

# Job Description and Person Specification

## Job details

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Job title: Re-engagement Unit Worker

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Directorate: Safeguarding and Wellbeing Service

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Reporting to: Re-engagement Unit Manager

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Direct/indirect reports: NA

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Budget responsibility: NA

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Grade: PO1

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Leadership level: NA

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DBS requirement: Yes, enhanced

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## Job description

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- Purpose of the post:
- To operationally deliver the REU's offer of SEMH support within Hackney schools
  - To be responsible for a caseload of children and plan and deliver systemic support (in school, in the home and one to one with the child) to support them to overcome their SEMH challenges.
  - To build positive relationships with other school and family support services
  - To support teachers in schools to access the REU support effectively and in the best way possible to serve the school, child and family
  - To liaise and work with a wide range of professionals to ensure that a vulnerable child is accessing the correct support.
  - To establish and build positive relationships with all parents and deliver effective parent/ child interventions both at home and in school.

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Main duties and responsibilities:

### Deliver outstanding service

- To pro-actively seek to support schools and families, by developing positive relationships with schools and teachers
  - To actively seek to build positive relationships with other support services to help us to build an appropriate team around each child
  - To deliver supervision sessions to staff to help re-frame the adult's views of a vulnerable child.
  - To work with our CAMHS clinician to ensure appropriate mental health support is accessible where necessary
  - To be the lead professional in building a network around the child by working with and liaising with the child, parents, schools and any other relevant professionals.
  - Undertake classroom observations, interviews and discussions with various members of staff in schools including young people, families, agencies, school leadership teams
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and pastoral care leaders.

- Analyse, summarise and evaluate information from a wide range of agencies to provide a comprehensive assessment of a young person's needs.
- Independently manage the workload, organise diaries, paperwork and activities taking into account the need to prioritise tasks and responsibilities.

### Increase service quality and performance

- Ensure accurate recording of data to inform the Unit's QA/evaluation process
- Collect information necessary to monitor the performance towards the KPIs, and where poor outcomes can be foreseen to work with the management to take action and to redirect this course
- Use appropriate databases to record and monitor casework and training.

### Identify opportunities for personal and professional development

- Have a good working knowledge of different support available for children and adults with SEMH difficulties to ensure effective signposting prior, during and after any intervention.
- Have and maintain an excellent understanding of up to date best practice guidance around supporting children and young people managing neurodevelopmental difficulties and trauma and attachment related challenging behaviours in school.

### Identify opportunities for innovation/new business development

- Consider the wider needs of the schools you are supporting in, and in consultation with the REU manager, plan ways to meet those needs by linking the school in with Hackney Education services or by developing their subscription of REU support

### Make best use of resources

- Create and review a clear, creative, time-bound, intervention plan taking into consideration the view and resources of a range of stake holders including teaching assistants, learning mentors, class teachers and head teachers.
- Carry out planned interventions, in line with statutory guidance, using a range of evidence informed interventions.
- Actively reflect on practice and the impact of intervention plans, adjusting as necessary in a timely, purposeful and sensitive manner.

### Develop strong relationships across teams and with partners

- Communicate effectively with schools, young people and families, ensuring their views are heard, recorded accurately and acted upon.
- Complete tracking documents to chronicle work in accordance with best practice expectations. Use internal recording systems in a timely and professional manner.

### Reflect best practice and ensure compliance

- Provide practical classroom based strategies to help support children with Attachment and Neurodevelopmental difficulties.
  - Provide individual and group supervision sessions to school staff ensuring that all recommendations are evidence based.
  - Assess and balance risk, vulnerability and protective factors to safeguard and promote the welfare of young people. Promote the use of up to date safeguarding policies in schools.
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- General requirements:

- Job title:

## Person Specification

1. Professional qualification in teaching (PGCE), social work (GSCC recognised) or other related qualification in mentoring in education. Substantial related experience in inclusion practices in education will be considered

2. Educated to degree level or equivalent

3. Evidence of continuing professional development in possible underlying cause of extreme behaviour and effective strategies to help (eg, ASD, Attachment Theory, Therapeutic/ family work, Solihull)

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<b>Experience</b>			
5.	Experience of differentiation of both curriculum and pastoral care in a school setting		
6.	Experience planning to meet the needs of vulnerable children to support their inclusion in learning		
7.	Experience of delivering training to a wide range of professionals		
8.	Experience of delivering specialist family interventions and/ or experience in creating and monitoring effective inclusion models in a school setting		
<b>Knowledge/Skills</b>			
9.	Ability to work on own initiative and take responsibility for the effective planning and educational intervention for a vulnerable child		
10.	Ability to use and maintain effective IT systems for the collation of notes, tracking interventions, measuring outcomes and holding action owners to account		
11.	Ability to create effective partnerships with a range of people including children, families, school leaders, support staff, classroom teachers and external agencies including CSC and CAMHS		
12.	A high level of consultative, interpersonal, positive communication and negotiation skills including the ability to deal with complex issues in a sensitive and appropriate manner		
13.	Knowledge of childcare legislation and statutory guidance around safeguarding and wellbeing		
14.	Ability to understand the need for respect and confidentiality		
15.	High level of understanding of the impact of early life trauma and Attachment theory on child development and presentation in the classroom		
16.	Knowledge and understanding of a range of evidence based interventions (eg. Incredible 5 point scale, zone of regulation, Lego therapy, SEAL, Circle of Friends, Ideal Self) and commitment to practice within an evaluation standards framework		
17.	Excellent written and communication and verbal reasoning skills		
18.	Ability to work under pressure (holding around 13 cases at one time), maintain focus and clarity of vision in complex situations with conflicting needs		
19.	Ability to identify appropriate stakeholders, be proactive in forming relationships, looking for joint understanding to support children and families		
20.	Ability to prioritise tasks, manage and organise a significant workload and be accountable for case work		
21.	Ability to contribute to the evaluation and monitoring of work done and outcomes achieved, including analysing and recording data, presenting findings and making recommendations		

22. Knowledge of relevant information sharing legislation and ability to make informed decisions about relevance and proportionality		
23. Provide clear, effective guidance which is time bound and hold appropriate action holders to account		
24. Commitment to actively support colleagues through group supervision sessions with a willingness to take on all roles		
25. Consciousness of and willingness to contribute proactively to the team's common goals and objectives		
26. Commitment to individual and group training and willingness to undertake training		

## Re-evaluation - approval (for re-evaluations, get approval to proceed from an SLT member)

*I confirm approval to proceed:*

SLT Member:		Signature:		Date:	
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