**SCHOOL SOCIAL WORKER**

**JOB DESCRIPTION & PERSON SPECIFICATION**

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| **Job Title** | **Social Worker (Attendance, Pupil Welfare & Safeguarding)** |
| **Salary** | **£35,525-£38,454 pa****Actual Salary £33,202-£35,939.****Pay award pending in September 2024** |
| **Hours of Work** | **Term Time Plus 4 weeks****35 hours per week/ 42 weeks per year/ Discretionary time off in-lieu**  |

**Primary Purpose of the Role:**

To complement the work of our multi-disciplined team by:

* Provide a school social work service to promote the safety, welfare, and health and wellbeing of our young people.
* Using social work skills and experience and applying a trauma informed and attachment aware approach to ensure that our safeguarding practices and procedures are outstanding across the organisation.
* Supporting school policy and processes for improving attendance, managing safeguarding concerns, and promoting young people’s wellbeing.
* Supporting the management and leadership team with compliance, implementation and management of the school’s Positive Behaviour and Restorative Discipline Policy, child protection and attendance policy. Contribute to the compliance and quality of the Independent School Standards.
* Providing core group support for the delivery of Early Help functions including accountability for leading implementation, monitoring, and development across school, families, and partners.
* Identifying needs and implementing agreed programmes that enable children and young people to overcome their barriers to both learning and wellbeing.
* Establishing good relationships with the children and young people and follow the Raise the Youth ethos of putting the needs of children and young people first and promoting positive behaviour.
* To promote and deliver effective collaborative ‘working together’ with all agencies and organisations to promote the welfare of young people and professionally respond to young people identified needs, vulnerabilities and risks and take timely action to ensure the school safeguard young people and their families.

**Responsible to: Assistant Principal**

**Principle responsibilities:** All aspects of safeguarding and risk management work. To have a focus on attendance, welfare, and promoting young people wellbeing so that they can safely enjoy attending and engaging in school and its learning and activities to make overall progress in their lives and prepare them for positive destinations. To deliver a highly skilled social work-based model of care, support, prevention, intervention, and response to the needs of young people, families, and the wider school community. To contribute to the assessment, action planning, delivery of services and reporting and review process.

**Applications**

Applications should be completed to demonstrate how you meet the requirements of the Job Description and Person Specification and returned to Recruitment@raisetheyouth.co.uk

