**JOB DESCRIPTION**

Dovecote school is committed to creating a diverse workforce. We’ll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership.

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| **Job Title** | Family, Inclusion and Wellbeing Practitioner |
| **Hours**  | 40 hours p/w |
| **Working Weeks**  | TTO  |
| **Salary**  |  |
| **Responsible to** | Family, Inclusion and Well-being Coordinator |
| **Responsible for** |  |
| **Purpose of Job** | To assist and support students with special educational, social, emotional and behaviour difficulties. To work with students on a 1:1 and 2:1 basis to help meet unmet developmental needs as a foundation to learning. |

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| **DOVECOTE SCHOOL VISION**1. We strive to equip all students with the skills needed to meet their full potential through an innovative and specialised curriculum. Small scale learning communities where young people are known as individuals.
2. The learning process is active
3. The learning community is underpinned by environmentally sustainable values and practices
4. Student voice is empowered through a strong emphasis on developing individual communication strategies.
5. Families and the local community are vital partners in the life of the school, and they share in the decision-making. We work together as a team to provide a happy, safe, and stimulating environment, whilst promoting well-being for all and building confidence for the future
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| **WE VALUE** | **WE AIM TO** |
| **LEARNING** | Create nurturing, challenging and empowering learning opportunities for children, staff and parents/carers. |
| **INCLUSION** | Offer a broad, balanced curriculum that is relevant and accessible for all children |
| **ACHIEVEMENT** | Celebrate the achievements and successes of each individual |
| **COMMUNICATION** | Ensure everyone has a voice and their contribution is valued |
| **RESPONSIBILITY** | Secure the accountability of all through distributive leadership, rigorous monitoring and evaluation |
| **REFLECTION** | Improve future performance through the continuous evaluation of our practice |
| **CREATIVITY** | Think outside the box and try new ideas to continuously raise standards |
| **COMMUNITY** | Foster positive working relationships with parents/carers, multi-agency professionals and the local community |
| **ENVIRONMENT** | Protecting our future and our planet |
| **DIVERSITY** | Promote tolerance and respect for individual differences, abilities, needs and beliefs |
| **WELL-BEING** | Create a safe, caring environment in which everyone is healthy, happy and ready to learn |
| **TRANSITION** | Equip children and families with the knowledge, skills, independence and resilience to face future challenges |

**AIMS AND OBJECTIVES**

* To support the social and emotional development and mental health of all students
* To promote improved attendance, engagement and progress and reduce exclusions through Thrive and/or Trauma Informed practise.
* To support the Social, Emotional and Mental Health progress of identified students in the school through the delivery of THRIVE Individual/Trauma Informed Strategies and/or small group intervention.
* To be accountable for assessing and reporting on the progress of individual students and groups, measured against the Thrive online assessment tool.

**MAIN DUTIES & RESPONSIBILITIES**

* Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all students including, where appropriate, those with special educational needs and disabilities (SEND)
* Promote, support, and facilitate inclusion by encouraging participation of all students in learning
* Support the teaching of a broad and balanced curriculum aimed at students achieving their full potential in all areas of learning
* Use effective behaviour management strategies consistently in line with the school’s policy and procedures
* Support class teachers with maintaining good order and discipline among students, managing behaviour effectively to ensure a good and safe learning environment.
* Provide direct intervention with students.
* Observe student performance and pass observations on to the class teacher.
* Undertake any other relevant duties given by the Family, Inclusion and Wellbeing Coordinator (FIWCo)
* Communicate effectively with other staff members and students, and with parents and carers under the direction of the class teacher.
* Communicate their knowledge and understanding of students to other school staff and education, health, and social care professionals, so that informed decision making can take place on intervention and provision.
* With the teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the students they work with.
* Collaborate and work with colleagues and other relevant professionals within and beyond the school.

**Other duties and responsibilities**

* Liaise with Class Teachers, plan and deliver personalised Thrive support sessions.
* Support socio-Emotional resilience and personal development of students.
* Create and support academic achievement, behavioural competence and mental health of all students, families, and staff.
* To be accountable for reporting on the SEMH progress and impact made by identified students.
* Maintain evidence of progress to highlight the support on offer and the SEMH development of students.
* Address identified students’ SEMH needs
* Provide support to Class Teachers for completing and delivering Thrive assessments and action plans.
* Provide progress data for all students receiving Thrive/Trauma Informed support as part of the whole school reporting system
* Be accountable for ensuring the completion of individual and/or whole class Thrive/Trauma Informed assessment at the given data points as set by the Family, Inclusion and Wellbeing Coordinator
* Establish positive working relationships with students, including providing empathy and building a trusting relationship
* Provide information and advice to enable students to make choices about their own learning/behaviour and attendance and consequences of their actions
* Maintain the learning/nurture environment to provide safe, quality provision for students.
* Challenge and motivate students, promote, and reinforce self-esteem and confidence
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the appropriate school staff, to support the achievement and progress of students
* Confidently work with children and provide support for distressed students individually or in small groups
* To plan and deliver relevant support programmes (Thrive individual and/or group work) depending on the needs of individual students or groups using Thrive techniques. This includes arranging, assessing, and delivering Individual and group screening/action plans.
* Promote the reintegration of those who have been absent from the classroom where appropriate.
* To maintain positive professional relationships with all members of staff
* To input confidential data, using electronic systems, to individual support plans and student records
* Establish constructive relationships with carers/parents, exchanging information, facilitating their support for their child’s learning, behaviour, and attendance
* To observe and assess a child’s emotional state and put correct support in place including liaising with the SENCO in signposting for relevant external support
* To assist with student transition, liaising with other schools where necessary
* To help to ensure that there are appropriate resources to support Thrive activities, including responsibility for the Thrive room

**Practice**

* Ensure that all students, adults, and visitors are treated with dignity and respect, in an environment which reflects the importance of and their right to be treated as valuable worthwhile individuals.
* Ensure every step necessary to ensure that students are protected from neglect, abuse, and exploitation.
* Maintain strict confidentiality.
* Report any safeguarding concerns to the Designated Safeguarding Lead/Head Teacher.

**Continuous Professional Development**

* Assume responsibility for own professional and personal development.
* Maintain a high level of competence to deliver the organisation’s requirements.
* Ensure a robust and thorough working knowledge of fire regulations, H&S, children’s safeguarding, and all relevant regulatory and legal requirements impacting on the organisation and services.
* Attend and participate in supervision
* Undertake relevant mandatory training.
* Undertake re-licensing CPD to ensure continued professional practise.

**Safeguarding**

* Ensure that the Safeguarding Policy is always followed.
* Ensure that any safeguarding concerns are reported and followed-up without any undue delay
* When required, complete fact-finding investigations for safeguarding allegations

**Additional Responsibilities**

The above job description forms part of your main terms and conditions of employment, although does not include or define all tasks. The Company reserves the right to vary duties and responsibilities at any time.

**Equal Opportunities**
Dovecote School supports Equal Opportunities in employment and opposes all forms of unlawful discrimination on all grounds. You are expected to comply at all times to the Companies EO Policy and Guide to Equality document.

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|  | **ESSENTIAL**  | **DESIRABLE**  |
| **Personal Attributes** | * Be responsive and reflective
* Be accountable, honest and reliable.
* Provide individuals with confidence, inspiration, direction and guidance.
* Understanding and empathy with the work of the school
* Self-motivate with a positive attitude
* Develop innovative solutions
* Ability to use clear language to communicate information unambiguously
* Ability to listen effectively
* Ability to negotiate effectively with adults and children
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| **Job Skills** | * Possess a good ability to communicate effectively using records, reports, emails, and verbal communication with individuals and groups.
* Ability to prioritise
* Ability to use IT: Microsoft Word and Outlook,
* Strong organisational skills
* Attention to detail
* Ability to write detailed reports, letters etc
* Ability to work collaboratively and co-operatively with all professional colleagues and students
* Successful experience working with children in a school/early years environment
* Good reading and writing skills
* Good numeracy skills
* Good working knowledge of ICT to support learning
 | * Ability to respond to the changing needs of children and young people with a range of complex barriers to learning.
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| **Knowledge & Experience** | * Knowledge and understanding of the principles of teamwork
* Non-discriminatory practice
* Good understanding of Safeguarding legislation, policy, and procedures.
* Ability to demonstrate effective implementation of the school’s behaviour management policy
* Ability to assess progress and performance and recommend appropriate strategies to support development.
* Working with children and young people who have experienced trauma.
* Understand and support the importance of physical and emotional wellbeing.
* Have knowledge and understanding of the different social, cultural, and physical needs of students.
 | * Detailed understanding of child development
* Have training in aspects of SEN, i.e., ADHD, Dyslexia, Autism
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| **Qualifications** | * Full Manual UK Driving License
* Basic knowledge of First Aid and good understanding of the school
 | * Successful completion of SEN training
* CPI Mapa or similar
* Thrive Practitioner Licence

OR* Trauma Informed School Diploma
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| **Training** | * Commitment to personal and professional development.
* Ability to engage with learning opportunities including effective use of supervision, training, e-learning, and feedback.
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