Newbridge Learning Community Engagement Worker Pupil & Family Partnership Worker Job Description	
Responsible to:	**Senior Leadership Team**
Line Manager:	**Deputy Head / Designated Safeguarding Lead (DSL)**
Grade:	**G6 (Plus potential for overtime)**
Working Hours:	**Up to 37 hours per week, split role – 2.5 days each function, working term time plus 2 weeks (specific working pattern to meet the needs of the school)**
Position Details:	**Permanent**
Liaising with:	**Headteacher, Senior Leadership Team, Line Manager, Pupil & Family Partnership Team, Class Teachers and other Support Staff**
DBS Disclosure Level:	**Enhanced**
Job Purpose:	This dual-role post is designed to provide intensive, targeted support for pupils with SEMH needs who are struggling to access learning, whilst also delivering holistic family support to strengthen relationships between home and school and promote sustainable reintegration. Lead on Early Help within the pastoral team, coordinating and completing Early Help Assessments, attending and chairing multi-agency meetings where appropriate, and working closely with families, young people and wider partner agencies to identify needs and secure timely support. Through building trusting relationships with parents, carers and external professionals, the postholder will help ensure that barriers to learning, attendance and engagement are addressed at the earliest opportunity. The role will contribute to the school's wider strategy to reduce fixed-term exclusions, improve attendance, increase engagement, and ensure that pupils and families receive effective support through a trauma-informed, relational approach to behaviour, safeguarding and pastoral care.
Visions and Values	To uphold the Vision, Mission Statement and Values for the School

Key Responsibilities

Engagement & Reengagement Officer (2.5 days per week)

- Deliver targeted 1:1 and small group interventions with pupils identified as disengaged, at risk of exclusion or with persistent behavioural/emotional regulation difficulties.
- Support and implement reintegration plans following periods of suspension, prolonged absence or time in internal provision.
- Be part of the school's on-call support team, supporting staff to de-escalate behaviours and stabilise pupils in crisis, using trauma-informed practice, Emotion coaching, Thrive approach and Team Teach strategies.
- Contribute to individual risk assessments, positive handling plans, behaviour support plans and restorative reintegration meetings.
- Track, monitor and report on pupils' emotional and behavioural progress over time.
- Work closely with pastoral leads, SENDCo and class teams to identify barriers to learning and formulate bespoke support packages.
- Facilitate transitions back into class, alternative pathways or specialist provision where necessary.
- Support break and lunch duties as a visible, supportive adult promoting positive social interaction.
- Personal development work, progress and evidence to be collated and provided to Enrichment and SPSGE Lead to support pupils in gaining the COPE (Certificate of Personal Effectiveness) award and the PSHE award Personal Growth and Wellbeing Level 1 and 2.

Pupil & Family Partnership Worker (2.5 days per week)

- Be a consistent stable presence in school.
- Be the key liaison between school and families of pupils with significant SEMH needs, acting as a point of contact and trusted professional.
- Support families in accessing local authority services, early help, family help, health support, CAMHS and other external agencies.
- Attend and contribute to CIN (Child in Need), CP (Child Protection) and CLA (Children Looked After) meetings as required.
- Administer medication to pupils.
- To raise and monitor the attendance and punctuality levels of targeted children.
- To work with other educational providers to support effective transition.
- Deliver family support plans where appropriate and coordinate wraparound care in collaboration with the safeguarding and pastoral teams.
- Signpost families to community resources and support networks, including food banks, financial support, parenting workshops and mental health services.

- Record and report safeguarding concerns in line with school policy and contribute to the wider safeguarding culture of the school.
- Promote parental involvement in the school through regular contact, meetings, and school events.

Support for the school

- be aware of and comply with school policies and procedures relating to Child Protection, Health and Safety, confidentiality and data protection;
- contribute to the overall ethos and aims of the school;
- attend staff meetings and participate in appropriate training;
- be instrumental in collating, collecting, ordering and disseminating resources or materials, plus other basic administration (for example, audit/stock-taking);
- foster a clean and tidy environment, leading by example;
- contribute to good order, encourage and promote acceptable standards of behaviour, dress, hygiene, punctuality, tidiness, work habits, attendance, etc. of students;
- undertake simple first aid and medical care, comforting students who are ill, injured or distressed;
- accompany students to hospital/clinic, and take unwell students' home;
- act as a role model, displaying appropriate standards of behaviour, dress and conduct;
- supervise students on trips and out of school activities;
- administrative support in relation to filing, typing, collecting money etc;
- Engage with Team Teach training to facilitate positive handling as and when necessary, with the students;
- Commitment to extra-curricular trips and enrichment activities.

Other duties

- Undertake any other reasonable duties delegated by the Headteacher, commensurate with the job title and scale of the post.

Selection Criteria			
	Essential	**Desirable**	**Source** **A = application** **I = interview** **R = reference**
Qualifications/Education/Knowledge			
5 X GCSE's at grade C or above including English & Mathematics	✓		**A**
Child or Social Care qualification or equivalent to at least NVQ Level 4		✓	**A**
Relevant qualification in youth work, family support, education or social care.		✓	**A**
Safeguarding Level 3 training undertaken or willingness to undertake the training	✓		**A, I**
Knowledge of SEND Code of Practice and the graduated response		✓	**A, I**
Knowledge of relevant child care and safeguarding legislation	✓		**A, I**
Proven experience working with children and young people with SEMH needs, ideally in an educational or therapeutic setting	✓		**A, I**
Understanding of inclusion, behaviour and attendance issues	✓		**A, I**
Knowledge of how to deal with a range of different pupil behaviours	✓		**A, I**
Basic Computer Skills	✓		**A, I, R**
Experience in behaviour de-escalation and restorative practice	✓		**A, I, R**
Experience of multi-agency working and knowledge of local authority support services	✓		**A, I, R**

Positive handling training undertaken or willingness to undertake the training	✓		**A, I**
Experience			
Experience of working with young people aged 11 – 16 in a voluntary capacity, school setting or other professional capacity	✓		**A, I, R**
Evidenced experience of working alongside young people and their families to secure positive outcomes		✓	**A, I, R**
Experience writing and reviewing support plans and risk assessments.		✓	**A, I, R**
Skills/Abilities			
Excellent communication and interpersonal skills, especially with hard-to-reach families	✓		**A, I, R**
Ability to work innovatively to devise and deliver imaginative methods of supporting children, young people and families in crisis	✓		**A, I, R**
Ability to remain calm under pressure and build strong, consistent relationships with vulnerable pupils.	✓		**A, I, R**
Ability to work to the standards of the organisation	✓		**A, I, R**
Ability to maintain records and recording to the level required by the organisation	✓		**A, I, R**
Ability to work on own initiative and manage caseloads effectively	✓		**A, I, R**
Ability to work as part of a multi-agency team	✓		**A, I, R**
Ability to recognise risks and contribute to risk assessment and develop individual action plans accordingly	✓		**A, I, R**
Commitment to inclusive practice and trauma-informed approaches	✓		**A, I, R**
Other Requirements			
Commitment to extra-curricular trips and enrichment activities.	✓		**A, I, R**
Full UK driver's licence	✓		**A, I**

All job descriptions are subject to amendment and personalisation