

# Role Profile & Person Specification

<b>Job Title:</b>	Engagement Lead
<b>Responsible to:</b>	Principal/ Assistant Principal
<b>Terms and Conditions:</b>	38 weeks (term time only) Scale F Point 12-15 8:30-4:30 – Monday-Thursday 8:30-4:00 - Friday

## Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

## Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

## Core Purpose

To provide additional support for students where attendance and engagement is an issue. To support students who are persistently absent, school refusers or those that are experiencing other barriers to attendance and therefore struggling to engage positively with lessons, and to reintegrate them back into school and help them to succeed with their education.

## Key Areas of Responsibility

**Supporting students:**

We are part of...



FOR CHILDREN, FAMILIES AND COMMUNITIES

- Work with a target cohort of pupils to strengthen their learning behaviours and address specific areas of need, supporting them to engage positively with learning and opportunities in school
- Promote independent learning – encouraging self-regulation and encouraging pupils to develop resilience
- Facilitate access to, and support full participation with, education recovery initiatives within school
- Identify and access a full range of internal and external opportunities that encourage and support children to succeed – extracurricular and enrichment
- Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs, promote the inclusion and acceptance of all students and encourage students to interact with others and engage in activities
- Be aware of students' problems, progress and achievements
- Report to staff and undertake student record-keeping as requested.

## **Support for families**

- Provide outreach support to families of target students to support their attendance and engagement with school
- Build effective relationships with families to support a positive family/school partnerships
- Signpost support for families and young people and liaise with a range of external agencies

## **Support for the School**

- Complete Research School training on how to support students to develop effective learning behaviours based on EEF guidance (independent learning, metacognition, SEMH, behaviour, SEND and parental engagement) and how to research, plan and implement an evidence-based intervention to meet needs in school
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop
- Attend relevant meetings as required and participate in training and other learning activities and performance development as required
- Accompany teaching staff and students in visits and out of school activities as required
- Undertake other similar duties and activities that fall within the grade and scope of the post, as directed by the Principal

## **Norwich Opportunity Area- Great Yarmouth Twinning Project**

- Attend suitable training organised by NOA and partner organisations
- Collaborate regularly with other ELs and network to share learning and expertise
- Collate and provide impact data – including tracking progress of participating students
- Complete full and timely reports that enable the school and NOA to evaluate the project

## Safeguarding

- Undergoing regular refresher training to ensure your safeguarding knowledge is as up to date as possible and in line with new guidance.
- Ensuring effective use of reporting and recording systems.
- Communicating with families on the school's policies and procedures, as well as any concerns or referrals where appropriate.
- Uphold statutory and school safeguarding measures at all times.
- Maintain a professionally curious attitude of 'it could happen here' in every aspect of the role.
- To support the development and monitoring of student awareness of safeguarding.

## Health and Safety

- Be aware of the responsibility for your personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Cooperate with the employer on all issues to do with Health, Safety and Welfare.
- Assisting with or undertaking risk assessments relevant to the post.

## Continuing Professional Development

- In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with developments related to school efficiency, which may lead to improvements in the day-to-day running of the school.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. 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 role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown but, in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

## Person Specification

	Essential	Desirable
<b>Personal Attributes</b>	<ul style="list-style-type: none"><li>• Relational</li><li>• Self-aware</li><li>• Curious</li></ul>	

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	<ul style="list-style-type: none"> <li>● Accepting</li> <li>● Empathetic</li> <li>● Reflective</li> <li>● Good Communication</li> <li>● People skills</li> <li>● Listening skills</li> <li>● Passion and enthusiasm to help young people to succeed</li> <li>● Team spirit</li> <li>● Patience</li> <li>● Determination</li> <li>● Caring</li> <li>● Good sense of humour</li> <li>● Shows a personal commitment to safeguarding and promoting the welfare and rights of young people</li> <li>● Appreciates the significance of safeguarding and interprets this for all individual children and young people whatever their circumstances</li> </ul>	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>● Good numeracy/literacy skills</li> </ul>	
<b>Experience</b>		<ul style="list-style-type: none"> <li>● 1 years' experience working in a similar environment or with young people</li> </ul>
<b>Skills/Knowledge</b>	<ul style="list-style-type: none"> <li>● Effective ICT skills with a knowledge of Microsoft Office</li> <li>● Effective verbal and written communication</li> <li>● Self-motivated team member with the ability to work individually</li> <li>● Able to work on own initiative</li> <li>● Methodical and organised</li> <li>● Flexible and responsible approach</li> <li>● First aid</li> </ul>	<ul style="list-style-type: none"> <li>● First Aid qualification</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>● The ability to converse at ease with students, staff and parents and provide advice and information in accurate spoken English is essential for the post.</li> </ul>	