



Job Description and Person Specification

OUTREACH MENTOR

Location:	Greater Manchester
Hours of Work:	Monday to Friday, 08:15 to 16:00 Term Time plus Staff Directive Days
Salary:	£27,000 (Actual)
Line Manager:	Outreach Lead

First Steps Together Group is a growing and ambitious group of independent schools committed to transforming outcomes for children and young people through exceptional education, relational practice and high expectations.

Our schools provide highly supportive, inclusive and aspirational learning environments for pupils with a range of additional needs, including SEND, SEMH and complex presentations. We recognise that some children and young people experience significant barriers to attending and engaging with education and may require flexible, persistent and highly individualised support.

We are seeking a compassionate, resilient and committed Outreach Mentor to provide targeted support to children and young people who are disengaged from education or at risk of poor outcomes. The role will focus on improving attendance, engagement, personal development and safety, particularly for learners experiencing emotionally based school avoidance (EBSA), safeguarding concerns or complex needs.

This is an exciting opportunity for someone who can build trust with hard-to-reach learners, work effectively with families and professionals, and provide responsive support that helps young people reconnect with education, meaningful activity and future opportunities.

Role Overview

The Outreach Mentor is a learner-facing role responsible for providing high-quality, targeted support to children and young people who are disengaged from education, have very low attendance or are at risk of becoming NEET.

Working flexibly across education settings, homes and community environments as appropriate, the postholder will use relational, trauma-informed and strengths-based approaches to improve attendance, engagement, personal development and safety.

The successful candidate will work closely with learners, families, schools and external agencies to understand barriers, coordinate support, manage risk and develop sustainable pathways back into education, employment, training or other meaningful activity.

Core Purpose of the Role

To improve the safety, attendance, engagement and longer-term outcomes of children and young people who face significant barriers to education by providing persistent, relationship-based outreach support.

The role will combine direct mentoring, safeguarding, attendance and reintegration work, family engagement, multi-agency collaboration and robust outcome tracking to ensure support is purposeful, responsive and focused on sustained progress.

Key Responsibilities

Safeguarding and Wellbeing

- Actively safeguard and promote the welfare of children and young people in line with statutory guidance and organisational procedures.
- Identify and respond to risks including neglect, exploitation, missing episodes, peer influences and emotional harm.
- Maintain accurate and detailed safeguarding records and contribute to risk assessments, safety planning and

review processes.

- Escalate concerns promptly and appropriately, using professional curiosity to ensure risks are understood and reduced.
- Maintain clear professional boundaries when working independently with learners, families and external professionals.

Deliver Targeted Outreach and Engagement Support

- Deliver structured and purposeful one-to-one mentoring that supports re-engagement with education or meaningful activity.
- Use individualised, trauma-informed, relational and strengths-based approaches with learners experiencing high levels of anxiety, resistance or disengagement.
- Build persistent, trusting relationships while maintaining clear boundaries, expectations and accountability.
- Plan and sequence interventions in response to ongoing assessment of need, progress and risk.
- Adapt communication and support to each learner's age, developmental stage, SEND profile and individual circumstances.

Promote Personal Development and Positive Outcomes

- Support young people to build confidence, resilience, independence, self-regulation and social skills.
- Promote positive decision-making and understanding of risk, including exploitation, peer influences and unsafe situations.
- Provide opportunities for enrichment, creativity and community-based activity aligned with individual interests and needs.
- Help learners develop aspirations and identify realistic pathways into future education, employment or training.
- Encourage young people to recognise their strengths, express their views and take an active role in planning their next steps.

Improve Attendance and Support Reintegration

- Work proactively with learners, families and education providers to improve attendance and reduce persistent absence.
- Develop, implement and review graduated reintegration plans tailored to individual barriers and needs.
- Liaise with schools and providers to identify appropriate adaptations and reasonable adjustments that support a successful return to learning.
- Track attendance, engagement and participation and respond quickly where progress stalls or concerns increase.
- Support transitions into new placements, alternative provision or other appropriate education pathways.

Working with Families

- Engage parents and carers effectively, including families who may be reluctant, anxious or previously disengaged from services.
- Provide appropriate support and constructive challenge to improve outcomes for the young person.
- Strengthen communication between home, education providers and involved services.
- Help families understand agreed plans, expectations, risks and available support.
- Maintain respectful, solution-focused communication while preserving confidentiality and professional boundaries.

