

Post Title	Engagement & Well-being Officer (EWO)
Post Ref No.	LPEWO
Responsible To	Leadership Team
Grade	Grade 8

This is a key post within the Learning Provision. It provides a critical role in ensuring that all pupils with attendance welfare and engagement issues including those with special educational needs, disabilities (SEND, which includes Social Emotional and Mental Health difficulties) receive the support they need and achieve the outcomes they deserve.

Purpose	<ul style="list-style-type: none"> • To enhance the Learning Provision team, working alongside the SEND Leader • To ensure that Attendance and well-being is supported and actions accurately recorded. • To be adaptable, have empathy, and follow the academy's Attendance, SEND and Behaviour policies as necessary. • To create, monitor and review pupil attendance action plans and Early Help plans and targets, ensuring well-being and in turn, raising achievement, attainment and attendance. • To liaise regularly with Learning Leaders and other Learning Provision staff. • To establish links with outside agencies and relevant support services and co-ordinate any such liaison for the academy in order to support pupils. • To ensure that all relevant documentation is easily available and disseminated effectively. • To develop outstanding communication systems between all staff, ensuring that information is known and used to re-engage learners. • Under the strategic direction of the Headteacher and Director of Learning Provision, to support the smooth running of the Inclusion Agenda. • To work alongside the Leadership Team to contribute to the continual development of the academy's Attendance Policy. • To work alongside the Leadership Team to develop a strategic plan for improving communication with parents. • To work alongside Leadership Team to contribute to the strategic planning of Restorative Approaches across the academy.
Accountabilities	<ul style="list-style-type: none"> • To raise Attendance figures • To create a positive link to families and external agencies. • To attend strategy and core group meetings as directed (this post will offer Child Protection training to L3 standard), recoding accurately, plans and actions and feeding back to the Head Teacher. • To create and lead on attendance and welfare actions plans. • To support teachers in creating, Early Help and action plans. • To ensure that accurate records of interventions and events are kept to the highest standard. • To ensure that key information is disseminated as necessary.

Support for the Pupil	<ul style="list-style-type: none"> • To lead on Attendance and Welfare plans, ensuring that safety and well-being remains paramount. • Support families and pupils with barriers to attendance and well-being. • To fulfil statutory plans and their requirements. • Participating with the children in 1:1, in groups or in classroom situations • To run and encourage participation in extra-curricular activities or family drops ins/ support groups as identified.
Support for Teacher	<ul style="list-style-type: none"> • To develop a mutually supportive relationship with teaching staff. • To support teaching staff with their record keeping and support plans for pupils with additional support needs. • To disseminate information which will advise the teaching staff on the needs of particular pupils. • Keep accurate records as required by the Trust Director of Learning Provision • Arrange and contribute to meetings with parents and other professionals, alongside the Director of Learning Provision and Engagement and Well-being manager where necessary.
Support for Curriculum	<ul style="list-style-type: none"> • To attend departmental meetings where there are relevant agenda items. • To attend all Learning Provision meetings. • To be involved in working groups where appropriate. • To support the delivery of training to staff within the academy, as necessary.
Support for Academy	<ul style="list-style-type: none"> • To support and work within the academy policies and procedures, developing and modelling the core values of Respect, Resilience and Responsibility.
General	<ul style="list-style-type: none"> • Attend Staff Briefings and when required present relevant information to staff. • Be aware of and comply with all Trust and academy policies and procedures especially those relating to safeguarding. • To attend Progress and Open Evenings as necessary. • To support the academy's behaviour systems by delivering timely and appropriate sanctions • To participate in the annual Appraisal process. • To identify and implement plans for your own training and development needs. • Other duties as required in support of the academy, within the scope of this post.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Candidates will hold appropriate academic qualifications to at least GCSE standard, or be able to demonstrate competency through proven experience in a similar role. • Candidates will hold appropriate professional qualification or be able to demonstrate competency through proven experience in a similar role. 	<ul style="list-style-type: none"> • Candidates will be educated to “A” level standard or equivalent.
Experience & Skills	<ul style="list-style-type: none"> • Candidates will be seeking to develop a career working with young people in an educational context and will have relevant experience in a similar environment or appropriate qualifications. • Candidates will be well-organised and capable of working on their own initiative to a high level of accuracy and presentation. • Excellent prioritisation and time-management skills and the ability to work effectively and efficiently within set deadlines and time scales. • The ability to operate as a member of a team and a willingness to carry out routine and clerical tasks if required. • Familiarity with commercial word processing spreadsheet and database packages or the ability to respond quickly to in-house training is essential. (MSOffice and SIMS (schools’ database) currently in use). • Candidates should have excellent inter-personal skills and be able to communicate effectively with young people and educational professionals who work with 	<ul style="list-style-type: none"> • Evidence of a career plan will be sought at interview. • Experience in the field of education, welfare, youth work, careers and training or EBD will be an advantage. • Evidence of independent work will be an advantage. • An understanding of operating arrangements for schools and the changing environment

Experience & Skills (Cont.....)	<p>them. You will be able to combine tact, diplomacy and discretion sufficiently well to manage the demands of the post.</p> <ul style="list-style-type: none"> • Candidates should have a forward-looking approach to student support and have drive, initiative and the ability to respond quickly to further restructuring of the support systems in school. • The postholder will have access to confidential and sensitive information and must be able to demonstrate tact, sensitivity and absolute respect for the confidentiality of information gained as a result of working at the school. 	
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ADDITIONAL INFORMATION	<ul style="list-style-type: none"> • It is the practice of this school periodically to examine employees’ job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the school’s aim to reach agreement on any alterations. If this is not possible the Headteacher reserves the right to insist on changes to job descriptions after consultation. • All external appointment are subject to Cumbria Education Trust’s standard probation periods and assessment
SAFEGUARDING	<p>Applicants for all posts must be willing to undergo safeguarding screening appropriate to the post.</p> <p>Cumbria Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p> <p>All staff members are required to complete an enhanced DBS disclosure.</p>

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