



Coventry City Council

Job Description

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| Job Title: | Education Inclusion Worker | Job Number: | L3915D |
| Directorate: | Education & Skills | Post Number: | |
| Service: | Education Inclusion & Attendance | Grade: | 5 |
| Location: | Limbrick Wood Centre | | |

Job Purpose:

Support the Local Authority to fulfil its statutory duties and responsibilities for Fixed Term/Permanent Exclusions and Part Timetables by delivering interventions/programmes for pupils identified at risk of Exclusion and supporting schools in reintegrating pupils back to fulltime education.

To work with Challenging Admission students in KS1, KS 2, KS3 and KS4 Education Learning Centres (ELC's), including school based ELC's, Work Related Learning settings, and Identified Schools.

To develop close links between the ELCs, Schools and parents/carers of students and to support families in resolving difficulties.

To work with identified pupils to provide quality intervention that improves their behaviour, attendance, wellbeing and achievement.

To promote and deliver the Inclusion Traded Offer across all schools in Coventry City

To promote the education, safety and health of named students.

Main Duties and Responsibilities:

1. To establish supportive ongoing relationships with students and their parents/carers.
2. Produce and deliver bespoke interventions/programmes to improve behaviour, welfare, personal development, attitudes and attendance with identified pupils in all educational settings.
3. Use the Local Authority's financial systems to monitor expenditure/income relating to Permanent Exclusions and Inclusion Traded Offer for maintained schools and academies
4. Offer classroom support as necessary in the ELC or school which could include class-based observations and developing classroom strategies.
5. To liaise with other agencies to support students and their parents/carers in developing positive attitudes to education and in accessing the most appropriate provisions and support for students.
6. To signpost agencies/support that may be of assistance in resolving problems.

7. Raise, record and report safeguarding concerns.
 8. To facilitate 'Partnership Plan' student plans.
 9. To undertake home visits to pupils that have been disengaged or require a more bespoke provision in accordance to their individual needs.
 10. To attend meetings around the child as required.
 11. Maintain accurate electronic casework records
 12. Monitor and where appropriate challenge HT's for pupils on reduced timetables.
 13. To monitor attendance and liaise with Pastoral staff and School Attendance Officers as necessary.
 14. Monitor and update progress using tracking systems as required by ELCs or schools (e.g. CLM, Sims).
 15. To be a point of reference for multi-agency intervention and feed into the CAF process as appropriate.
 16. Co-ordinate and facilitate multi-agency support.
 17. To support students in obtaining qualifications and skills necessary to enable them to access future training, employment and to achieve economic well-being.
 18. To liaise with a range of professionals to ensure a consistent approach to support for student and family.
 19. To prepare oral/written records as required.
 20. Encourage young people to engage in positive activities in their local neighbourhoods.
 21. To work in all areas of the City.
 22. To attend courses and training as appropriate
 - Any other duties and responsibilities within the range of the salary grade.
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The post holder must comply with Coventry City Council's health and safety policy and in particular is required:-

- To take reasonable care for their own health and safety at work and of those who may be affected by their actions or by their omissions
- To cooperate with their line manager and senior management, to work safely, to comply with health and safety instructions and information and undertake appropriate health and safety training as required
- Not to intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety and welfare
- To report to their manager any health and safety concerns, hazardous condition or defect in the health and safety arrangements.

Any further Health and Safety responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars

The post holder must comply with the Interagency procedures of the Safeguarding Boards and Coventry City Council's policies for safeguarding children and safeguarding adults and in particular is required:-

- To ensure they are aware of the signs that may suggest a child or vulnerable adult is being abused or neglected
- To report to their manager, or other appropriate manager, any concerns they may have that suggest that a child or vulnerable adult may be being abused or neglected immediately

Any further Safeguarding Board responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equality, Diversity and Inclusion Policy.

Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.

Responsible for: N/A

Responsible to: Senior Education Inclusion Worker

Date Reviewed: December 2017

Updated: December 2020



Coventry City Council

Person Specification

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| Area | Description |
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| Knowledge: | <ul style="list-style-type: none"> • Of recent developments in KS1, KS2, KS3 and KS4 curriculum, including alternative provision |
| | <ul style="list-style-type: none"> • Of recent policies around the rights of children and young people |
| | <ul style="list-style-type: none"> • Of intervention programmes that work with children and young people |
| | <ul style="list-style-type: none"> • Of SEN legislation |
| | <ul style="list-style-type: none"> • Significant knowledge of the legal framework for Exclusion, Inclusion and FAP processes |
| | <ul style="list-style-type: none"> • Of statutory procedures around child protection/CAF process |
| | <ul style="list-style-type: none"> • Of issues surrounding the support for students who are disaffected and have behavioural/emotional difficulties |
| | <ul style="list-style-type: none"> • Of the needs of students who have been excluded or who are at risk of being excluded |
| | <ul style="list-style-type: none"> • Of a range of statutory and voluntary agencies |
| | <ul style="list-style-type: none"> • Of alternative strategies to exclusion from school |

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| Skills and Abilities: | <ul style="list-style-type: none"> • Good communication skills |
| | <ul style="list-style-type: none"> • To work as part of a team |
| | <ul style="list-style-type: none"> • To be able to communicate effectively, verbally and in writing with students, parents and other professionals |
| | <ul style="list-style-type: none"> • Able to develop and maintain professional relationships with children, young people and their parents / carers. |
| | <ul style="list-style-type: none"> • To be able to produce and present written reports |
| | <ul style="list-style-type: none"> • To have effective interpersonal and negotiating skills |
| | <ul style="list-style-type: none"> • To be able to reduce conflict in difficult situations |
| | <ul style="list-style-type: none"> • To exercise effective time management |
| | <ul style="list-style-type: none"> • To be flexible and responsive to the needs of individual students/families |
| | <ul style="list-style-type: none"> • To have effective decision making skills |
| <ul style="list-style-type: none"> • To support curriculum/work related learning delivery as necessary | |

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| | <ul style="list-style-type: none"> • To be able to work with both individuals and groups as required |
| | <ul style="list-style-type: none"> • Be IT literate and able to use various applications and software |
| | <ul style="list-style-type: none"> • Ability to focus on outcomes and provide evidence of the value you add to supporting students' attendance, behaviour and achievement |
| | <ul style="list-style-type: none"> • Working directly with head teachers or senior staff in schools on exclusion issues |

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| Experience: | <ul style="list-style-type: none"> • Of working with students experiencing BESD |
| | <ul style="list-style-type: none"> • Of working in a PRU and/or mainstream schools/Special schools |
| | <ul style="list-style-type: none"> • Experience of working in an education setting committed to the inclusion agenda |
| | <ul style="list-style-type: none"> • Of intervention around behaviour and/or learning difficulties |
| | <ul style="list-style-type: none"> • Able to organise an allocated workload, prioritise tasks to achieve goals and meet deadlines. Ability to work independently |

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| Educational: | <ul style="list-style-type: none"> • NVQ Level 4 and above (or equivalent) in area relevant to the post |
| | <ul style="list-style-type: none"> • A record of continuous professional development |

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| Special Requirements: | <ul style="list-style-type: none"> • This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure and Barring Service (DBS). |
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