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| **Key Worker**  **Job Description and Personal Specification** | |
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| **Job title:** | Key Worker |
| **Place of work:** | Norfolk |
| **Hours of work:** | Full time, 37 hours per week (TTO) |
| **Pay Band:** | Education – Teaching and learning support |
| **Reports to:** | Pastoral Site Lead |
| **Level of screening:** | Enhanced DBS |
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| Who we are | |

Catch22 exists to help build a society where everyone has a good place to live, good people around them, and a fulfilling purpose. [We call these our '3Ps'.](https://www.catch-22.org.uk/about/our-vision/)

We achieve this in two ways. First we improve lives on the frontline through delivery of public services. Secondly, we use our knowledge to change 'the system', to fix the complex web that can trap and disempower those it was set up to help. With the heart of a charity and the mindset of a business, we are uniquely placed to deliver on this challenging agenda.

About Catch22’s Education hub

Catch22 provides young people aged 4 to 18 with alternative and special education in order for them to progress and succeed in sustained education or employment. We do this through high quality teaching and learning based on effective relationships that enable the achievement of life skills and meaningful qualifications.

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| Where you fit in |
| As Key Worker at Include Norfolk you will manage, support and develop a group of young people and their families. This will be achieved by building trusting relationships using individual sessions, group work, family visits and other interventions such as, reading interventions, writing interventions and targeted support groups. You’ll oversee a holistic person-centred approach to a young person’s journey from entry to exit, bridging the gap between their academic, behavioural and therapeutic needs, whilst simultaneously preparing them for post-16.  The Key Worker will develop individual pupil support plans that brings together internal, external and multi-agency professionals in order to support development, attainment and progression. | |
| Main Duties & Accountabilities |

Service Users

* Work with the Assistant Head Teachers and Pastoral Leads to develop a case load and support students to engage within the school environment by providing initial assessment of learners’ educational, emotional and behavioural needs and tailor advocacy and support programs around these.
* Work with colleagues to design, implement and review pupil support plans for each young person in the caseload according to identified needs at assessment. Specific consideration should be given to establishing critical baseline data regarding attendance, attainment and predicted grades followed by the use of agreed performance monitoring methodology relating to soft and hard outcomes.
* To drive attendance within your caseload, this includes making attendance calls (daily), attending attendance meetings where necessary, and running attendance interventions, as agreed by the Attendance Support Officer & Pastoral Manager.
* To work closely with teaching staff to ensure continuity of delivery and concretisation of learning lessons whether they be educational or social.
* To organise and deliver 1:1 and small group targeted support, advice, guidance, practical help and mentoring for learners as appropriate to their needs and context.
* To ensure all young people in the caseload are risk assessed regularly to identify issues and concerns relating to vulnerability and risk of harm to self or others. This includes any attendance risk assessments.
* To track pastoral progress of the young people in your caseload with regards to school attainment, classroom behaviour and risk of exclusion in order to inform development and review of intervention content.
* Under the guidance of the Pastoral Site Lead or Assistant Headteacher liaise with, and make referrals to, other agencies where necessary.
* Participate in multi-disciplinary teams and meetings, for example PEPs, planning and review, core group.
* Willingness to work in a range of settings including school, college, court, police station and young offender’s institutions. Working in a flexible manner to include occasion evening and residential trips.
* Ensure Pupil support plans are up to date regularly, reflecting their daily support needs.
* To ensure all safeguarding concerns are recorded timely and accurately (same day) in line with the safeguarding policy.
* To ensure all behaviours within school are managed effectively and timely inline with the behaviour policy.

For Resources

* Keep accurate records, which might be used in case conferences and regular professional meetings.
* To efficiently record all details of each contact or work session with young people using the agreed database system, to keep that data management system up to date and to produce reports to support case reviews and evaluations as requested.
* Ensure the effective and efficient management and organisation of learning and patoral resources, including digital technologies.
* Ensure that all resources have been properly risk assessed and are appropriate for use by pupils with emotional and behavioural difficulties.

Inclusion

* Actively contribute to our ambition of creating an inclusive culture, recognising and embracing difference. Act in line with, promote and carry out all responsibilities with full regard to Catch22’s Equality and Diversity Policy.
* Promote and demonstrate anti discriminatory practice.

