

Post title:	Family Partnership and Emotionally Based School Avoidance (EBSA) Support Worker
Salary and grade:	Level 4 NJC 21- 26 £29,628.17 - £33,326.83 (actual salary)
FTE:	£34,237 - £38,511 (FTE)
Line manager/s:	Senior Leadership Team
Hours:	Full time (37 hours) Term Time Only
Base:	Lotus Academy

Main purpose of the job:

To ensure that the emotional wellbeing of the pupils and their families is secured in order to reduce the barriers to achievement and attainment. The post holder will also have key responsibilities linked to the School Development Plan with emphasis on supporting families and pupils.

To work directly with EBSA pupils on a 1:1 basis and create and implement transition plans to support pupils to work in their class.

Key duties and responsibilities:

- The main focus is to work directly with EBSA pupils on a 1:1 or small group basis to support reintegration back into school and class.
- To upskill, empower and support the staff workforce to ensure that children and young people facing barriers to learning due to their social, emotional or behavioural needs are able to excel and succeed in their learning through the development of personalised plans.
- To support our families with issues relating to EBSA and provide a supportive means for reintegration. You will support the school community to develop a family centred provision which proactively seeks to support our families. This role presents a great opportunity to increase parental engagement and contribute towards long-term positive outcomes.
- As a Family Partnership and EBSA Support Worker, you will act as an Attendance Champion, playing a vital role in promoting excellent school attendance and supporting families to overcome barriers to regular school attendance. You will monitor attendance data, follows up on concerns promptly, and works collaboratively with school staff and external agencies to develop supportive strategies.
- To identify needs and make timely referrals to appropriate agencies that can provide support to students and their families.

Support for Pupils

- To co-ordinate targeted interventions to groups and individual pupils.
- To secure the provision of a range of therapeutic/counselling activities to enhance the emotional wellbeing of pupils.
- To lead sessions with direct work for pupils to support them back into school.
- To provide support for pupils who have experienced abuse and who are vulnerable to harm of any sort in collaboration with the DSL.
- To gain pupil voice around how we can support them in school.
- Undertake and complete robust monitoring to ensure support linked to pupils is accurately recorded and outcomes are tracked.
- Promote the inclusion and acceptance of all pupils.
- Complete observations of pupils and provide feedback to the wider school community.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Provide objective and accurate feedback and reports as required, to Governors/SLT/teachers on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- To ensure that all recording including Bromcom is monitored and actioned and analysed.
- To ensure effective communication of developments, concerns and interventions across the senior leadership team.
- To display excellent interpersonal skills when working with a range of stakeholders.

Support for Families

- Work with families to co-ordinate Education Health and Care Plans where appropriate.
- To work with multi-agencies to ensure all pupils holistic needs are adequately met.
- Establish and maintain constructive relationships with parents and families.
- To act as a point of contact in school for families in need of support.
- To sign-post families and refer for support where appropriate.
- To build effective relationships with families.
- To maintain regular contact with families of children receiving support to encourage positive family involvement in their child's learning.
- To support families in multi-agency meetings.
- To provide training to parents using informal programmes and formal programmes in conjunction with partner services and external agencies.
- To monitor attendance data and follow up concerns promptly.

Support for Staff

- To provide advice, guidance and training to all staff on effective strategies for pupils.
- To provide advice and guidance to all staff in developing positive relationship with pupils, parents and carers.
- Monitor the schools reporting systems linked to behaviour and be proactive in supporting staff to maintain high standards and follow school policy.

- To support staff by modelling appropriate strategies, providing guidance and advice when supporting pupils during reintegration to school / class.
- To source and provide any appropriate resources to support pupils and staff.
- To listen to staff and offer advice and guidance when needed.
- To behave with all staff in a manner which creates and maintains a positive culture.

Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos and aims of the school.
- Establish constructive relationships and communicate with other services and professionals to support achievement and progress of pupils.
- Take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting pupils.
- Recognise own strengths and areas of expertise and use these to achieve and support others.
- Contribute to the delivery of appropriate out-of-school learning activities, which consolidate and extend work carried out in class.

Other Duties

- Other such reasonable duties as determined and delegated by the Senior Leadership Team or Nexus MAT CEO, consistent with the grade of the post and the experience of the Post holder
- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus Multi Academy Trust School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification

		Essential	Desirable
Qualifications, Skills & Knowledge	NVQ level 3 or equivalent in English and Maths	•	
Experience	Experience of working with children and young people with Special Educational Needs and Disabilities	•	
	Experience of working with national curriculum and other strategies in a school environment		•
	Experience of working with young people who are experiencing EBSA and implementing strategies to remove these barriers		•
	Experience of the belonging framework and promoting this approach with staff		•
	Experience of leading on and supporting students who have had long periods of absence and effectively reintegrating them back into school		•
	Experience of training in positive handling techniques such as Team Teach		•
Thinking Ability	A passion for working with children and young people with Special Educational Needs and Disabilities	•	
	Hold high expectations for children and young people's learning and achievement	•	
	An understanding of relevant policies and awareness of relevant legislation including safeguarding	•	
	An understanding of national and foundation stage curriculums and accreditation	•	
	An understanding of child development	•	
	An understanding of the graduated approach for SEND settings		•
	An understanding of trauma informed practice		•
	An understanding of Individual Support Plans and EHCPs	•	
	Ability to review learning needs and actively seek learning opportunities	•	
	The capacity to use ICT to improve the quality of provision		•
	Awareness of the need to maintain confidentiality	•	
Personal Effectiveness	Good communication skills	•	
	Good interpersonal skills	•	

		Essential	Desirable
	A team player with a collaborative approach	•	
	Ability to manage own time, prioritise tasks and proven organisational skills	•	
	Positive, ambitious and forward looking	•	
	Resilient and easily adaptable to change	•	
	Honesty and integrity	•	
	Passionate and enthusiastic about making a difference	•	
	Child-centred and committed to achieving the best outcomes for pupils	•	
	Ability to work with children and young people that present challenging behaviour	•	
	Ability to form respectful and trusting relationships with a range of people including parents and carers	•	
	Capacity to motivate, inspire and challenge children, young people, self and others	•	
General	The flexibility to meet the full range of job requirements	•	
	A commitment to safeguarding and promoting the welfare of children and young people	•	
	Commitment to the school's aims and values	•	
	Demonstrate a firm commitment to the concept of Multi-Academy Trust and desire to see the Trust flourish and expand in a sustainable manner	•	
	An understanding of and commitment to equal opportunities	•	
	No serious health problems that will likely impair or impact on job performance.	•	
	Good attendance record in current employment (not including absences resulting from a disability)	•	
	To manage a workload and at times conflicting priorities as well as tracking progress on a wide range of tasks	•	
	Ability to remain calm under pressure showing resilience and the ability to prioritise work with competing deadlines	•	
	Full, valid UK driving license		•