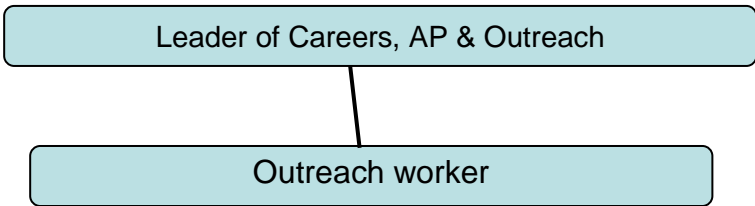




| Job Description | | | |
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| Role | Commissioned Outreach Worker | Reports to | Leader of Careers, AP & Outreach |
| Grade | Grade 6, SP8 (£14.76 per hour) | Hours of work | Subject to need/demand from commissioning partners casual basis |
| Purpose | To assist the Outreach coordinator in working with individuals, groups of children and staff teams in mainstream Primary, Secondary and Post-16 settings, by delivering commissioned intervention and support programmes. | | |
| Scope | Main contacts: Students, Parents, SLT, Phase Leaders, Trust Staff, Mainstream Schools | Staff responsibilities: N/A | Financial accountability: N/A |
| Accountabilities | <p>This job description is not a comprehensive definition of the post; specific duties and request may vary within this framework dependent on particulars of commissioning partner (E.G. Bespoke request for 6-week DV awareness support for identified group in partner Primary setting).</p> <ul style="list-style-type: none"> • Improve social, emotional and academic outcomes for children and young people through the development of positive relationships with all stakeholders and the effective planning and delivery of commissioned intervention and support programmes. • To reduce Fixed term and Permanent exclusions in mainstream Primary and Secondary settings. • To explicitly prioritise and promote the well-being and safeguarding of all children and young people. To strictly adhere to all child protection policies, related documentation and good practice procedures. • To plan, deliver and evaluate the effectiveness and impact of commissioned intervention and support programmes in mainstream Primary, Secondary and Post-16 settings. • To provide information and reports in support of multi-agency meetings as required and promote the on-going development of effective multi-agency working. • To undertake additional duties as required, relevant to the scope, requirement and level of the job. • Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person. • Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop • Contribute to the overall ethos/work/aims of Cranbury College and local schools as appropriate • To provide a good role model through personal conduct and appearance and to represent the service and positively at all times including punctuality • Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher / Centre Manager, to support achievement and progress of pupils • Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils | | |

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| | <ul style="list-style-type: none"> • Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others • Deliver out of school learning activities, including outdoor pursuits and residential education opportunities within guidelines established by the school. This may include transporting students • Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class • To do lunchtime and playtime duties as required and be prepared to administer basic first aid • Attend team meetings • To undertake relevant training where and when necessary <p>Mainstream Schools:-</p> <ul style="list-style-type: none"> • To uphold the school and class rules and expectations for curriculum and behaviour, • To plan and review targeted early intervention programmes with school staff, keeping records as required. • To support the pupil individually or in a small group with regard to the targets set in the programme. <ul style="list-style-type: none"> • To undertake any such other reasonable tasks as requested by the senior staff or Head of Cranbury College |
| Personal Attributes | <p>Qualifications/Education/Training:</p> <p>Essential</p> <ul style="list-style-type: none"> • Educated to GCSE level grade C or equivalent in Maths and English • A Counselling Qualification • Accredited training in Behaviour Management • First Aid training • HLTA status <p>Experience</p> <ul style="list-style-type: none"> • Experience in working with children and young people in mainstream educational settings • Experience in Outreach work • Experience in specific areas of specialism (E.G. ASD, ADHD, DV, CBT) <p>Knowledge, Skills and Abilities:</p> <ul style="list-style-type: none"> • Ability to form positive and appropriate working relationships with children, young people and adults • Ability to work independently and in partnership with other colleagues • Excellent communication skills, verbal and written • Able to respond calmly and appropriately in a range of challenging situations • Ability to offer staff training/assemblies in mainstream Primary and Secondary settings • Multi-disciplinary specialisms (E.G. ASD, ADHD, DV, CBT) • Current knowledge of mainstream Primary and/or Secondary curriculum developments • Can use ICT effectively to support learning • Full working knowledge of relevant policies/codes of practice/legislation • Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies • Good understanding of child development and learning processes • Understanding of statutory frameworks relating to teaching • Ability to organise, lead and motivate a team if required • Constantly improve own practice/knowledge through self-evaluation and learning from others |

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| | <ul style="list-style-type: none"> • Ability to relate well to children and adults • Ability to employ strategies to improve a young person's self-esteem and self-worth through a co-ordinated programme • Ability to offer a specific skill that can further enhances the personal development of our students. • Understand the importance of positive role modelling • Ability to use initiative discreetly and remain calm in a crisis • Ability to work in sometimes stressful situations and manage professionally one's own behaviour and emotional response to very challenging behaviours in others • Ability to relate to, and communicate with, a range of professionals, colleagues, parents and pupils • Ability to maintain confidentiality <p>Specific Working Requirements:</p> <ul style="list-style-type: none"> • A willingness to explore new ideas and practices • A willingness to work in a variety of locations • Ability and willingness to travel within the Borough (travel costs claimed) |
| Organisational Chart |  <pre> graph TD A[Leader of Careers, AP & Outreach] --> B[Outreach worker] </pre> |

Maiden Erlegh Trust is an Ethical Leadership Pathfinder organisation and we are committed to safeguarding, equality and promoting the welfare of children and young people. We are also committed to having the highest expectations of pupil/students and staff, and supporting everyone to reach their full potential. All employees of the school and Trust are expected to share these commitments. All posts require satisfactory employment checks and references and a satisfactory enhanced Disclosure and Barring Service check. All Leadership roles will require a Section 128 check.