

# King's Academy Easthampstead Park

## Job Description

### Emotional Based School Avoidance (EBSA) Support Worker



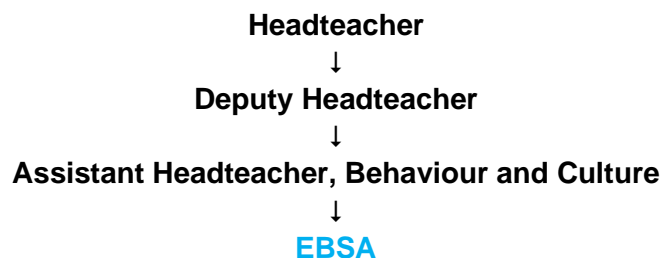
<b>Location:</b> King's Academy Easthampstead Park	<b>Department:</b> Raising Standards
<b>Job Title:</b> EBSA Support Worker	<b>Location:</b> Home Room within the Library resource area

**Pay Grade:** Band: KGA05-6 - KGA05-9 (annual increment) - £26,358 to £28,069 FTE (£13.66 to £14.58 per hour)

Actual starting salary is £22,140 per annum (£13.66 per hour) inclusive of London Weighting and Holiday Entitlement

**Hours:** 37 hours per week, term time only - Monday to Friday, 8.30am to 4.30pm (4pm on Friday), half hour unpaid break included.

#### DESIGNATION OF POST AND POSITION WITHIN DEPARTMENTAL STRUCTURE



The job description identifies the responsibilities attached to your post.

This job description is subject to amendment from time to time within the terms of your conditions of employment, as the needs of the school may require, but only to an extent consistent with those conditions of employment and only after consultation with yourself.

All post holders are expected to support the school's vision, values, and beliefs, familiarise themselves with school policies and procedures, and reinforce these with students, parents, and partners where appropriate.

All employees working with children, young people, and vulnerable adults are responsible for safeguarding and promoting their welfare.

#### POST PURPOSE – DESIGNATION OF POST AND POSITION WITHIN THE DEPARTMENTAL STRUCTURE

The post holder reports to the Assistant Headteacher, Behaviour and Culture, and Deputy Headteacher - Raising Standards, in collaboration with the Assistant Headteacher, Inclusion, and Heads of Years within the Schools.

The post holder has no line management responsibility.

#### MAIN DUTIES AND RESPONSIBILITIES

This role is to positively encourage and support children back into mainstream education provision. Working proactively to support them to make positive steps back into classes.

You will be responsible for supervising the school's social, emotional, mental health and behaviour support provision and working with an AHT to plan support programmes that assist students to make positive changes. You will not need to teach lessons but will assign learning content to support them and remain engaged with classes as they build their resilience as many are not following a whole school timetable.

You will be a key contact for the school and parent o keep them updated and log attendance.

## **JOB DESCRIPTION**

### **Student Support and Wellbeing**

- Supervise and coordinate the school's social, emotional, mental health, and behaviour support provision as directed by the Assistant Headteacher Behaviour and Culture.
- Provide positive wellbeing support for pupils as outlined in their planned support.
- Ensure that students see the benefits of good attendance and raise their aspirations, supporting them to work towards their future goals.
- Supervise and support students who are following an adapted timetable.
- Maintain a calm working environment conducive to individual and group work and restorative support.
- Set and maintain high expectations for all children.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Support pupils by maintaining a structured, consistent response; recognising and responding to their individual needs.
- Provide intervention and support for pupils to enable them to access learning both in the classroom and on a 1-1 level as part of transition plans if required.
- Challenge signs of disengagement and contribute to specific interventions to encourage re-engagement with the student and their family.

### **Behaviour and Attendance Management**

- Manage the behaviour of pupils.
- Support with after school detentions until 4.30pm when required.
- Supervise lunchtime detentions as part of a rota.
- Challenge signs of disengagement and contribute to specific interventions to encourage re-engagement both with the student and their family.
- Communicate attendance in the unit with teaching staff who normally teach the child.
- Assist in the development, implementation and monitoring of systems relating to pupil attendance and reintegration.

### **Collaboration and Communication**

- Establish positive and productive relationships with pupils, acting as a role model and responding to the needs of each individual child.
- Develop positive and constructive relationships with parents and families and maintain communication.
- Liaise with external agencies and parents when appropriate to coordinate support for pupils.
- Attend meetings with parents and external agencies.
- Support pastoral and attendance staff with home visits when required.
- Meet regularly with Heads of Year and AHT to discuss the needs and support of pupils.

### **Documentation and Reporting**

- Maintain clear and accurate records of all interventions for pupils, logging them on the school's systems (CPOMs).
- Provide administrative support to teachers in the preparation of reports on pupils with social, emotional, and behavioural needs, including:
  - Dealing with correspondence.
  - Analysis of attendance data.
  - Compilation of data.
  - Making telephone calls.
  - Monitor and evaluate pupils' responses to interventions and provide supporting data of impact.