Health, Safety and Wellbeing

* Follow safe systems of work at all times in accordance with your responsibilities as an employee of Catch22. Report incidents in line with Catch22’s Health and Safety policy, so that remedial action can be taken to prevent an accident or ill health. Take reasonable care of your own health, safety and wellbeing and help support those around you with theirs.

Other requirements

* Reflect the vision, mission aims and values of Catch22 at all times. Role model Catch22 behaviours.
* Adhere to the schools code of conduct policy, safeguarding policy & behaviour policy at all times.
* Complete mandatory training in line with Catch22’s policy and procedures

This Job Description and Person Specification reflect the duties of the post as they exist at this time and may be subject to change based on the needs of the organisation. The postholder may be required to undertake other duties commensurate with the salary and competence requirements of this post from time to time as required.

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| What does good look like for this role? |

* Improve attitude and engagement of pupils
* Improve attendance and behaviour of pupils
* Provide reports to management of progress by pupil, class and school
* Enable pupils to make academic progress
* Enable pupils to make pastoral and personal progress
* Ensure that you are part of morning and afternoon planning to ensure that you are clear about the expectations for them and the pupils form each lesson
* To participate activity in supervisions and feedback any needs and CPD, as required
* Pupils feel safe within the school environment.

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| Organisational Relationships |

* Colleagues within the school
* Colleagues withing the Education hub and wider organisation

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| Job Title: Person Specification | | | |
| **COMPETENCY** | **ESSENTIAL** | **DESIRABLE** | **ASSESSMENT** |
| **QUALIFICATIONS** | * A relevant professional qualification (NVQ level 2) in working with young people, e.g. teaching, youth and community work, social work, counselling, mentoring. Level 2 English and Maths. * Willingness to complete Teaching Assistant Apprenticeship Level 5, within a selected area of expertise. |  | Application + Interview |
| **KNOWLEDGE** | * An understanding of the political and educational context of social inclusion. * A knowledge of behavioural management techniques and understanding of de-escalation techniques. * An understanding of the social, emotional and intellectual needs of young people and families. * An understanding of multi-agency work and the roles of these disciplines. * A knowledge and understanding of influences on children and young people. E.g. peer pressure, gang culture, bullying, etc. * Knowledge of Safeguarding & Equality acts. * How to plan, prepare and lead on successful targeted interventions either 1:1 or in a small group |  | Application + Interview |
| **EXPERIENCE** | * Experience of working with a cohort of young people including those with complex, high behaviour and additional learning needs. * Extensive behaviour management experience with students who have complex needs and extreme behaviour. * Experience of working with complex young people and families who have social, emotional and behavioural difficulties. Including those who are from a variety of ethnic groups and cultures or who may be vulnerable or disadvantaged. * Experience of working within a learning environment and being actively part of supporting the learning process. * Building sustainable relationships with young people and their families, both formally and informally. * Assessing family situations and needs to develop and implement effective strategies, risk assessments and individual educational/learning support plans. * Working with a range of issues affecting young people and their families, such as substance misuse, domestic violence, multiple exclusions, offending behaviour. * Using a holistic person-centred approach when working in or with multi professional teams/agencies. |  | Application + Interview |
| **SKILLS & ABILITIES** | * Maintain records and prepare written reports. * Communicate effectively, both verbally and in writing, with colleagues, parents/carers and other agencies. * Good interpersonal skills to maintain productive working relationships. * Have a flexible and creative approach to service delivery. * Proven ability to negotiate with and influence a variety of internal and external stakeholders. * Be emotionally resilient and be able to work in a challenging environment. * Manage a significant caseload and deliver targets and record these. * Ability to organise and manage your own work routines/caseloads effectively with a minimum of supervision and support. * Ability to perform all requested administration activities relating to data capture, evaluation and reporting. * Advocacy and Counselling skills. * Competency with certain IT applications, specifically Outlook, MS Word, Internet Explorer. * Ability to assess risks in working with young people and their families. |  | Application + Interview |
| **OTHER** | * Share Catch22 values * Awareness of and commitment to Equality & Diversity * Willing to travel and work flexibly * Desire to develop and undertake training as required. |  | Application + Interview |