

Job description and person specification

All staff are expected to work in the spirit of conflict resolution and uphold the Quaker ethos of the school, particularly focusing on 'that of good in everyone', specifically:

- To remember at all times that all Breckenbrough students have complex needs and acute anxieties.
- To understand and empathise with the students' problems and to look for the underlying causes of misbehaviour and unhappiness.
- To consistently show tolerance, forgiveness and to build on the positives.
- To build trusting relationships with colleagues, parents and students.

Job details

Job title: Outreach Support

Reporting to: Post 16 Coordinator

Responsible for: Working on and off site to provide both direct and discrete support to promote personal empowerment, encourage independence, ensure safety, support progress towards EHCP outcomes and to best prepare the young people for transition into adulthood.

Grade: NJC Point 11 – 14 (as at 01.09.2025 £28,142 - £29,540)

Date produced: January 26

Job description

Purpose of the post: This is a key role in ensuring the safeguarding, welfare and social education of post 16 students. Outreach Support is responsible for providing both direct and discrete support to young people both on and off site. Key aspects of the role are ensuring the safety and wellbeing of students, facilitating social education, supporting academic programmes of learning and the promotion of the development of personal independence in order to best prepare students for adulthood.

Hours of work will be 40 hours a week spread over various agreed shifts between the hours of 07:30am – 18:30pm. The deployment of hours will be built on a rota system and based on the needs of the students. There may be, on occasion need to work outside of these hours and flexibility is required. Shifts will always be negotiated over a given time period with as much notice as possible provided.

Main duties and responsibilities:

Supporting Students

- Supporting the social, emotional and SEND needs of Post 16 students; including acting as a point of contact for students
- Facilitating the social education curriculum and supporting academic programmes of learning
- Overseeing the welfare of the post 16 students attending both on and off-site learning provisions
- Supporting and promoting the independent travel of post 16 students
- Liaising between families, off-site learning providers and internal Breckenbrough staff to ensure there are clear and effective lines of communication.
- Supporting the delivery of independent living skills, including the delivery of accredited programmes and qualifications.
- Working remotely and independently at off-site learning provisions
- Fulfilling the role of keyworker for allocated students as per the keyworking policy
- Regularly meeting formally and/or informally with the student to discuss their progress: setting achievable targets linked to the students' EHCP, as well as monitoring and evaluating progress.

- Assisting students in resolving conflicts by applying the school behaviour policy of conflict resolution.
- Working with the students to help them reflect on the effects of their behaviour and attitude and to develop their understanding of how other young people and adults may interpret their actions.
- Helping with the successful induction of new students and ensuring that students feel comfortable in their new environment by explaining the regimes and routines of their setting.
- Contributing to ways of improving support systems for Post 16 students attending off-site learning providers and report back to the Post 16 Coordinator.
- Completing an Independent Living Skills Assessment (ILSA) for specific students.
- As Keyworker, producing an Individual Safeguarding Plan and an Individual Health Plan as a risk assessment for allocated students.
- Administering student medications ensuring that all procedures are strictly followed.

Administration

- To write reports together with students and colleagues for annual reviews and provide termly reports on the progress of key students through the Quality of Life Framework.
- To participate in the annual performance management and supervision cycle, setting targets as required.
- To identify and be proactive with professional development needs and undergo such training as necessary to successfully carry out the duties of the role.
- To use the schoolpod system to input information as required (behaviour, accidents, serious incidents and physical interventions).
- To complete and submit risk assessments for all trips and visits which the Social Educator is leading.
- To be responsible for petty cash as required; ensuring receipts are kept and handed in to the Finance Office.
- To contribute to any action planning regarding the Annex as a resource.
- Completion of level 3 City and Guilds in Residential Childcare

General requirements:

1. It is a general requirement of this post to work within the published ethos of the school and to have the welfare and safeguarding of the students as central to the post holders' work.
2. The school values the work of all colleagues and aims to treat colleagues equally and with respect in all matters; requiring all colleagues to do similarly.
3. The school expects all colleagues to co-operate with each other for the benefit of the students who attend.
4. The school requires all colleagues to demonstrate a duty of care to students and other staff when on duty, whether on or off the premises.
5. Colleagues are expected to adhere to all policies and procedures of the school, copies of which can be obtained from the appropriate line manager or the schools Sharepoint site.

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This job is in regulated activity with vulnerable children and young adults – Breckenbrough School has a duty to safeguard both its students and staff.

Qualifications	Essential	Desirable	Not required
1. Qualified Teacher Status			✓
2. Educated to Degree level		✓	
3. Educated to "A" level standard or above		✓	
4. GCSE Grade C or above in English and Mathematics		✓	
5. QCF Level 2 or 3 in health and social care or equivalent		✓	
6. A full clean driving licence	✓		
Experience			
7. Success at working with children (formally or informally)	✓		
8. Success at working with children and young people with Autism and other complex needs	✓		
9. People Management		✓	
10. Using software applications	✓		
11. Producing Health and Safety and/or Risk Assessments		✓	
Knowledge			
12. Awareness of Quaker philosophy and ethos		✓	
13. Awareness of conflict resolution and restorative practice		✓	
14. Understanding of Autism, Attention Deficit and Hyperactivity Disorder and other complex needs	✓		
15. Understanding of specific learning difficulties such as dyslexia, dyscalculia and dyspraxia		✓	
16. Working knowledge of schoolpod software		✓	
17. Working knowledge of common user applications: Microsoft Office for example	✓		
Communication and Conflict Resolution Skills			
18. Listening	✓		
19. Articulate – good use of positive and constructive language	✓		
20. Calm tone of voice	✓		
21. Non-threatening positive body language	✓		
22. Projecting confidence	✓		
23. Tolerance	✓		

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24. Patience	✓		
25. Forgiveness	✓		
26. Problem solving	✓		
27. Imagination	✓		
28. Flexible and adaptable	✓		
29. Developing others	✓		
30. Motivating others	✓		

Personal qualities			
31. Self motivation	✓		
32. Initiative	✓		
33. Energy/dynamism	✓		
34. Organisation	✓		
35. Perseverance/tenacity	✓		
36. Interests which compliment or add to school activities		✓	
37. Reflective	✓		
38. Determined	✓		
39. Objective	✓		
40. Trust	✓		
41. Honesty	✓		
42. A team player	✓		
43. A willingness to constantly seek self improvement	✓		

I understand and accept the job description as set out above:

Employee's signature:

Date: