

# FORGE SECONDARY SHORT STAY SCHOOL

# JOB DESCRIPTION

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| **Job Title** | **Lead Refocus and Response Practitioner** | |
| **Working Hours** | **35 hours, TTO plus 5 TED**  **Monday – Friday: 8:45 – 4:15**  **Grade: 4**  **Scale: 19 - 22**  **Salary including SEN allowance: £21,687 - £22,949** | |
| **Purpose of role** | * **Prevention work is a key aspect of our service level agreement with Worcestershire children first. You will be responsible for the delivery of Refocus provision to pupils who are at risk of permanent exclusion from mainstream schools and Response delivery through outreach to mainstream schools.** * **Under the direction of the Heads of Pupil Experience you will take active steps with mainstream schools to market and promote the Refocus and Response commissioned services, acting as a first point of contact.** * **To contribute to the organisational strategic and operational planning and delivery of Refocus and Response services.** * **To plan and lead the day to day delivery of the school’s Refocus group ensuring that a Trauma informed curriculum delivery is in place.** * **To keep comprehensive records of planning and delivery that are mapped against pupils’ motional action plans for Refocus and Response; incorporating curriculum-based interventions for Maths, English and Science for Refocus.** * **To play a full role in implementing the school’s agreed learning and behaviour policies, taking responsibility for the schools Refocus and Response delivery.** * **To provide support and guidance to pupils and those engaged with them, by removing barriers to learning in order to promote effective participation, enhanced individual learning, raise aspirations and achieve their potential.** * **To support pupil transitions back to mainstream School for pupils who have accessed Refocus groups, taking the lead on working with our partner schools ensuring they are well informed and prepared.** * **To hold and deliver on a case load of pupils through the Response programme to mainstream schools.** * **To actively promote the educational aims and ethos of the school.** * **As a member of staff at the Forge School you are expected to perform, in accordance with any directions which may reasonably be given to you by a member of the SLT team.** | |
| **Reporting to** | **Heads of Pupil Experience** | |
| **Main (core) Responsibilities, Tasks and Duties** | * To contribute to and deliver the planning cycle to ensure full and effective evaluation of pupils’ curriculum experiences for example planning the day to day trauma informed based curriculum delivery for the Refocus group mapped against pupil motional plans. * To contribute to supporting the transition of pupils reintegrating back to mainstream school following a Refocus programme, ensuring that schools are well prepared with an appropriate handover. * For evidence of impact, create a tracking and monitoring database for all pupils’ progress for both Refocus and Response pupils and be responsible for keeping this up to date. * To work with our partner schools in providing appropriate levels of support in line with our preventative duties and responsibilities. * Engage with the necessary requirement of clinical supervision at The Forge in order to support your own reflective practice. * To deliver trauma informed activities with the support of a Support Practitioner to Refocus group pupils to ensure the needs of pupils are met and on an on-going basis and ensure this information is tracked and monitored in line with the school data management requirements. * To support the research, planning, delivery and development of a timetable of a trauma informed curriculum to the pupils within Refocus. Where required, engaging with the leads of curriculum areas to enable them to provide curriculum support and materials. * To maintain regular contact with families/carers and other agencies to keep them informed of the pupils needs and current behavioural challenges to secure positive support and involvement. * To maintain regular contact with the home school of pupils on Refocus programmes. * To take lead on the induction process for Refocus pupils alongside the support practitioner. * Ensure daily actions are completed and recorded on SIMs/Sleuth and TSP’s. * Contribute to the attendance monitoring of pupils and update SIMs accordingly. * To promote the ethos and delivery of a trauma informed approach building positive relationships with pupils across the school to support their emotional and behavioural needs and development. * Attend appropriate staff development and staff meetings. * Oversee the Support Practitioners delivery of interventions for identified learners within Refocus, contributing to the assessment of learners’ needs, targeted support plans and reviews to support commissioning schools. * Oversee the Support Practitioners delivery of Response caseload. * To support pupils via the Team Teach approach as and where necessary. * Ensure full and detailed records are maintained in line with agreed practice. * Participate in the arrangements made for the appraisal of your performance. * Be aware of, and follow school policies. * Take reasonable care for his/her own health and safety and any persons who may be affected by his/her acts or omissions at work, in accordance with Health and Safety legislation. * Promote the protection and safeguarding of learners through the active implementation of relevant school policies and procedures and raise any concerns relating to such procedures which may be noted during the course of his/her duty. * Discharge any other duties as required by the SLT team within the scope and status of the post. | |
| **Person Specification** | | |
| **Knowledge and experience** | **Essential**  Trauma informed practitioner status or willingness to engage in the qualification and process.  A knowledge of ACE’s and childhood trauma  A Degree in an appropriate field relevant to the job role.  Excellent communication skills  Experience of leading a team  Experience of supporting pupils with challenging behaviours and the ability to work proactively in identifying and implementing appropriate support.  Experience of leading and delivering interventions to groups of pupils.  An understanding of the challenges facing young people and the desire to take the lead in helping young people overcome these challenges on a day to day basis.  Experience of developing programmes to support young people who are at risk of permanent exclusion.  The ability to write meaningful yet comprehensive reports as a handover tool to inform practice of others.    Experience in developing and implementing tracking and monitoring data systems to evidence impact; presenting this information to key stakeholders.  The ability to identify and implement strategies via a team that help pupils to overcome educational, emotional and behavioural challenges.  Excellent written and organisational skills and the ability to lead others.  An ability to work with calmness and empathy when under pressure.  An ability to work within set timescales and under pressure.  An understanding of how IT can support the teaching and learning cycle along with a working knowledge of Microsoft Office.  An understanding of Safeguarding and relevant procedures when supporting pupils | **Desired**  Experience of developing and implementing a marketing strategy  Knowledge of the alternative provision statutory guidance  Knowledge of the Ofsted process and development planning  An understanding of current and up to date educational theory, practice and policies, especially in regards to the alternative provision sector.  Team Teach trained (Basic/Advanced)  Financial/budget management and knowledge of the systems and procedures within a school environment |
| **Skills, abilities and attributes** | Have the flexibility and resilience to deal with the reactive nature of pastoral work on an on-going basis and support other members of the team to do so.  Ability to work effectively with and relate to and earn the trust of young people, families and carers.  Ability to work effectively with, relate to and earn the trust of teaching staff, senior managers and external agencies.  Ability to engage with and work with young people, including those who are disaffected.  An empathetic approach to supporting young people at the height of their disenchantment and to model positive ways to move forward.  An open, honest and active listener driven by an interest to hear young peoples’ voices and stories.  Proactive approach to supporting to remove barriers to young peoples’ development and progression.  Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.  Willingness to undertake further training.  Ability to work to deadlines.  An ability to work individually or as part of a team. |  |

**The content of this job description will be reviewed with the post holder on an annual basis and appropriate changes implemented in line with the School Development Plan to ensure the continuous assessment and development of the service delivery.**

***Please note that this role requires the post-holder to have a valid Disclosure and Barring Service (DBS) disclosure that will be re-checked every three years as per the Safeguarding policy.***

**Prepared by M Southall & C Northway – 10.06.2021**