

Job Description and Person Specification

Education Engagement & Inclusion Practitioner

| Job Details | |
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| Grade | 5 |
| Service | Education Entitlement Service Education Engagement and Inclusion |
| Location | Cannon Park Primary Annex |
| Job Evaluation Code | L3915D |

| Coventry City Council Values |
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| <p>We expect everyone who works for us to be committed to our One Coventry values and to share our commitment to becoming a more diverse and inclusive organisation:</p> <p>Open and fair: We are open, fair and transparent.</p> <p>Nurture and develop: We encourage a culture where everyone is supported to do and be the best they can be.</p> <p>Engage and empower: We engage with our residents and empower our employees to enable them to do the right thing.</p> <p>Create and innovate: We embrace new ways of working to continuously improve the services we offer.</p> <p>Own and be accountable: We work together to make the right decisions and deliver the best services for our residents.</p> <p>Value and respect: We put diversity and inclusion at the heart of all we do.</p> |

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, Homes, Education Learning Centres, Coventry Alternative Provisions and Identified Schools.

To develop close links between Coventry Alternative Provisions, 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 Social, Emotional, Mental Health, Behaviour, Attendance, Wellbeing and Achievement.

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

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

| Key Responsibilities and Accountabilities |
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| Establishing supportive ongoing relationships with students and their parents/carers. |
| Produce and deliver bespoke interventions/programmes to improve behaviour, welfare, personal development, attitudes and attendance with identified pupils in all educational settings. |
| Use the Local Authority's financial systems to monitor expenditure/income relating to Permanent Exclusions and Inclusion Traded Offer for maintained schools and academies. |
| Offer classroom support as necessary in Alternative Provisions or Schools, which could include class-based observations and developing classroom strategies. |
| 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. |
| Signposting agencies/support that may be of assistance in resolving problems. |
| Raising and reporting safeguarding concerns. |
| Facilitating 'Partnership Plan' and student plans. |
| Undertaking home visits to pupils who have disengaged or require a more bespoke provision in accordance with their individual needs. |
| To attend meetings around the child as required. |
| Maintain accurate electronic casework records |
| Monitor and where appropriate challenge HT's for pupils on reduced timetables. |
| To monitor attendance and liaise with Pastoral staff and School Attendance Officers as necessary. |
| Monitor and update progress using tracking systems as required by CAP, Education Providers or Schools (e.g. MRI, CLM, Sims). |
| To be a point of reference for multi-agency intervention and feed into the CAP process, as appropriate. |
| Co-ordinate and facilitate multi-agency support. |
| To support students in obtaining qualifications and skills necessary to enable them to access future training, employment and to achieve economic well-being. |
| To liaise with a range of professionals to ensure a consistent approach to support for student and family. |
| To prepare oral/written records as required. |

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| Encourage young people to engage in positive activities in their local neighbourhoods. |
| To work in all areas of the City. |
| Attending courses and training as appropriate. |
| Undertaking duties and responsibilities within the range of the salary grade. |

| Key Relationships | | | |
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| External: | Parents, Primary, Secondary and SEN Schools, Alternative Providers, External Support Agencies | Internal: | Colleagues within Education and SEND Service including: Education and Entitlement and Enrichment Team Engagement and Violence Reduction Manager Senior Education Engagement and Inclusion Officer Education Engagement and Inclusion Team members Attendance and Missing Team Exclusions Team |

| Standard Information |
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| <p>Post holders will be accountable for</p> <ul style="list-style-type: none"> • carrying out all duties and responsibilities with due regard to Code of Conduct, Safeguarding, Health & Safety and the City Council’s Workforce Diversity and Inclusion Policies. Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines. • attending any training and undertake any development activities that are identified as mandatory/beneficial to their role. • any other duties and responsibilities within the range of the salary grade. |

| Responsible for | |
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| N/A | |

| Person Specification | |
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| Requirements | |
| Knowledge | Of recent developments in Education, KS1, KS2, KS3 and KS4 curriculum, including alternative provisions |
| Knowledge | Of recent policies around the rights of children and young people |
| | Of SEN legislation |
| Knowledge | Of intervention programmes that work with children and young people |
| Knowledge | Significant knowledge of the legal framework for Exclusion, Inclusion and FAP processes |
| Knowledge | Of statutory procedures around child protection/multi- agency working processes |
| Knowledge | Of issues surrounding the support for students who are disaffected and have behavioural/emotional difficulties |
| Knowledge | Of the needs of students who have been excluded or who are at risk of being excluded |
| Knowledge | Of a range of statutory and voluntary agencies |
| Knowledge | Of alternative strategies to exclusion from school alternative strategies to exclusion from school |
| Skills And Ability | Good communication skills. |
| Skills And Ability | To work as part of a team |
| Skills And Ability | To be able to communicate effectively, verbally and in writing with students, parents and other professionals |
| Skills And Ability | Able to develop and maintain professional relationships with children, young people and their parents / carers. |
| Skills And Ability | To be able to produce and present legible written reports |
| Skills And Ability | To have effective interpersonal and negotiating skills |

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| Skills And Ability | To be able to reduce conflict in difficult situations |
| Skills And Ability | To exercise effective time management and time keeping |
| Skills And Ability | To be flexible and responsive to the needs of individual schools, students/families |
| Skills And Ability | To have effective decision-making skills |
| Skills And Ability | To support curriculum/work related learning delivery as necessary |
| Skills And Ability | Be IT literate and able to use various applications and software |
| Skills And Ability | Ability to focus on outcomes and provide evidence of the value you add to supporting students' attendance, behaviour and achievement |
| Skills And Ability | Working directly with head teachers or senior staff in schools on Exclusion issues |
| Skills And Ability | Ability to identify the underlying causes of Social, Emotional and Mental Health needs, that can contribute towards a student's dis-engagement and deregulation in an Educational Setting and in the home. |
| Experience | Of working with students experiencing Social, Emotional, Mental Health and Behaviour needs. |
| Experience | Of working in a PRU, Alternative Provision and/or mainstream Schools/Special Schools |
| Experience | Of organising an allocated workload, prioritising tasks to achieve goals and meeting deadlines. Ability to work independently |
| Qualification | NVQ Level 4 and above (or equivalent) in area relevant to the post |
| Qualification | A record of continuous professional development |
| Special Requirements | 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). |

| Declaration | | | |
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| Reviewed/Created By: | Bev Kelly | | |
| Job Title: | Senior Education, Engagement and Inclusion Officer | Date: | May 2026 |