Working with Schools and External Professionals

- Work collaboratively with schools, alternative providers and agencies such as CAMHS, Early Help and social care.
- Contribute effectively to multi-agency meetings, reviews, safeguarding processes and planning discussions.
- Ensure support is coordinated, timely and focused on improving measurable outcomes for the learner.
- Re-engage services where appropriate and advocate professionally for the young person's needs and views.
- Share relevant information appropriately to support joined-up decision-making and risk management.

Monitor Outcomes and Maintain Records

- Set clear and measurable targets linked to attendance, engagement, personal development and safety.
- Monitor and review progress regularly, adapting interventions where evidence shows a different approach is required.
- Maintain accurate, objective and timely case notes, safeguarding records, attendance information and intervention records.
- Evidence impact through high-quality recording, case reviews and outcome tracking.
- Contribute to self-evaluation, service review and continuous improvement of outreach provision.

Contribute to Culture and Improvement

- Uphold a nurturing, inclusive, relational and safeguarding-focused ethos in every interaction.
- Model respect, fairness, professional conduct, persistence and high expectations for all learners.
- Participate fully in supervision, reflective practice, training and continuing professional development.
- Work flexibly and independently in response to changing learner, family and organisational needs.
- Contribute to a culture in which learners, families, colleagues and partner professionals feel valued, respected and safe.

Success Criteria

- A successful Outreach Mentor will contribute to the following outcomes:
- Learners are safer and safeguarding risks are identified, recorded and responded to effectively.
- Attendance, engagement and participation improve from individual starting points.
- Learners develop greater confidence, resilience, independence and positive attitudes towards education or meaningful activity.
- Reintegration plans are individualised, realistic, consistently implemented and regularly reviewed.
- Families are appropriately engaged and communication between home, education and services is strengthened.
- Multi-agency support is coordinated and focused on improving outcomes for the young person.
- Records are accurate, timely and provide clear evidence of intervention, progress, risk and impact.
- The postholder demonstrates persistence, professional curiosity and accountability when supporting hard-to-reach learners.

Person Specification

Criteria	Essential	Desirable
Good standard of general education, including English and Maths or equivalent	✓	
Experience working with vulnerable children or young people with complex needs	✓	
Strong knowledge of safeguarding and child protection procedures	✓	
Ability to improve engagement, attendance and behaviour through relational practice	✓	
Experience of effective multi-agency working	✓	
Ability to plan, deliver and review targeted interventions	✓	
Ability to build trust with learners who may be anxious, reluctant to engage or significantly disengaged	✓	
Ability to work independently, manage competing priorities and maintain professional boundaries	✓	
Strong communication, organisation and written-recording skills	✓	
Ability to remain calm, persistent and professionally curious when faced with challenge or resistance	✓	
Full UK Driving Licence	✓	
Experience supporting learners with EBSA or severe disengagement		✓
Knowledge of alternative provision and reintegration pathways		✓
Understanding of contextual safeguarding and exploitation risks		✓
Experience supporting attendance improvement or persistent absence		✓
Relevant Level 3 or higher qualification in education, youth work, childcare, health, social care or a related field		✓
Training in trauma-informed practice, restorative practice, autism, ADHD or related areas		✓

Personal Attributes

The successful candidate will demonstrate:

- A calm, resilient, persistent and consistent approach
- High expectations and a strong belief in every learner's capacity to make progress
- Empathy, patience and professional curiosity without lowering expectations
- Sound judgement and the confidence to respond appropriately to safeguarding and welfare concerns
- Reliability, flexibility and a high level of personal accountability
- A commitment to inclusion, safeguarding and positive outcomes for children and young people

What We Offer

- A rewarding pupil-facing role within a growing specialist education group
- Competitive salary and term-time working
- Comprehensive induction and ongoing support
- Training in SEND, safeguarding, first aid and behaviour support
- Opportunities to develop knowledge of autism, ADHD, communication, behaviour and trauma-informed practice

- Supportive leadership, reflective practice and a collaborative team culture
- Ongoing professional development and opportunities for career progression
- The opportunity to make a meaningful and lasting difference to children and young people

Safeguarding Commitment

First Steps Together Group is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to pre-employment checks including an Enhanced DBS, satisfactory references, online checks and overseas police checks (where required).

The successful candidate will be expected to demonstrate a strong commitment to safeguarding, inclusion and the wellbeing of children and young people at all times.