Role profile – EBNA Outreach Worker

- **Location:** Number One Riverside, Rochdale
- **Salary:** Grade 6 £33,119 - £36,581
- **Hours:** Full time
- **Annual Leave**: minimum 26 days holiday increasing with service
- **Benefits:**
  - Parking permit available
  - Flexible working hours
  - Discounted Gym membership
  - Staff Groups, including Gardening, Menopause Café & Crafting
  - Workplace Wellbeing initiatives
  - Lifestyle savings platform (Vivup)

Succeed at Rochdale

- **Support to thrive and develop your career**
- **Progression opportunities**
- **Culture of learning & development**
- **Ambitious plans for the future**
- **Wellbeing support**
- **Best Corporate Workplace in the UK**
- **Located at the Heart of Riverside surrounded by shops, cafes, bars & leisure facilities**
- **Fabulous public transport links**

Overview - duties

- **Provide specialist outreach support for pupils experiencing emotionally based non-attendance (EBNA)**
- **Assess pupils needs and help schools develop personalised, practical interventions that support engagement, attendance and access to learning**
- **Work directly with pupils, families and school staff using a small-steps approach to rebuild confidence and participation in education**
- **Advise, coach and mentor school staff to strengthen inclusive practice and improve support for vulnerable pupils.**
- **Work collaboratively with colleagues across education, health, CAMHS, social care and the voluntary sector**

Purpose - objectives

The EBNA Outreach Worker will be part of Rochdale's multi-agency Inclusion Support Service, providing targeted and practical support to pupils experiencing EBNA.

The role will:

- **Provide specialist advice, consultation and training to strengthen schools' capacity to meet SEMH and SEND needs**
- **Support pupils and families through personalised, small-step interventions that promote positive engagement with education**
- **Improve shared working and communication between schools, parents, carers and partner agencies**
- **Develop networks and peer support across schools, families of schools and neighbourhoods, supporting the sharing of effective practice**
- **Support improved attendance, positive transitions and sustained inclusion**

Person specification	Assessed via Application Form
Skills, Experience & Knowledge	
1. Level 6 qualification or equivalent	5. Experience of helping schools develop inclusive provision and high-quality learning environments.
2. Successful experience of working in schools and/or a local authority to improve outcomes for pupils	6. Evidence of relevant professional development undertaken within the last three years.
3. Experience of multi-agency working with education, health, social care and other key partners	7. Experience of supporting schools to improve attendance for children and young people with SEMH needs.
4. Proven experience of supporting vulnerable children and young people in schools or educational settings who have barriers to attendance/learning	8. Strong written and verbal communication skills, including the ability to communicate effectively with pupils, families, schools and professionals
Value	
Pioneering, Passionate & Proud	• Is proud of the positive difference they make for children, families and schools • Is passionate about the diversity of Rochdale and committed to equality and inclusion • Is pioneering and open in their approach, willing to test new ideas, learn from others and respond flexibly to changing needs

Person specification

The remainder of the person specification will be assessed at stage 2 of the recruitment process

Skills and experience	How assessed (A, I, P Assessment, Interview, Presentation)
1. Ability to assess pupils' needs and translate findings into practical, personalised support.	Application and Interview
2. Experience of designing or delivering interventions that improve engagement, attendance or access to education.	Application and interview
3. Ability to engage sensitively and effectively with vulnerable children, young people and their families.	Assessment and interview
4. Experience of advising, coaching or mentoring school staff to improve inclusive practice.	Application and interview
5. Ability to build constructive relationships with schools, parents, carers and multi-agency partners.	Assessment and interview
6. Ability to plan and deliver training, consultation or professional development for school staff and partner agencies.	Assessment and presentation
7. Strong organisational, recording and report-writing skills, including the ability to manage a varied outreach workload.	Application and interview
Knowledge	**How assessed (A, I, P Assessment, Interview, Presentation)**
8. Knowledge of emotionally based non-attendance, SEMH and the factors that can create barriers to education.	Interview
9. Knowledge of effective approaches to supporting attendance, positive transitions and reintegration into education.	Interview
10. Knowledge of SEND and inclusive practice within mainstream schools and settings.	Interview
11. Understanding of safeguarding, confidentiality and effective multi-agency information sharing.	Interview
12. Knowledge of relevant statutory guidance, national policy and local developments affecting inclusion, attendance, SEND and alternative provision.	Interview