



## JOB DESCRIPTION AND PERSON SPECIFICATION

<b>Job Title:</b>	<b>Keyworker</b>
<b>HBC Grade:</b>	<b>HBC 5</b>
<b>Service:</b>	<b>Children &amp; Young People</b>
<b>Division:</b>	<b>The Bridge School</b>

### **Main Purpose of the Role**

To work with students, families, school staff and other agencies to provide additional support to young people who need help to overcome barriers to learning, social engagement and personal development.  
 Develop programs of engagement, reintegration and Alternative Provision under the guidance of a team leader. Monitoring the engagement on programs and assisting in quality assurance of Alternative Providers.

### **Key Duties**

<b>1</b>	Assist in the educational, social and emotional development of students under the direction and guidance of The Head of Student Welfare.
<b>2</b>	Work as a proactive member of a team supporting young people, schools, and providers, placing those in need of support on appropriate pathways of engagement, transition and alternative education.
<b>3</b>	Assist in the diagnostic assessment of young people, with regard to social and emotional development.
<b>4</b>	Assist in the identification of appropriate 11-19 progression pathways with learners, their schools and parent/carers.
<b>5</b>	Assist in the creation and implementation of specialist timetable packages to meet individual learner needs and to monitor these.
<b>6</b>	Provide support for individual students and groups of providers in admission procedures, and in maintaining subsequent student placements.
<b>7</b>	Work with other professionals and external agencies as necessary and effectively communicate information to colleagues working with identified students.

<b>8</b>	Assist the Head of Student Welfare, Data and Administration Manager, schools, providers and multi-agency services in maintaining updated student records.
<b>9</b>	Work with The Head of KS4 Alternative Provision and providers in developing engaging programs that to progressions onto accredited provision throughout the 11-19 phase.
<b>10</b>	Prepare and present reports on young people to other associated professionals.
<b>11</b>	With support from The Data and Administration Manager, maintain database information of students and their progress, ensuring timely renewal and update of this information.
<b>12</b>	Prepare reports for schools in conjunction with the providers to inform on placement progress, attendance and attainment.
<b>13</b>	Prepare and update placement packs, individual management plans, and risk assessments for all designated caseload students.
<b>GENERAL</b>	
<b>14</b>	Undertake personal development through training and other learning activities as required, and reflective of Performance Development objectives.
<b>15</b>	To contribute to the development of a knowledge base and information resource on the range of programmes, activities, courses, opportunities organisations that could be accessed to provide extra support for students.
<b>16</b>	Attend and participate in meetings as required.
<b>17</b>	Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns at an appropriate person.
<b>18</b>	Be aware of and support difference to help ensure everyone else has equal access to the facilities and feels valued, respecting their social, cultural, linguistic, religious and ethnic background.
<b>19</b>	Undertake any other duties and responsibilities as may be assigned from time to time, which are commensurate with the grade of the job.

The Council and its schools are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff, workers and volunteers to share its commitment.

	Education	Experience	Knowledge	Skills & Abilities
<b>ESSENTIAL</b>	GCSEs (A-C) / including English and maths	Experience of working with children or young people aged 11 - 16yrs within an educational or youth work setting	Has a sound knowledge of social, emotional and learning development	Ability to support a range of educational/social activities
	Minimum equivalent to LDSS National Occupational Standards level 3/NVQ Level 3	Have work/liased with Alternative Providers of education		Ability to engage with a holistic view of the needs of young people
		A basic knowledge of the National Curriculum and other learning programmes and/or work based and vocational learning		Ability to establish effective mentoring relationships that motivates change and personal growth
		Recent experience of working with young people with social and emotional developmental needs, challenging behaviours and at risk of exclusion		Understands the broad understanding of what transition means and how to support young people through changes in their lives
		Taken a keen interest in supporting learning, welfare and achievements in either a paid or voluntary capacity in educational, youth or social care context		Ability to identify and analyse the underlying issues that may lead to underachievement and barriers to learning and participation
				Understands the different ways in which young people can be harmed; knowledge of relevant legislation concerning Child Protection and Safeguarding

				Ability to liaise sensitively with parents and carers from a wide range of ethnic, cultural and social backgrounds
				Ability to handle difficult situations with calmness, sensitivity and confidentiality
				Ability to manage the different components of the role; pupil caseload, delivering a programme of activities, school liaison, parents and multi-agency working
				Be able to promote the 11 – 19 agenda in collaboration with all stakeholders
<b>DESIRABLE</b>	TEAM TEACH or other recognised program of training for conflict management and de-escalation	Experience of delivering bespoke target led social and emotional development programmes to youngsters aged 11 -19	A knowledge of relevant policies/codes of practice and legislation in relation to education and child welfare/protection	High level of communication skills
	High-level vocational qualifications or degrees	Professionally worked within challenging family situations to remove educational barriers and increase access		Knows how to record and present information in an easily understandable way
		Developed and written progress reports based on collections of appropriate data		Understands the difference between observation, facts and opinion

				Ability to use good listening and counselling skills while keeping student relationship structured and focused.
<b>HOW IDENTIFIED</b>	Production of qualifications at interview	Application / Interview / Assessment	Application / Interview / Assessment	Application / Interview / Assessment

	<b>Other requirements of the post</b>
<b>ESSENTIAL</b>	Committed to extending own professional competence and knowledge
	An understanding of inclusion within formal/informal settings
<b>DESIREABLE</b>	Car user with current driving licence
<b>HOW IDENTIFIED</b>	Interview / Assessment / Production of documentation

Please note: Front line posts with direct customer contact should include a statement detailing the spoken English language requirements of the post.

For office use only:

<b>Date Created:</b>	<b>October 2019</b>
<b>Agreed by:</b>	<b>R. Squire</b>

This job description is not intended to be either prescriptive or exhaustive; it is issued as a framework to outline the main areas of responsibility.