**Job Description**

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|   | **Main duties and responsibilities:**  |
| 1.
 | Support the management and leadership team with compliance, implementation and management of the school’s Positive Behaviour and Restorative Discipline Policy, Child Protection and Safeguarding policy, attendance policy and contribute to the compliance and quality of the Independent School Standards with specific reference to part 1 – Quality of Education, part 2 – Spiritual, Moral, Social and Cultural Development of pupils (SMSC), part 3 – Welfare, Health & Safety of Pupils and Part 9 – Quality of Leadership and Management of Schools.   |
| 1.
 | Ensure Raise is a safe and positive place for C&YP to access and engage in the curriculum to learn, develop, and achieve by providing an evidence based social work model that promotes the wellbeing of young people.   |
| 1.
 | Through direct work and child centred practices ensure that the school knows the wishes, feelings, and views of our young people, informing our work and delivery of services to them.   |
| 1.
 | Ensure the welfare of children and young people is paramount and provide support as directed by DSL and/or senior leaders to ensure safeguarding practices and procedures are compliant both internally and externally.    |
| 1.
 | Work with our DSL (Assistant Principal), deputising as and when required.   |
| 1.
 | Identify, and act upon, risk factors that may negatively impact on the education, health, or social needs of the young people. Taking actions that are timely and appropriate to the level of risk.  |
| 1.
 | Ensuring that risk assessments are evidence based, dynamically reviewed, disseminated and fully understood by staff.  |
| 1.
 | Lead organisation wide Early Help functions as directed by Deputy Principal and or Assistant Principal/DSL including accountability for scheduling, implementation, monitoring, and development both across school, families, and partners.     |
| 1.
 | Represent the school at core meetings for Early Help and child protection purposes, as well as attend statutory strategy meetings.  |
| 1.
 | Ensure the accurate and timely monitoring and recording of Early Help progress, support parenting interventions, collaborate with external agencies and have responsibility for updating and working with local authorities.    |
| 1.
 | Co-ordinate and schedule assessment, intervention and monitoring to improve school absenteeism, especially risk factors and emotional school avoidance.     |
| 1.
 | Support the referrals to outside agencies and organisations to enable us to meet the needs of pupils, students, and families.   |
| 1.
 | Work with parents, families, and carers to advise, support, guide, and work in partnership with stakeholders, including other agencies and professionals, to support learning, wellbeing, and safety to enable children to make progress.  |
| 1.
 | To work with and support parents and carers to enable pupils and students to thrive through our partnership working between home and school.   |
| 1.
 | Ensure the positive behaviour policy and its principles of practice are consistently followed i.e. teaching positive behaviour not punitive measures, using positive reward systems and processes alongside education, and mentoring to improve children’s behaviour  |
| 1.
 | Support the management of therapeutic and behavioural interventions. Implement evidence-based approaches to crisis intervention as well as long term behaviour change.  |
| 1.
 | Hold and manage a caseload to deliver therapeutic and behavioural change direct work with individual pupils/students and groups of pupils and students across our school provisions (School, College, Outreach and Day 6 Provision) and supervise the work of other staff.  |
| 1.
 | Attend, participate, advise, and contribute to the solution circle, finding collaborative and proactive solutions for specific pupils and students with complex needs, circumstances, and persistent incidents.  |
| 1.
 | Attend, participate, advise, and contribute to the Behaviour and Safeguarding meeting (WATCH)  |
| 1.
 | Contribute to the Assess, Plan, Do and Review process of all pupils and students and work with the school team and in particular our SENCOs.  |
| 1.
 | Provide feedback in relation to progress, engagement, attendance and behaviour to the young person, other staff, and relevant stakeholders, as appropriate.  |
| 1.
 | Design and deliver training and briefing sessions that develops the team’s knowledge and skills enabling them to respond to crises, behaviour change and personal development using integrated therapeutic, compassionate, and restorative approaches.  |
| 1.
 | Co-ordinate and line manage staff, ensuring effective and efficient use of time and resources and supporting their supervision, CPD and appraisal process.  |
| 1.
 | Manage and support the team and ensure consistent approach to teaching C&YP positive behaviours.  |
| 1.
 | Oversee systems and processes to fully implement a trauma informed approach (Protect, Regulate, Reflect, Restore) to staff support and debriefing. Developing emotional regulation, self-care, compassion and reflective practices. Learning lessons and positively assessing ‘what we can do better’ in line with our school’s ethos, intentions, and acknowledging the complexities faced each day.  |
| 1.
 | Work with the team to link/embed behaviour change with the school curriculum.    |
| 1.
 | Positively challenge and motivate the children and young people, promoting and reinforcing their self-esteem.   |
| 1.
 | Build strong, supportive relationships with individual children and young people, building on their strengths and attributes, delivering appropriate support and interventions.  |
| 1.
 | Appropriately and compassionately manage and teach children who have experienced trauma how to regulate their emotions and problem solve.   |
| 1.
 | Improve behaviour and engagement with learning by supporting and inspiring C&YP who may be demotivated and/or in crisis and are refusing to learn and attend lessons.   |
| 1.
 | Respect confidentiality at all times to prevent disclosure of confidential or sensitive information, ensure that all data protection policies and procedures are fully adhered to.   |
| 1.
 | Ensure that all recording follows the organisations policies and procedures, is comprehensive and completed in a timely manner.  |
| 1.
 | Actively participate in own CPD, including keeping up to date with the most effective evidence-based practice and approaches to supporting and improving C&YP’s behaviour during periods of trauma and crisis.   Identify own training and development needs as well as those of line managed staff.  |
| 1.
 | Have a flexible approach, including hours and locations of work to respond to the needs of the C&YP and the organisation and be comfortable working on a 1-2-1 or group basis with other staff or alone.  |
| 1.
 | Have a full driving licence and a vehicle available to transport C&YP and to work across various sites.   |
| 1.
 | Undertake any additional tasks that are required that are consistent with the level of this position.  |

**Person Specification**

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|  | **Requirements**  | **Desirable/essential** | **A=Application****I = Interview****C= Certificates** |
| 1.
 | Relevant Professional Qualification- Social Work, Probation, Youth Offending.  | Essential | A & C |
| 1.
 | Min 4 years’ experience of directly working with C&YP with social, emotional, or mental health needs | Essential | A |
| 1.
 | Min 2 years’ line managing staff and processes directly related to working with C&YP who have SEMH needs | Essential | A & I |
| 1.
 | Experience and understanding of delivering, monitoring and/or supporting Early Help within schools or social care settings.  | Desirable | A & I & C |
| 1.
 | Significant experience and demonstratable qualifications in child protection and safeguarding – candidates must have a designated safeguarding lead qualification or willingness to complete this within their probation period to level 3.  | Essential  | A & C  |
| 1.
 | Experience of working in a school for C&YP with SEMH needs | Desirable | A & I |
| 1.
 | Experience of working with, or creating behaviour change plans for C&YP with SEMH needs | Desirable | A & I |
| 1.
 | Experience of working with ‘Children looked after’ by the local authority  | Essential | A & I |
| 1.
 | Detailed knowledge of other services/agencies involved in the lives of C&YP with SEMH needs | Essential | A & I |
| 1.
 | Well organised and able to prioritise own workload, working with the minimum supervision | Essential | A & I |
| 1.
 | Believe that all C&YP can succeed and overcome barriers to learning and wellbeing and that the most neglected and traumatised C&YP need the most care and support. | Essential | I |
| 1.
 | Flexible approach to work, with a positive, ‘can do’ attitude  | Essential | A & I |
| 1.
 | High levels of emotional intelligence, including resilience to deal with the conflicts and C&YP in crisis, in a fast-moving environment. | Essential | A & I |
| 1.
 | Excellent communication skills- with C&YP, parents/carers, colleagues, external partners, and agencies. | Essential | A & I |
| 1.
 | Ability to negotiate effectively with C&YP whilst ensuring consistent application of the organisations policies. | Essential | A & I |
| 1.
 | Able and willing to work in different locations, including community settings. | Essential | I  |
|  17. | Have a full driving licence and a vehicle available to transport C&YP and to work across various sites. | Essential | A&I |