



JOB DESCRIPTION & PERSON SPECIFICATION

<u>Post Title:</u>	Reintegration Lead
<u>Main purpose of job:</u>	To co-ordinate the referral process, signpost to guidance to schools and provide compassionate, skilled outreach support to children and young people (CYP) who are emotionally based school non-attenders (EBSNA) or who have been missing from education due to mental health, medical, or social/emotional needs. The postholder will deliver targeted interventions, assist reintegration planning, support learning activities, and work collaboratively with families, schools and multi-agency partners to ensure CYP can re-engage with education.
<u>Responsible to:</u>	Headteacher
<u>Grade:</u>	SO1 (Point 23 – 25)
<u>Hours:</u>	36 hours per week (Monday to Friday, 8:30am to 4pm), 39 weeks per year, term time only
<u>Contract:</u>	To start as soon as possible until end of Academic year 2025/26 (extension will be subject to funding)
<u>Annual Leave:</u>	The annual leave year is the 12-month period beginning 1 April each year. For TTO staff an allowance is made in the TTO notional pay and hours calculation for annual leave and 8 Bank Holidays. Leave is taken during school closure periods.

PROJECT CONTEXT

- The current pilot project for 1 year (reviewed in April 2026 to decide whether to continue for a second year) with a Reintegration Lead will provide direct work with a cohort of CYP to re-engage them in education, prevent needs escalating and avoid EHCP being required.
- The Reintegration Lead will be hosted by the Home and Hospital Tuition Service (HHTS) supported by the Inclusion Service and will draw on a



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range of existing support within the local authority to provide a multi-agency response.

- The post will be supported by the equivalent of 1 day/ week advice and support from the Schools and Community Psychology Service (SCPS)
- They will report back to the existing strategic group and governance will be provided by the SEND scrutiny group.

OUTREACH DUTIES

1. SUPPORTING STRATEGIC WORK

- Implement Support the EBSNA strategy alongside the strategic implementation group.
- Lead the referral process for targeted EBSNA support and retain effective monitoring.
- Monitor attendance, SEND and engagement outcomes against identified KPIs alongside wider service strategic leads.
- Share appropriate summative information with governance bodies to align with local and national SEND, attendance and mental health priorities.

2. DIRECT WORK

- Developing Develop and manage a bespoke re-engagement plan for individual EBSNA cases with bespoke packages of home, community and school-based interventions integrating school staff as appropriate throughout the process.
- Deliver targeted support for individual EBSNA cases alongside school lead and community mentor. Providing an educational package combining academic, social and emotional learning packages.
- Co-ordinate a multi-disciplinary team approach as appropriate for EBSNA cases from the targeted EBSNA team and wider LA services (see below).
- Develop a family centred approach to support re-engagement in education through family relationships, school and wider professional network, utilising links with relevant services.



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3. OTHER RESPONSIBILITIES

- Liaise with YP home schools to secure successful reintegration for each student.
- Promote social progression of pupils through setting appropriate social targets and designing programmes which challenge the pupils.
- Maintain an atmosphere in which pupils can gain self-confidence, enjoyment and motivation to learn.
- Liaise, on behalf of pupils, with parents, and home schools to ensure that the educational curriculum and medical care are continuously reviewed.
- Contribute to the wider development of the service through the sharing of innovation and ideas.
- Maintain records of pupil attendance and provide required information for relevant reports.
- Contribute to multi-disciplinary care conferences and teamwork.
- With other colleagues, contribute to the planning process prior to the admission of pupils and liaise with their families and home school.
- Ensure all data is inputted onto service systems securely and promptly.
- Support risk assessment processes for home/community visits.
- Assist with preparation of case notes, reports and summaries for meetings.

4. SAFEGUARDING & PROFESSIONAL RESPONSIBILITIES

- To be fully aware of and understand the duties and responsibilities arising from the Children Act 2004 and 'Keeping Children Safe in Education' in relation to child protection and safeguarding children and young people as this applies to the role in the organisation.
- To ensure that the DSL (Designation Safeguarding Lead) and Line Manager is made aware and kept fully informed of any concerns you may have in relation to safeguarding and child protection.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos, aims, vision and values of the school
- Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of pupils



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- Attend and participate in regular meetings such as planning, community, hand-over, review and other meetings to promote the welfare and development of pupils.
- Undertake INSET and CPD activities to enable professional development.
- Recognise own strengths and areas of expertise and use these to advise and support others
- To be fully aware of and comply with GDPR regulations in relation to the school's handling of data and personal information.
- Support the service's equal opportunities policy, promoting the positive benefits of living in a culturally, communicatively and ethnically diverse society.
- Undertake any other such duties as the Headteacher may reasonably direct from time to time.
- Undertake any other duties commensurate with the role and grade.

It is implicit that these duties are carried out in accordance with service and Council policies on equal opportunities.

This job description will be reviewed by the postholder and the Line Manager annually.

Signed: _____ Date: _____
(Postholder) (Name)

Signed: _____ Date: _____
(Headteacher) **Tara Bell**

1. QUALIFICATIONS

- A degree in Education, Psychology, Social Work, or a related field (Desirable).
- Additional qualifications in child development, SEN, mental health, or education leadership (desirable).



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- GCSE English and maths at Grade C or above or A qualification in English/Literacy and Mathematics/Numeracy equivalent to at least Level 2 of the National Qualifications Framework

2. EXPERIENCE

- Demonstrable experience working with children and young people with emotional and mental health challenges.
- Expertise in developing and delivering multi-agency strategies in education or social care settings.
- Experience of working effectively with the parents/carers of children and young people
- Track record of successful support, training or consultancy with school teams or professionals.

3. SKILLS & EXPERIENCE

- Leads by example and displays a 'can do' attitude
- Excellent communication skills
- Ability to work on one's own initiative, balance competing priorities and organise a work schedule
- Able to use technology creatively
- Understanding of EBSA/EBSNA, its causes, and effective interventions.
- Strong project management and organisational skills.
- Excellent interpersonal skills and the ability to engage diverse stakeholders.
- Analytical mindset with the ability to interpret data and implement evidence-based solutions.

4. OTHER REQUIREMENTS

- Commitment to promoting inclusion and reducing inequalities in education (essential)
- Flexibility to travel within the borough (essential)