE, RSE, SMSC and social and emotional activities to support pupil’s personal development. * Provide regular feedback on individual learners, collating and co-ordinating information. * Develop student voice. * Plan and deliver a positive mentoring programme to help address barriers to engagement. * Work alongside parents and families to preparing for transition into education in River Tess Secondary or Assessment Centre provision. |  |  | | --- | | **Attendance and Safeguarding**   * To work alongside the Director of Attendance and Safeguarding to identify learners for whom the greatest impact could be achieved. * To monitor, report and act to improve attendance of learners identified. * To record and report specific actions taken to improve attendance and engagement on the MIS system. * To work in collaboration with learners and families to identify barriers to attendance and engagement and create a time monitored action plan to address these and support the learner to engage in school-based education as an end-point target. * To implement the RTMAT child protection policy and procedures and encourage good practice by promoting these. * Respond appropriately to disclosures or concerns which relate to the well-being of a child. * To maintain accurate, confidential and up-to-date documentation on all cases of safeguarding and child protection and report where required. * Where required, liaise with statutory agencies and ensure they have access to all necessary information. * To initiate and refer pupils to outside agencies and co-ordinate referrals. * To liaise with school staff in initiating multi-agency referrals for pupils. * When appropriate, to act as lead professional and coordinate Team Around the Child meetings. * To support the care of children where their living arrangements are at risk of breakdown. * Report and monitor any safeguarding concerns. * Attend and participate in safeguarding and attendance meetings for the identified individuals. Some of which may take place outside of normal working hours. * Plan and complete professional assessments of need and risk in respect of parents and carers, using the Local Authority procedures for children in need and at risk of significant harm, where this may be required. * To ensure accurate and up-to-date record keeping is maintained in line with school policies. * Apply the Lone Working Policy to the role you are undertaking. |  |  | | --- | | **Re-integration to the educational offer at River Tees Secondary provisions.**   * Contact parents and work in collaboration with them regarding progress, re-integration and strategies to support their child to be successful. * Ensure all attendance data is complete and accurate. Monitor and take appropriate action regarding the attendance, engagement and learning with regards the case load. * Work collaboratively with River Tees Secondary and Assessment Centre staff team to support the pupil and family to build positive relationships in preparation for re-integration. * Advise and support the River Tees staff team on effective strategies to support and engage the learner. * Support the learner and family for a time-limited period as they re-integrate with the full educational offer. * Monitor the learner’s engagement and attendance with the full educational offer and intervene as needed within a set time-frame. * Provide an evaluative case study for each learner outlining the engagement work completed and the outcome. |   The above duties and responsibilities cannot totally encompass or define all tasks which may be required of the incumbent. The outlined duties and responsibilities may, therefore, vary from time to time without materially changing either the character or level of responsibility; these factors are reflected in the post grade.  All employees are expected to demonstrate a commitment to the principles of equal rights both in relation to employment issues and service delivery and to adhere to the policies of the Council in performance of their duties.  All employees are expected to respect all confidentialities and principles and practice of the Data Protection Act.  **Validation**  **Validation date:**  **Employee Name:**  **Employee Signature:**  **Managers Name:**  **Managers Signature:** | |

**Person specification**

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| **Qualifications and training** | |
| **Essential** | **Desirable** |
| * GCSE, A-Level or equivalent qualification. * GCSE grade 4 (c) + or equivalent in English and Maths. * First Aid qualification or willingness to undertake training. | * Degree or equivalent. * Evidence of recent, relevant continuing educational professional development. * Team Teach trained. |
| **Experience** | |
| **Essential** | **Desirable** |
| * Experience working with young people. * Evidence of successful experience with attendance and safeguarding policy, procedure and legislation. | * Experience of engaging vulnerable learners and families with education. * Experience in pastoral/student personal development, within a robust whole school safeguarding culture. * Experience of Ofsted processes. * Experience of planning, delivering and evaluating intervention. |
| **Knowledge & skills** | |
| **Essential** | **Desirable** |
| * Able to relate to all students in a positive and constructive way and inspire them to engage and achieve. * Have relentlessly high expectations of students in terms of engagement, learning, behaviour and attendance. * Ability to use of a range of tools and evidence to support, monitor, evaluate and improve student progress/engagement. * Demonstrable ability to encourage student and parental engagement. | * Coaching & Mentoring Skills. * Knowledge and understanding of Attachment, Trauma and Adverse Childhood experiences. * Knowledge and understanding of the SEND Code of Practice. * Understanding of Child Protection and safeguarding practice and responsibilities. * Knowledge and understanding of supporting young people with mental health difficulties. |
| **Personal traits** | |
| **The successful candidate will be** | |
| * Able to work independently but also as part of a team. * Dedicated to their practice. * Punctual and professional. * Able to maintain successful working relationships with colleagues. * Reliable and able to be flexible in their approach to work. * Ability to work independently outside of the usual school hours. * Positive and engaging. * Able to plan and take control of situations. * Capable of handling demanding workload and successfully prioritising work. * Empathetic to those who face barriers to their learning. * Patient with pupils who take longer to understand information. * Full clean drivers’ licence. * Car and business insurance are desirable. | |