

JOB DESCRIPTION

Regulation and Engagement Support Worker

Responsible to: Assistant Head Teacher/Designated Safeguarding Lead

Band: F

Point: 12-17

1. Job Purpose & Objectives

- Provide focussed support for pupils with additional regulation and engagement needs as agreed by the teacher and other professionals.
- To provide pastoral care to pupils to support their wellbeing and their ability to learn and be successful at school.
- Establish positive working relationships with all pupils.
- Assist the pupils to achieve by maintaining a safe working environment with due regard to the particular needs of individual pupils and school policies.
- Attend to the individual pastoral needs of pupils as directed and to promote the wellbeing of pupils at all times.
- Follow safeguarding policies and procedures, reporting concerns to the Designated Safeguarding Lead.
- Be aware of and follow the school's code of conduct, policies and procedures and ICT guidelines at all times.
- Assist with - administrative support, checking records in online systems have been completed following incidents and maintaining the 'enabling environments' of the Wellbeing rooms
- Attend in-house and off-site training to enhance professional skills and knowledge base.
- Engage fully with the Appraisal process.
- Play an active role in Regulation and Engagement meetings for focus pupils and act on decisions and agreed processes.

2. Main Duties & Responsibilities

Supporting Pupils' Learning

Working under the direction of the Deputy Head Teacher/ Designated Safeguarding Lead and as a member of a staff team:

- Set out sensory/ of regulation resources in order that individual pupils have the necessary aids and resources to enable them to fully participate.

- Assist pupils with the wellbeing and regulating activities, where there are difficulties and provide feedback/information to the teacher on how the activity went.
- Assist pupils with activities that develop communication, interpersonal and self-awareness skills taking Personalised Learning Plans into account.
- Provide support to individuals and small groups in achieving objectives set out in 'Motional' plans.
- Assist and encourage the pupils to remain on task.
- Support individuals and small groups with activities beyond the classroom environment

Supporting Pupils Well Being, Regulation and Engagement Needs

- Work within an established Regulation and Engagement policy to promote and support pupils' regulation and engagement, and be a good role model for all pupils and staff.
- Support pupils' emotional and social development.
- Implement therapy programmes, including those generated by the 'Motional' assessment, as appropriate
- Be responsible for supervision and-support the pupils to engage in activities and appropriate interactions over play/break times.
- Have regard for the health and safety of pupils at all times, considering the specific needs of individual pupils.
- Promote the development of independence for pupils.
- Report accidents/incidents in line with school policy.

Supporting Classroom Inclusion

To work together with all staff to ensure that pupils are successfully included by:

- Teaching students to use strategies and resources in the classroom.
- Maintaining a good and professional relationship with class staff members.
- Encouraging students to develop self- regulation skills. Encourage self-evaluation, self-assessment where appropriate.
- Breaking down tasks (sometimes this may be using systematic instruction techniques with support).
- Modelling behaviour appropriate for different contexts.
- Contribute to the monitoring and reviewing of Personal Regulation and Engagement Plans.

- Prompting and reminding students where necessary but enabling them to make decisions.
- Identifying the skills that the students have developed to contribute to assessment of progress and target setting, using Evidence for Learning to capture evidence.
- Contribute to the assessment of the targets that have been set with regards to Regulation and Engagement skills on the individual students Personalised Learning Plan or EHCP outcomes.

Supporting students in offsite learning

- Supporting students in external settings and following Risk Assessment, raising any additional risks if necessary.
- Supporting students to access learning within outside settings within a variety of contexts in the community.
- Support with writing the IRA's
- Learning procedures and individual routines in order to support students.
- Plan and run social skills interventions in line with expectations of the setting/context.

3. Safeguarding

All Linwood School staff are expected to adhere to our policies and procedures in respect of safeguarding and child protection, including Keeping Children Safe in Education and Guidance for adults working with children and young people in an education setting.

To report and log any incidents/accidents or any other concerns to the Designated Safeguarding Lead by way of MyConcern for safeguarding concerns and Arbor in respect of behaviours of students.

4. Communication/Contacts

Support positive home/school/communication. Liaise and feedback on students progress with professionals, families and attend any multi-disciplinary meetings.

Linwood School Values for all Staff	
Respect Trust Responsibility Harmony	Excellence Support Inclusivity Positivity