

JOB DESCRIPTION

Education Support Worker



JOB PURPOSE

To work directly with children and young people to assist them to manage and modify their behaviour in school.

PRINCIPAL ACCOUNTABILITIES

- Support the Principal Teacher Sycamore School or house Service Manager, according to the specific needs of the child, in the provision of education programmes both at Sycamore and for young people in main stream education.
- Work specifically in conjunction with others to manage and modify the unhelpful behaviour of the children which could positively impact on their educational opportunities.
- Implement individual care plans to support service users within an educational context to help them develop interactive and practical skills, confidence and self-esteem, problem-solving and conflict-resolving abilities, in conjunction with the care team.
- Increase young people's awareness of the effects and consequences of behaviour and assist them to acknowledge, accept responsibility for, alter and make reparation for behaviour and actions which have been disruptive or destructive with the aim of the child no longer requiring support.
- Support service users to extend the nature and range of skills, achievements and interests; thus offering motivation to change from previous destructive patterns and develop alternatives to them.
- Appropriate administration including maintaining case records and files, assist in the development and maintenance of risk assessments and prepare reports as required.
- Collect and escort service users from the unit to school, returning them to the unit after school as required.

SCOPE OF ORGANISATION AND PLANNING

The post holder reports to the Principal Teacher or Service Manager, as appropriate.

The Principal Teacher and/or Service Manager will direct work and agree types of intervention that are appropriate for each young person. They will plan and direct at regular intervals. The post holder is expected to deal with day to day issues and will

update the line manager accordingly. Guidance is available from a senior member of staff within the Service as required.

The post holder will contribute to the assessment, planning and implementation of appropriate strategies and programmes of intervention. They will contribute to the monitoring and evaluation of programmes of intervention and future planning of the service.

SCOPE OF JUDGEMENT AND DECISION MAKING

There is an agreed range of interventions and although the post holder is required to make judgements as events occur, agreed strategies are in place. The primary aim is to support the Principal Teacher or Service Manager throughout the integration process of service users into mainstream education. There is demand on judgement to appropriately prevent or de-escalation and assistance can be accessed.

The post holder is part of an outreach service and will be involved in lone working with services users off site. This may be in service user's homes or undertaking tasks in another setting.

KEY RELATIONSHIPS

Internal

- Work in schools in conjunction with class teachers.
- Build relationships with the teachers and other educational school staff as appropriate.
- Liaise with others who are involved in the care of the children/young people to meet the principal accountabilities e.g. parents, teachers, social workers, psychologists, speech therapists, physiotherapists, etc.
- Provide reports for, and attend, reviews, case conferences and other relevant meetings where required.
- Effective communication with the team to ensure that they are kept informed.

External

- Liaise with external agencies and contribute to child care reviews, children's hearings and family meetings.
- Co-work with external agencies, e.g. education, psychological services, child and family psychiatry, social work.

QUALIFICATION

A relevant professional qualification SCQF level 7 or above
(SVQ3 Care plus an HNC)

or

Equivalent knowledge acquired by other means (this will not apply where there are externally specified qualifications for the post e.g SSSC)

EXPERIENCE

Working with young people in a community, educational or residential setting.

KNOWLEDGE /SKILLS

- Verbal and written skills and the ability to communicate clearly and sensitively with colleagues/parents/young people;Ability to
- Recognise the effects of deprivation, trauma and the environment on young people's functioning;
- Work within established systems of work, including the ability to manage difficult and challenging behaviour;
- Initiate, engage in, and promote meaningful activities for service users;
- Build, maintain and develop appropriate relationships, including with colleagues and other agencies;
- Use information technology including communications and office applications.

POST CHALLENGES

Maintaining relationships with school staff e.g. the Teacher will ensure discipline of pupils in the class, including the service user, the post holder will choose when it is appropriate to intervene.

Additional Information –

Transporting service users as appropriate.

The post holder may be required to work occasional evenings or weekends.