

Job Profile Information: Specialist Reintegration and Inclusion Worker (Virtual School for Looked After Children)

This supplementary information for *Specialist Reintegration and Inclusion Worker (Virtual School for Looked After Children)* is for guidance for Job Level 5 Zone 1

Camden Way Category 4/5

It is for use during recruitment, setting objectives as part of the performance management process and other people management purposes. It does not form part of an employee's contract of employment.

Role Purpose:

- To develop a positive, healthy relationship with Camden Looked After Children and Children In Need who are reluctant to attend school and to work with the multiagency network to reintegrate disengaged looked after children back into education
- To secure and raise levels of pupil engagement with education through effective support, challenge and intervention of schools/colleges and co-professionals, at schools across England and Wales.

Example outcomes or objectives that this role will deliver:

- To reduce levels of unauthorised absence and work with our children and young people, their carers and social workers to improve levels of attendance.
- To provide regular (half-termly) reports demonstrating the impact of the post holders work
- To coordinate and manage the delivery of individualised timetables for complex and at-risk young people
- To provide high quality advice and guidance and a healthy attached relationship to looked after children and young people and children in need.
- To provide advice and guidance to professionals (schools, foster carers and social workers)
- To attend as appropriate Personal Education Plan (PEP) meetings for identified pupils and other multi-disciplinary meetings to promote and support the needs of Looked After Children and Children in Need and ensure that all appropriate plans are in place and monitored.
- To offer a range of services to intensively support young people including assessment, advocacy, 1:1 advice & guidance, group work and project work.
- To support young people to overcome barriers which may be impacting on their personal, social, educational and economic progression and ability to reach their full potential.
- To work collaboratively and participate fully within the Virtual School for Looked After Children and Children In Need services.

People Management Responsibilities:

N/A

Relationships;

The post holder will be largely self-managing taking personal responsibility for self-development and suggesting improvements for the service. The Deputy Virtual School Head has line management responsibility for this post and the Head of MALT will offer clinical supervision. The Head of the Virtual School leads of the work with Looked after Children under 16 year and Children in Need. The Deputy leads this role on 16+ work.

Work Environment:

The post holder may be required to work across a range of teams and workplaces.

Qualifications, Technical Knowledge and Experience:**Qualifications**

1. A relevant Professional qualification
2. Training in counselling and/or psychology (desirable)

Knowledge

- Understanding of issues concerning the education of vulnerable children and the importance of every child receiving an appropriate education and support
- Understanding of local authority responsibilities and relevant government legislation and their impact on services provided for looked after children and children in need.
- Knowledge and understanding of what constitutes quality in education provision and strategies for raising engagement and achievement of vulnerable children and young people.
- An in-depth knowledge of education provision and how to establish a positive climate for improvement, particularly for pupils who exhibit, or need support with, a variety of learning, behavioural, social and emotional difficulties.
- An understanding of the issues surrounding youth involvement in offending, violent behaviour and gangs
- An understanding of child development, psychology and therapeutic interventions

Skills

- Ability to develop positive working relationships and to communicate clearly and effectively both orally and in writing with young people, parents, carers, colleagues and professionals from other public bodies and other agencies.
- Ability to work under pressure and prioritise workload where service demands may conflict, including managing a caseload, record keeping and compiling statistics
- Self-motivation, flexibility and versatility and be confident about exercising your own judgement in challenging situations.
- Proven negotiation and influencing skills. Engaging and persuasive communicator at personal and group levels.
- Ability to maintain information systems and keep accurate records
- Ability to collect, analyse and report on data and to produce regular written & evaluation reports

Experience

- Evidence of success at engaging, supporting and managing the challenging behaviour of hard to reach and complex young people
- Experience of coaching/mentoring
- Experience of developing and supporting peer led activities
- Experience of developing and delivering training programmes
- Experience of working in schools and/or local authorities in a challenging environment.
- Experience in developing collaborative working and partnerships in establishing a direction for sustaining engagement with education.

Camden Way Five Ways of Working

In order to continue delivering for the people of Camden in the face of ever increasing financial pressure, we need to transform the way we do things. We call this the Camden Way. The Camden Way is a key part of our transformation strategy often referred to as the transformation triangle which links the Camden Plan, the Camden Way and the Financial Strategy together.

The Camden Way illustrates the approach that should underpin everything we do through five ways of working:

- Deliver for the people of Camden

- Work as one team
- Take pride in getting it right
- Find better ways
- Take personal responsibility

For further information on the Camden Way please select the attached [HERE](#)

Chart Structure

