

Education Keyworker Job Description

As part of Delta, Education Trust, The Harbour School's vision is *"Learning together in pursuit of happiness"*. This means we really care whether pupils love or hate their learning, so we work hard to create a space where pupils learn together to become knowledgeable, self-aware, independent and happy people who make a positive difference, wherever life takes them. We are looking for enthusiastic and inspirational Education Keyworker to share our vision in all they do.

Job Title	Education Keyworker
Academy	The Harbour School
Reports to	Inclusion Lead
Salary / Grade	G14 – 18. £31,067 - £35,235pa full time equivalent. Actual salary for term time plus 3 weeks £28,617 - £32,456pa.

Role Purpose

Step into a role where you'll transform lives by developing, delivering, and evaluating a dynamic program of creative and accredited learning opportunities tailored to meet the unique social, emotional, and behavioural needs of highly vulnerable and challenging students.

Take lead responsibility for effective development, planning, delivery recording, monitoring and evaluation of progressive accredited learning pathways in Maths that truly make a difference to student's individual needs.

Contribute to the development of Individual Learning Plans and Educational Health Care Plans, ensuring they cater to the social, emotional, mental health, and academic needs of each student. With your keen eye for assessment and monitoring, you'll track student progress and celebrate their achievements.

Creating a welcoming, safe, and stimulating learning environment will be at the heart of what you do, helping students to develop a strong sense of belonging and thrive in their educational journey.

Key Responsibilities:

- Create amazing, trust-filled relationships with students by using a non-judgmental approach that boosts their self-esteem, confidence, motivation to learn and a space where students look forward to coming every day.
- Team up with students in keywork sessions to identify and review their personal targets, learning outcomes, and support strategies designed to enable learning and behaviour change so they remain on track to reach new milestones.
- Contribute to the development of Individual Learning Plans and Educational Health Care Plans, addressing not only academic needs but also the social, emotional,

and mental health aspects of each student. Your creativity and compassion will help our students conquer challenges and thrive.

- Design personalised integration programs based on referral information and initial need assessments - because one size never fits all!
- Foster a secure and nurturing environment where students can thrive.
- Manage behaviour effectively to create a harmonious and safe learning space for all.
- Build strong and effective communication channels with parents, carers, and other professionals to enhance student engagement in their Individual Learning Programme.
- Help shape and review Risk Assessment and Risk Management Plans, keeping things safe and sound, one plan at a time.
- Partner with the Family Support Worker to develop a Family Support Plan, ensuring students stay engaged in their Individual Learning Plan.
- Create a Termly Progress Review for each student, tracking their growth and milestones.
- Attend meetings and prepare reports as required for Education and Health Care Plan Reviews, Looked After Child Reviews, Personal Education Plan Reviews, and other professional planning sessions.
- Develop, implement, monitor, and review individual Post 16 support to help students transition smoothly to further education, training, or employment. Giving them the best start in their next chapter!
- Take part in further training and development as required for the role.
- Implement and adhere to The Harbour School Safeguarding Policy and procedures, supporting the school's values ethos and vision.

The postholder may be required to undertake other duties appropriate to the level of the role, as directed by the Headteacher/SLT.

Person Specification – Education Keyworker

Criteria	Essential	Desirable
Qualifications & Experience	<ul style="list-style-type: none"> NVQ Level 4 or demonstrate equivalent qualifications through relevant professional experience GCSE grade C/4 or above in English and Maths (or equivalent) Relevant training in Childcare and/or Education Experience working with students, particularly those with challenging behaviours and SEND needs Full driving license and own vehicle Experience of working in a school setting 	<ul style="list-style-type: none"> Experience in supporting students with Individual Education/Behaviour Plans and Personal Care programs Experience of leading the development, planning, delivery and evaluation of a range of learning experiences for students Experience of delivering phonics, writing and maths support First Aid Training
Knowledge	<ul style="list-style-type: none"> Knowledge of safeguarding procedures and responsibilities. 	<ul style="list-style-type: none"> Knowledge of issues facing students with SEMH needs, including risk factors relating to substance misuse, offending behaviour, low self-esteem, social skills and risk-taking behaviour. Knowledge of effective interventions and support for students with SEMH needs. Knowledge and understanding of child development and how it affects learning Knowledge of 'Keeping Children Safe in Education' legislation Knowledge of SEN Code of Practice and intervention strategies
Skills & Attributes	<ul style="list-style-type: none"> Good communication and interpersonal skills and the ability to work as part of a team Experience of building positive relationships Ability to engage students in learning using creative approaches Calm and empathetic approach with students, staff and parents/carers Effective use of ICT and word processing skills Excellent organisational skills, ability to prioritise and meet deadlines Experience in working under pressure Commitment to maintaining confidentiality Resilience – tomorrow is a new day with new opportunities 	<ul style="list-style-type: none"> Ability to adapt materials and teaching methods to meet individual needs Ability to write clear and concise reports Ability to analyse and interpret data/results Self-motivated and able to work independently with a proven ability to prioritise, plan and organise own work Experience of maintaining effective partnerships with external agencies