### **Support for Teachers and Classroom Integration**

- Collate work for pupils working with you, support completion of it, and ensure it is returned to teaching staff with relevant feedback.
- Assign work using a package provided if needed.
- Develop positive working relationships with teaching and support staff.
- Support teachers with restorative work with pupils to re-integrate them into lessons.
- Where necessary and appropriate, provide in-lesson support for teaching staff in managing pupil engagement for key pupils.

## **Additional Duties**

- To have knowledge of wider agencies and organisations and additional support available.
- Any other duties as directed by the Assistant Headteacher and/or Head of School.

## **SUPPORT FOR THE SCHOOL**

Comply with all school policies relating to:

- Health and Safety
  - Equal Opportunities
  - Child Protection and Safeguarding
  - Confidentiality and data protection.
- Work to promote the ethos and vision of the school.
  - Participate in training and development, and activities that contribute to the management of performance.
  - Be part of a team that assist with the management of pupils outside the classroom e.g., lunch times and outside the school e.g., school trips as directed by the class teacher and member of the school's management or welfare cover.
  - Attend and participate in regular meetings.
  - Assist in the development of multi-agency contacts to support the learning and development of children.
  - To undertake other duties and responsibilities as required commensurate with the grade of the post.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis

Such other duties as may from time to time be necessary, compatible with the nature of the post. It should be noted that the above list of main duties and responsibilities is not necessarily a complete statement of the final duties of the post. It is intended to give an overall view of the position and should be taken as guidance only.

## **SCOPE OF JOB (Budgetary/Resource Control/Impact)**

The post holder is accountable to the Assistant Headteacher Behaviour and Culture and the Deputy Headteacher - Raising Standards

# King's Academy Easthampstead Park

## Person Specification

### Emotional Based School Avoidance (EBSA) Support Worker



	Essential	Desirable
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Minimum of 5 GCSE's grades A*-C or equivalent, including Mathematics and English.</li> <li>• Willingness to work flexibly when required</li> <li>• Willingness to undertake training</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Numeracy and Literacy strategies</li> <li>• Training related to working with children and young people with mental health issues.</li> <li>• Have undertaken mental health first aid training.</li> <li>• A Level qualification or higher held.</li> <li>• NVQ Learning Support Assistant qualification.</li> </ul>
<b>Competence Summary (Knowledge, abilities, skills, experience)</b>	<ul style="list-style-type: none"> <li>• Suitability to work with children.</li> <li>• Ability to cope and respond sensitively to students' needs.</li> <li>• Ability to motivate and engage students in education</li> <li>• Motivate students to re-engage in learning</li> <li>• Knowledge and understanding of child development, learning, the National Curriculum and other basic learning programmes.</li> <li>• Ability to use Google Docs, email (Gmail), Internet Explorer, Word, Excel.</li> <li>• Ability to keep succinct records of Autism and Asperger's on young people.</li> <li>• Ability to relate well to adults and young people, responding sensitively and flexibly to competing demands from students.</li> <li>• Ability to plan programmes of support that incorporate the variety, interest and pace.</li> <li>• Excellent communication, listening and observation skills.</li> <li>• Ability to work independently and as part of a team using your own initiative when required.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with students whom have experienced loss, bereavement, trauma or self-harm.</li> <li>• Experience of working with children with learning difficulties.</li> <li>• Some knowledge of behavior management strategies.</li> <li>• Knowledge of basic first aid</li> </ul>

	<ul style="list-style-type: none"> <li>• Has a warm personality and is able to stay calm under pressure.</li> <li>• Demonstrates good interpersonal skills with students and adults.</li> <li>• Is able to gain the confidence of students who are behaviorally challenging or socially withdraw</li> <li>• Enjoys learning.</li> </ul>	
<b>Work-related Personal Requirements</b>	<ul style="list-style-type: none"> <li>• Committed to equality of opportunity.</li> <li>• Maintain confidentiality.</li> <li>• Sense of humor.</li> <li>• Empathy, resilience, persistence.</li> <li>• Flexibility.</li> </ul>	
<b>Impact on the Community</b>	<p><b>Safeguarding requirements</b></p> <p>All employees working with children, young people and vulnerable adults have a responsibility for safeguarding and promoting their welfare.</p> <p>To satisfy and comply with Safeguarding and Child Protection requirements you will be required to complete the following (resources will be provided upon appointment):</p> <ul style="list-style-type: none"> <li>• KCSIE Part 1 and Annex A</li> <li>• Child Protection in Education 11-18 years</li> <li>• CP Induction</li> <li>• The Prevent Duty</li> <li>• Raising Awareness of Peer-on-Peer Abuse</li> <li>• Female Genital Mutilation Awareness</li> <li>• Sexual Violence and Harassment between Children and Young People</li> </ul> <p>The Code of Conduct and Safeguarding and Child Protection policy is sent to all new employees with their appointment pack. Both of these items will be covered in the CP induction</p>	
<b>Other Work Requirements</b>	<ul style="list-style-type: none"> <li>• Participate in training and development activities.</li> <li>• To take part in the Performance Management process in school, taking responsibility for your own professional development and undertaking training as appropriate.</li> <li>• A satisfactory enhanced DBS check (we will undertake this for you if you are successfully appointed)</li> </ul>	

