**Job Description**

**TITLE:** Re-engagement Co-ordinator

**SCHOOL:** Lealands High School

**RESPONSIBLE TO:** Head of Lealands Education Aspirations Programme (LEAP)

**GRADE:** L5/L6 (subject to HLTA qualification)

**PURPOSE OF POST:** To provide a service to support students in overcoming barriers to learning. Assist with the integration of students who find it difficult to regulate their emotions in mainstream education. Effectively engage and manage students in order to support the achievement of expected progress and educational outcomes for those students.

**ORGANISATION CHART:** Headteacher

Deputy Headteacher

Head of LEAP

Re-engagement Co-ordinator

**PRINCIPLE RESPONSIBILITIES:**

|  |  |  |
| --- | --- | --- |
|  |  | % |
| 1. | To contribute and deliver the provision and curriculum for students in Lealands Education Aspirations Programme (LEAP) maintaining resources to assist in the provision. | 50 |
| 2. | Contribute to the planning of teaching and learning for a small group and/or individual student on a short, medium and long-term basis. Contribute to the planning of lessons and work programmes, the devising of activities and target setting. Support the teaching and learning of individuals or groups of students, using support strategies appropriate to the needs of students, providing feedback. Facilitate the intellectual and social development of pupils, working with the class teachers to support the achievement of literacy and numeracy targets and in other specific curriculum areas. Prepare, develop, maintain and deploy appropriate learning aids, materials and equipment, including ICT, to assist in delivering the provision. | 20 |
| 3. | Co-ordinate the monitoring, recording and assessment of student progress, arranging and contributing to specialist assessments as required. Ensure there are detailed and reliable records of the individual's progress. Assist in the evaluation and revision of work programmes for individuals and groups of students. | 15 |
| 4. | Contribute to the development of a purposeful working atmosphere and implement and monitor the school’s behaviour and any related policies and procedures. | 5 |
| 5. | Manage, initiate and develop liaison with teachers, parents, carers and outside agencies, ensuring effective communication throughout. | 5 |
| 6. | Work collaboratively with other agencies and professionals, as necessary, including educational psychologists, health professionals and education welfare officers, to meet the needs of individual pupils. | 5 |

**Person Specification**

**Re-engagement Co-ordinator**

Essential (E): without which candidate would be rejected

Desirable (D): useful for choosing between two good candidates

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| **Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria** | | | | |
| **Attributes** | **Essential** | **How Measured** | **Desirable** | **How Measured** |
| **Experience** | Experience of planning, monitoring and assessment of pupils’ progress in an educational setting.  Demonstrable experience of working with people with a range of special needs | 1,2  1,2 | Experience of success in working with secondary age students exhibiting significant behavioural difficulties. | 1,2 |
| **Skills/Abilities** | Self-motivated and able to use own initiative in working with parents/carers and related agencies within an agreed policy/procedure framework.  Able to devise and implement effective communication systems at a range of levels, e.g. with children, parents, other professionals, etc.  Able to establish comprehensive systems of record keeping and use these to inform judgements and decisions.  Able to support learning at relevant Key Stages.  Able to support learning in literacy and relevant Key Stages.  Able to use information technology skills for word processing, databases and spreadsheets. | 1,2  1,2  1,2,5  1,2,5  1,2,5  1,2,5 |  |  |
| **Equality Issues** | Able to recognise and act upon common forms of discrimination.  Able to understand the issues for pupils’ education in an urban, multi-cultural context and build this into service delivery processes. | 1,2  1,2 |  |  |
| **Specialist Knowledge** | Knowledge of how pupils learn.  Demonstrable knowledge of curriculum requirements.  Some knowledge of policies and procedures in areas such as child protection and behaviour management. | 1,2  1,2,5  1,2,5 |  |  |
| **Education & Training** | Able to commit to continuous professional development.  GCSE at “C” in English and Maths | 1,2  4 | Part-Qualified teacher or relevant qualification e.g. NVQ level 3,  HLTA or desire to achieve the qualification. | 4 |

**(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to

enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council’s policies are reflected in all aspects of his/her work, in particular those relating to;

1. Equal Opportunities
2. Health and Safety
3. Data Protection Act (1984 & 1998)

*‘The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure Barring Service’.*

*‘CVs will not be accepted for any posts based in schools.*