

Role title: PIVOT Outreach Programme (POP) Worker

Reporting to: Head of Commissioned Services

Role outline and accountabilities

The purpose of this role is to co-ordinate and address the barriers to learning for individual pupils who have social, emotional and mental health needs in order to enable them to make progress according to their learning pathways. You will plan and implement social and emotional and academic support in a range of settings including being off site (e.g. during planned off site activities), at pupils home and at times within a POP hub.

You will be expected to work with other support and teaching staff and offer personalised individual strategies and support to help with developing independent living skills, academic progress and social, emotional and mental health needs in order to engage with the learning offer.

Responsibilities

- Establish, develop and sustain productive working relationships with students, parents and staff of other schools/agencies acting as a positive role model.
- Collaboratively with the staff team, take responsibility for providing evidence required for young people's case files and progress whilst being involved in planning for next steps of the students provision.
- To build professional and positive relationships with the students you support, with the aim of addressing key points defined in their individual action plan and engaging them with activities and opportunities.
- To support visits to college placements, work experience support and onwards destinations as needed. This may include preparing travel plans and completion of any relevant paperwork.
- Where necessary, offer home support or school visits in order to help parents/carers develop strategies, joined up plans to secure positive family support and involvement, and identify action plans for next steps.
- Provide feedback to pupils, schools, parents/carers, The Pivot Academy (TPA) and other relevant agencies of progress and developments through contribution to regular reviews and meetings.
- To uphold the TPA ethos and policies at all times.
- Maintain accurate records and attend meetings to gather and share information where necessary.
- Have an understanding of mental health issues that affect young people and be able to adapt working practices to each young person.
- Implement innovative, engaging and stimulating support packages to ensure maximum progress for each individual young person.
- Participate in review of systems with colleagues to ensure that interventions and support packages are meeting the needs of all learners.
- Emotionally, and at times physically, support students who are dysregulated and in distress, which could at times involve the use of Team Teach techniques adhering to TPA policies and procedures.
- To promote and actively support TPA's responsibilities towards mental health and wellbeing of our pupils, your colleagues and your own mental health.
- To treat all students with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people.
- To carry out any other duties as requested by your manager; this may include working with learners on Outreach programmes and/or providing support as a Learning Behaviour Mentor in schools to cover staff absence.

Administration

- Maintain individual student records as necessary and ensure that they are kept up to date using TPA Systems.

- Monitor student behaviour, attendance and achievement using TPA Systems and, in consultation with key staff, decide on appropriate, interventions and rewards.
- Monitor incidents where students require positive handling and ensure appropriate recording and reporting takes place in accordance with TPA school policies.
- Support students with revision and preparation for any end of year assessments at the direction of instructors or teachers.

Person specification

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Attributes	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> • Experience working with children and young people (paid or voluntary) • Experience of working with learners with SEMH needs • GCSE level of education or above 	<ul style="list-style-type: none"> • Evidence of being able to build and sustain effective working relationships with young people, staff, parents/carers and the community
Knowledge and understanding	<ul style="list-style-type: none"> • Knowledge of positive relationship building • To have a basic understanding of safeguarding procedures • Interest in further training in order to meet learners needs 	
Skills and abilities	<ul style="list-style-type: none"> • Excellent administration skills • Good IT skills • High level of resilience • An ability to keep accurate and up to date records • Ability to deal with challenging behaviour • Superb organisation skills and the ability to prioritise independently • Good communicator both verbally and in writing to a variety of audiences • Able to handle confidential and highly sensitive information 	
Personal qualities	<ul style="list-style-type: none"> • Ability to travel across sites including to off site activities • Reliability and integrity • Adaptability to changing circumstances / new ideas • Commitment to the safeguarding of our students • A commitment to inclusive education • Resilience and perspective • Empathy and respect towards others • Willing to work flexibly to support students 	<ul style="list-style-type: none"> • Determination to succeed and the highest possible expectations of self and others