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**JOB DESCRIPTION**

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| **Job Description: Outreach Practitioner**  **Reporting To: Director of Learning Pay Scale: Scp11 Hours of Work: Up to 35 hours per week**  **Job Purpose:**  To support The Hub School and their partnering schools in the delivery of outreach support for early intervention for students (The Hub School Tier 1 support) through an agreed approach of support for identified students and staff.  To support students and schools who are facing difficulties because of issues related to social, emotional, personal, behavioural needs or other contributing factors.  To support and help these students overcome barriers to learning and to help fully engage effectively with students/professionals and the wider network.  The Outreach role requires support working across both The Hub School and our East Riding schools alongside the requirement on school trips and activities as part the responsibilities within our tier support intervention. |
| **Key Responsibilities:** |
| **Main responsibilities and tasks:**   * Contribute to the planning, preparing and delivery of agreed student support interventions or strategic plans. * Support student engagement in education and to contribute to the removal of barriers to learning in order for students to demonstrate improved behaviour and attitudes. * Support working relationships with students and staff, modelling behaviour and setting high expectations. * Engage and involve parents, carers and/or professionals in appropriate planning and discussion, including the facilitation of meetings and effective communication. * Use behaviour management strategies in line with the school’s policy and procedures, which contribute to a purposeful learning environment for students appropriate to their age and needs. * Promote the inclusion of all students, ensuring they have equal opportunities to learn and develop particularly helping to overcome barriers to learning including physical, emotional and behavioural difficulties. * Develop and contribute to student support documents, which inform staff on how best to support students. * Support staff, through both practical strategies and continued professional development opportunities. * Support students with their wellbeing and social/emotional needs, signposting appropriate support as required. * Engage practical strategies to overcome specific barriers to learning related to behaviour/social and emotional needs and mental health. |
| **Specific:** |
| Support for students    * Work with students to demonstrate and encourage good behaviour in line with the school’s behaviour policy. * Support the physical and emotional wellbeing of students, encouraging confidence and self-esteem through listening to them, and through individual and group support. * Support the attendance and punctuality of all students, and work to improve attendance rates where issues are identified, recognising how this links to student wellbeing. * Work collaboratively with appropriate external agencies to support student development and progress. * Encourage students to interact with others and engage in activities led by the teacher, which may include participating in physical activities with the students. * To assist with the general pastoral care of the students, including helping students who are unwell, distressed or unsettled.   **Curriculum**   * Demonstrate enthusiasm for learning and improving skills, and model this to all students. * Engage with staff and school leadership to establish whole-school strategies to support the learning of all students. * Liaise with families and develop good relationships with parents/carers, becoming a recognisable and approachable contact within the school. * Where appropriate, take part in meetings, and communicate with parents/carers. * Report to the DOL on student engagement and progress. * Maintain accurate and up-to-date records, and prepare written evaluations and reports.  Support for the school    * Work in an environment where there is a varied intensity of demands from the students and where physical intervention may be needed to ensure the safety of the child or others. * Support with planning, prepare and outreach activity work and best practice, as required. |
| **The key competencies and behaviours commensurate with this post are identified overleaf.** |
| **General Information:**   * The job description is not intended to be a complete list of duties and responsibilities, but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust/school. The post holder will undertake any other duties appropriate to the remit. * The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment. * The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others. * The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR.   Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely. |

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**Ethical Leadership Qualities**

**Competencies and Behaviours**

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| **Competency** | **We do this by** |
| **Trust** | * Being reliable, consistent, credible, honest, humble, courageous and kind. * Managing emotions and helping others to manage their emotions. * Keeping promises and doing what you say you will do * Having a genuine interest in others |
| **Wisdom** | * Developing knowledge and real expertise, then sharing knowledge * Learning from mistakes and failures and admitting when we are wrong * Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. * Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective. |
| **Kindness** | * Being kind, humble and authentic * Leading with compassion and care, listening and seeing beyond the job role to the person * Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others. |
| **Justice** | * Doing what is right, rather than what is popular or easy. * Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. * Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. * Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment. |
| **Service** | * Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour * Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. * Removing barriers and blockers to enable others to do their jobs well * Leaving our egos at the door and putting ourselves in the service of others. * Channel ambition into our schools, not ourselves, and developing our successors |
| **Courage** | * Looking in the mirror when something goes wrong. * Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. * Give the whole truth, the back-story and the why. |
| **Optimism** | * Believing in our own ability, and the ability of others, to do what is right to change the world for the better. * Calling out negativity and cynicism * Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success. |
| **Vision** | * Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. * Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. * Believing in the potential of others; helping them be the best they can be. * Quickly taking in new information and translating that into recommendations, decisions, plans and projects. |