

JOB FAMILIES ~ Personal Support

Job Title: Gypsy, Roma and Traveller Education Support Worker

Level descriptor – Level 6

Role purpose:

To provide specialist outreach, access, transition, retention, and advocacy support to identified GRT pupils, and their respective parents / carers as appropriate, within the Inclusion Service.

Under the line management of the Advisory Teacher for GRT, the post holder will support all Gypsy, Roma and Traveller children and young people to access, remain and thrive in education leading to improved attendance, attainment, well-being, enjoyment, and academic outcomes in a multi-agency context, with for example, EHE, EWS, Early Years, School Admissions, children's centres, and family wellbeing services.

Typical activities

- The post will entail outreach work and home and site visits to support working with GRT families, children and young people in collaboration with schools, colleges and other educational settings to build positive and successful relationships.
- The post will include attendance of meetings including in schools and settings to support access and retention in school, deliver advocacy support for parents navigating school admissions processes, deliver advocacy for children with SEND and EHCP processes where relevant.
- Under the direction of the Advisory Teacher, they will also provide short-term targeted support for GRT pupils in school who are at risk of placement breakdown.
- To work in a multi-agency context with for example EHE, EWS, Early Years, School Admissions, children's centres, and family wellbeing services
- To support families to complete online/hard copy applications for example school admissions, access, transfers and school transport.
- It is essential that the post holder works closely with the families of the individual children identified, with staff from schools, Inclusion Service colleagues and with other relevant agencies.
- To provide advice and guidance to parents, pupils and professionals on issues related to access and continuity of education for GRT children, including transition into Early Years provision, Reception, Infant to Junior

Knowledge, skills & experience

Vocational qualification or experience to level 3 or 4 relevant to the service users or equivalent.

Maths and English GCSE grade 4 to - 9 or Numeracy and Literacy Level 2 on the NQF or equivalent (TA Foundation Degree HLTA Desirable)

Knowledge and understanding of safeguarding protocols and the threshold levels for service users' groups.

Knowledge and understanding of Gypsy, Roma and Traveller culture, their rights under the Equalities Act and of legislation that specifically enhances access to Education.

Work within the North Somerset Safeguarding Children Protocols

Significant practical experience of public service delivery, giving rise to a variety of technical skills and sound understanding of the services available, work practices and processes relevant to the role.

<p>schools, Year 6 to Year 7, Early College placements and Year 11 into post-16 as well as for those families moving into the area permanently or temporarily.</p> <ul style="list-style-type: none"> • To visit authorised and unauthorised sites of GRT communities, promoting the positive uptake of education by their children and including re-engagement for children from Elective Home Education and working with GRT Families to support the quality of EHE where this is the choice of the family. • Establish, develop and maintain appropriate links between families, school staff and other professionals to encourage a clear understanding of each other's priorities and ways of working and to move towards a consensual approach. • Attend meetings and reviews e.g. Case Conferences, school meetings and report on activities as appropriate. • Brokering collaboration between services and GRT families. This may involve supporting introductions and the organising of joint site visits. • Short-term targeted support for GRT pupils in school who are at risk of placement breakdown 	<p>Experience in completing assessments, developing and reviewing action plans. Ability to manage your own workload without close supervision</p> <p>Ability to and experience in managing elements of projects to a successful conclusion</p> <p>Ability to engage with service users and partner agencies within the relevant codes of practice values (dignity, respect etc.) and understanding of the challengers faced by members of the Gypsy, Roma and Traveller communities.</p> <p>Understanding and recognition of professional & personal boundaries</p> <p>Well organised with effective communication skills both verbally and in writing.</p> <p>Valid driving licence and own transport, or be able to provide alternative, suitable method of travel.</p>
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	<p>Satisfactory enhanced DBS disclosure certificate (relevant applications and checks will be carried out before any job offer is confirmed).</p>
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<p>Performance measures</p> <p>Quantifiable objectives ~ e.g. number of children facilitated into education and numbers of pupils retained in education, evaluation of impact of support on access, retention, attendance and attainment of GRT pupils.</p> <p>Feedback from service users, colleagues and partner agencies Key Performance Indicators (where available)</p> <p>Line manager assessment</p>	<p>Competencies</p> <p><u>Team Working</u> ~ cooperation and flexibility, follows principles of integrated working, sharing best practice and information to develop self and others</p> <p><u>Service user/ outcome focused</u> ~ achievement of results through appropriate decision making, evidenced based interventions,</p> <p><u>Problem solving & judgement</u> ~ develops solutions, makes links between identified potential issues and possible solutions, makes decisions within guidelines</p>
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	<p><u>Planning & Organising</u> ~ Prioritises work, organising work for self and others to avoid or minimise peaks and troughs</p> <p><u>Business Awareness</u> ~ understands the role of others in relation to the impact on own role and recognises how decisions made in other areas can impact on theirs.</p>
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Equality and Diversity

We expect all employees to act professionally and to treat colleagues and the public with dignity and respect. This means setting a strong personal example of good equality and diversity practice at all times and ensuring they are sensitive to the needs and views of others and reflect this in the way they behave. Managers have additional responsibilities of managing others effectively by recognising and valuing each team member as an individual and always challenging inappropriate language and behaviour.

Health and Safety

We all have a responsibility to work within health and safety legislation, associated codes of practice, North Somerset Council's policies and procedures and our local safe systems of work and emergency arrangements.

Continuous Development

Our jobs and the way we do things evolve over time and we need to keep abreast of new technologies, legislation and methodologies for our own subject areas. We are responsible for reviewing and developing our own professional practice.