

ROYAL BOROUGH OF GREENWICH

JOB DESCRIPTION

DEPARTMENT: Children's Services

POSTHOLDER

SECTION: Inclusion, Learning and Achievement

GRADE: S01

POST DESIGNATION (TITLE): Secondary Reintegration Officer

REPORTING TO: Secondary Inclusion Manager & Lead Exclusions Officer

Job Purpose

1. To reduce suspensions through challenge and support for school leaders, advising and providing recommendations on alternative strategies.
2. To represent the Local Authority and work with mainstream schools to enable them to be inclusive.
3. Provide advice and support to teaching and support staff in mainstream schools with an aim at promoting the inclusion of those pupils with Social, Emotional and Mental Health (SEMH).
4. Plan and deliver personalised programmes aimed at improving the behaviour and attitude to learning of targeted pupils in mainstream schools.
5. Support children with SEMH difficulties and their families by providing high quality support.
6. Safeguard and promote the welfare of children.
7. Ensure own well-being and that of others by establishing an appropriate balance between life and work.
8. Undertake any others duties that may reasonably be required by the Secondary Inclusion Support Service Manager.

Job Purpose

Support for pupils:

1. Plan, prepare and deliver learning activities for individuals/groups.
2. Monitoring pupils and assess, record and report on pupils' achievement, progress and development.
3. Develop one to one or small group arrangements with pupils and provide support as and when required.
4. Promote inclusive practice through establishing productive working relationships with pupils, acting as a role model as all times.
5. Assist the teaching staff with the development and implementation of Individual education/behaviour/support/mentor plans.
6. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
7. Support pupils to attend extracurricular activities (in and out of school).
8. Provide feedback to pupils in relation to progress and achievement.

Support for School Staff:

1. Advice and assist in the development and implementation of appropriate behaviour management strategies to provide an inclusive environment.
2. Liaise with schools and other relevant agencies to feedback information regarding pupils being supported.
3. Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records etc., when required.
4. Establish constructive relationships with parents/carers, exchanging information, facilitating support for their child's attendance, access and learning, supporting home to school and community links.
5. Provide written feedback and resources to support school staff develop their inclusive practice

Additional responsibilities:

1. Keep up to date records of all pupils you work with and record keeping re. the Secondary Inclusion Support Database
2. Work alongside school staff, pupils and their parents/carers to ensure consistency and the best outcome for the pupil in their mainstream school. This will include attending meetings, where requested, with parents/ carers and any outside agencies.
3. Support mainstream schools in variety of ways including working with individual students, small groups, undertake observations and provide teacher support.
4. Provide both verbal feedback and written reports as and when requested by mainstream schools and other professionals/agencies including professional input for SEN panel and RBG's Fair Access Panel.
5. Provide INSET in mainstream schools as and when required.
6. Support the reintegration of students returning back to a mainstream school.
7. To be an excellent ambassador for the Secondary Inclusion Support Service. Have proper and professional regard for ethos, policies and practices by maintaining high standards in your attendance, punctuality and standards of dress.
8. To undertake all duties with due regard and compliance to:
 - the provisions of health and safety regulations and legislation
 - the Council's Equal Opportunities and Customer Care policies promoting anti-discriminatory practice at all levels within and outside any partnerships;
 - the New Technology agreement.
 - Data Protection Act/GDPR and related legislation and regulation
9. Undertake any other work as appropriate to the level and nature of the duties of this post, including deputising for senior offers if necessary.
10. To participate in in-service and other training programmes as required and maintain personal and professional development in order to meet the changing demands of the post.

Person Specification

DIRECTORATE: Children's Services

SECTION: Inclusion, Learning and Achievement

GRADE: S01

POST DESIGNATION (TITLE): Secondary Reintegration Officer

Selection Criteria	Method of assessment	Short-listing criteria
Experience of working with children and young people with challenging presentations within a school setting and evidence of successful outcomes.	AF/I	E
Experience of supporting children and young people with specific differences, special educational and evidence of successful outcomes.	AF/I	E
Experience of working collaboratively with other professionals and giving advice and guidance around inclusive practice.	AF/I	E
Experience of working with other agencies including schools and supporting services including leading on training to support inclusive practice.	AF/I	E
Evidence of professional development to support children and young people with Special Educational Needs.	AF/I	D
An understanding of guidance, legislation and current initiatives in relation to the education of vulnerable children and young people	AF/I	E
Excellent written and oral communication skills with proven ability of effective communication with colleagues at all levels, parents/carers and children/young people	AF/I	E
Knowledge of recent Government policies and strategies pertaining to DfE Exclusion Guidelines.	AF/I	D
ICT literate and ability to gather, analyse and interpret data	I	D
Ability to work on own initiative and as part of a team and to prioritise workload.	AF	D
Ability to translate social Inclusion policy objectives into practice	AF/I	D
Ability to generate the professional confidence of head teachers, teaching staff and multiagency partners	AF/I	D
Able to think analytically and approach issues imaginatively	AF/I	D
Ability to promote equality of opportunity in dealing with children and young people, school staff, parents and other professionals	AF/I	D
Take full account of the council's equalities and diversity strategy in service delivery and of the Council's health and safety policy and H+S legislation as they affect members of the public and staff	AF/I	D
Ability to self-evaluate learning needs and actively seek learning activities	AF/I	D