



# Pathways Support Worker

TA3 – 37 hours per week

Term time + training days

Our school is going through an exciting period of development, and this is a great time to come and join our school.

You will be working with students aged 11-16 years who have been excluded or are close to being excluded from school.

Job purpose:

- Be a productive part of the pathways team in working with individual young people outside of the school setting who are experiencing emotional and mental health difficulties and are hard to reach.
- This will be achieved through implementing and leading the delivery of targeted programmes.
- To plan activities and build positive relationships with the young people whilst improving the academic outcomes for young people with Social Emotional Health problems.

This post is to start as soon as possible.

If you like to test your skills in a challenging but rewarding environment, we would like to hear from you.

Our ideal candidate will be passionate about making a difference and helping to improve the learning opportunities for our children and have experience in working with young people with social, emotional, and mental health issues.

If you would like to find out more or would like an application pack email to you then please contact our Business Operations Manager Julie Jarvis 01527 597936 or email to [jjarvis@theforge.worcs.sch.uk](mailto:jjarvis@theforge.worcs.sch.uk)

Applications form and job description are also available [www.theforge.worcs.sch.uk/vacancies](http://www.theforge.worcs.sch.uk/vacancies)

**OFCOURSE - SAFEGUARDING THE CONDITIONS FOR GROWTH AND DEVELOPMENT IS OUR PRIMARY CONCERN. ALL APPOINTMENTS ARE SUBJECT TO SATISFACTORY REFERENCES AND DBS CHECKS AND RIGOROUS INTERVIEW**

Closing date: Tuesday 7<sup>th</sup> May first post .

Interviews will take place soon after



## Employment details

Job title:	Pathways Support Worker
Department:	Pupil Experience
Reports to (job title):	The Head Teacher and SLT
Type of position:	Term time only
Hours of work:	37 hours per week
Level and scale point:	TA3
<p>Job purpose:</p> <ul style="list-style-type: none"> <li>• Be a productive part of the pathways team in working with individual young people outside of the school setting who are experiencing emotional and mental health difficulties and are hard to reach.</li> <li>• This will be achieved through implementing and leading the delivery of targeted programmes.</li> <li>• To plan activities and build positive relationships with the young people whilst improving the academic outcomes for young people with Social Emotional Health problems.</li> </ul>	

## Main duties/responsibilities

To be a part of the outreach team in supporting young people through the development of positive relationships and the promotion of self esteem
To have an in depth understanding of safeguarding and promoting the welfare of young people. To lead on child protection and other related policies and good practice procedures.
To work closely with the Pathways team supporting training and by attending and chairing monitoring and review meetings as required
To provide advice for parents/carers on an individual basis.
To report to the head teacher as required providing monitoring information and feedback in respect of the work undertaken by the team.
To provide information and reports and Chair multi-agency meetings as required and lead on the development of positive interagency working
To plan activities that would complement the therapeutic needs of the young people on the programme.
Take part in and lead training, meetings and reviews.
To engage in planned activities with individual pupils to develop and promote positive emotional health and well-being and plan and cascade strategies to support the team in this area. Develop knowledge of the learning support needs of individual pupils in the team.
For the young people you are supporting:
<ul style="list-style-type: none"> <li>• Aid their learning as effectively as possible in all areas.</li> <li>• Support the building of resilience and making good choices.</li> <li>• Ensure they are able to gain and sustain life-skills.</li> <li>• Assist them in weaker areas such as language, and social skills.</li> <li>• Help them to concentrate on and complete periods of study.</li> </ul>

<ul style="list-style-type: none"> <li>• Meet physical needs as required while encouraging independence.</li> </ul>
<ul style="list-style-type: none"> <li>• Support in the implementation of EHC plans.</li> </ul>
<ul style="list-style-type: none"> <li>• Undertake and plan structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.</li> </ul>
<ul style="list-style-type: none"> <li>• Undertake and plan intervention programmes linked to local and national learning strategies, recording achievement and progress, and providing feedback to the head teacher.</li> </ul>
<ul style="list-style-type: none"> <li>• Support the use of IT and computing in learning activities and develop pupils' competence and independence in its use.</li> </ul>
<ul style="list-style-type: none"> <li>• Collaborate on the development and maintenance of individual programmes required to meet relevant learning and specific personal needs and support the delivery of an enriched and varied curriculum.</li> </ul>
<ul style="list-style-type: none"> <li>• To support pupils on pathway programmes within the home school setting and provide feedback regarding strategies for their successful end of pathway re-integration to school staff.</li> </ul>

**Note:** This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.



**Pathways Support Worker Person Specification**

	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
Qualifications and experience	<ul style="list-style-type: none"> <li>• Previous experience working with young people who are difficult to engage in learning</li> <li>• Education to secondary school level at least</li> <li>• Knowledge and understanding of child development and young people's and families' needs</li> <li>• Driving licence and willing to travel and transport young people as required</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience working in an educational setting.</li> <li>• Counselling qualification</li> <li>• Training in behaviour management</li> <li>• Experience in working with young people with social, emotional and mental health issues</li> </ul>	A, I, D
Organisation	<ul style="list-style-type: none"> <li>• Ability to plan and organise.</li> <li>• Ability to recognise and identify problems</li> <li>• Ability to work under own initiative</li> <li>• Ability to record and pass on information accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to cope with many roles/ responsibilities.</li> <li>• Understanding of the importance of parental involvement</li> </ul>	A, I, R
Special skills and interests	<ul style="list-style-type: none"> <li>• Ability to encourage and enable others to develop their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>• First aid, music, arts and crafts, computing.</li> <li>• Any extra interests related to childcare.</li> <li>• Therapeutic support training</li> </ul>	A, I
Disposition and attitudes	<ul style="list-style-type: none"> <li>• Ability to build relationships and to lead and work as part of a team.</li> <li>• A friendly, helpful, caring and flexible approach.</li> <li>• Open-mindedness and patience.</li> <li>• A commitment to equal opportunities.</li> <li>• Ability to maintain confidentiality in all student matters.</li> </ul>	<ul style="list-style-type: none"> <li>• High levels of self-confidence.</li> <li>• Ability to relate well to other professionals.</li> </ul>	I, R
Physical attributes and other circumstances	<ul style="list-style-type: none"> <li>• Ability to physically fulfil the responsibilities of the post.</li> <li>• Willingness and ability to attend appropriate meetings and training.</li> <li>• Excellent punctuality.</li> <li>• Hold a Full Driving Licence have use of a car and business car insurance.</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible approach.</li> </ul>	I, R

**Evidence**

A = Assessed at application

I = Assessed at interview

R = Assessed through references

D = Assessed through supporting documents at interview