

Outreach Teacher: [job description and person specification](#)

Job description

JOB TITLE: Outreach Teacher
GRADE: Mainscale + 1 SEN + Inner London Weighting
HOURS: 0.5
DURATION: Permanent
LOCATION: Tavistock Centre
RESPONSIBLE TO: Line Manager
ACCOUNTABLE TO: Sally Hodges, Clinical Chief Operating Officer

Overview and main duties of the post

To work with individuals/groups of children to support them to progress in academic learning and social and emotional development.

To deliver relevant training and workshops in interventions designed to help children who have barriers to learning, to the outreach team and other schools and services

To lead on implementing targeted intervention programs designed to help children with specific learning difficulties and barriers to learning.

To support and train other staff working with children with SEMH.

To lead on assessment, planning and review for children referred to the service.

When working in schools outreach staff must know and adhere to school policies – particularly in relation to safeguarding and behaviour. It is the worker's responsibility to familiarise him/herself with these.

Tasks specific to outreach:

- Observing children and young people in their setting to understand their needs both academically and emotionally.
- Liaise with previous or current settings, the professional network and the child and family to establish attainment / achievement levels and SEMH needs.
- Take a lead on academic and SEMH termly and weekly planning for 1:1 outreach cases using the Gloucester House outreach planning system.
- Write goals on Integrated Care Plans with agreed academic and therapeutic interventions.
- Attend EHCP meetings where relevant to discuss any barriers to learning and targeted interventions that could be put in place.

- Attend fortnightly Outreach meetings to liaise with other members of the Outreach team and feedback on Outreach cases.
- Write up minutes from meetings where relevant.
- Keeping case notes and summaries of interventions.
- Devise and implement targeted interventions and strategies with young people in school or at home.
- Implement teaching and learning support for young people within their existing school provision or their home.
- Follow the Gloucester House system for cognitive behaviour management when working with 1:1 Outreach cases.

This includes:

- daily target sheets based on goals set at the beginning of each term
- A reward chart in line with these target sheets- e.g. the Butterfly Chart
- the Carousel system for planning daily activities
- the behaviour reflection system to include recovery times and restorative justice approaches if and when necessary.

Safeguarding/Risk:

- The outreach teacher will follow the school's safeguarding procedures and is responsible for ensuring s/he is familiar with these.
- The outreach teacher will also report any safeguarding/risk concerns to the outreach coordinator and/or relevant Gloucester House safeguarding/risk lead as soon as possible by telephone and follow this up by email.

SERVICE LINE DESCRIPTION:

The Community & Integrated Service

Our community and Integrated service line is home to all our services that work in the community or are integrated into community teams such as with the local authority or primary care. The service line is home to our core Community Camden CAMHS as well as adult primary care service in Hackney. The service line is fully multidisciplinary with teams that are staffed with Psychiatry, Psychology, Social Work, Psychotherapy, Nursing and Family Therapy. The service line includes the Integrated Schools Service which includes Gloucester House, Gloucester House Outreach and the MHSTs.

Gloucester House Outreach Service

Gloucester House Outreach Service is a unique service, offering skills and experience in both mental health and education. Although it has links, and some shared staff and working arrangements with Gloucester House, it is a standalone service that can be purchased by local authorities or schools. The service works with children, families and

the professional network around the child – for example schools, CAMHS and children's services.

The multi-disciplinary service offers bespoke multi-disciplinary education and clinical interventions for children, schools, families and networks to support pupils with complex SEMH needs to remain in school. It also provides specialist integrated education and therapeutic packages within the community where a child is unable to be educated and supported within a school setting.

The service also offers specialist consultation and trainings to schools or other partner agencies in the context of supporting children with SEMH needs through the Gloucester House model.

The Service offers support to professional and informal networks and the collaborative coordination of complex networks to achieve coherent and effective care plans. This might include bringing complex networks together, reflective practice staff groups, training.

Main duties of the post

- To teach pupils assigned to him\her, and to exemplify a good standard of teaching practice.
- To lead, manage or supervise a small group of outreach support staff in order to maximise children's learning and behaviour for learning as appropriate.
- To prepare and implement long, mid and short term planning, in line with National Curriculum requirements and the Gloucester House curriculum policy. This will include planning and preparing lessons in advance.
- To ensure children's individual needs are catered for through knowing the child's EHCP and planning accordingly.
- To ensure appropriate differentiation of the curriculum to meet the needs of all levels of pupil ability.
- To carry out assessment, recording and reporting procedures for all pupils assigned to him\her, including setting targets and writing annual review reports. This also includes carrying out baseline assessments and observations.
- To meet with parents/ carers and school/outreach staff, where appropriate, to set and review academic and SEMH development goals termly for the ICP.
- To contribute to the integrated care plan ensuring targets are up to date, reviewed termly and that steps to achieving the targets are clear to all.
- To ensure Positive Handling Plans are up to date and implemented, and to record progress in relation to these as appropriate.
- To promote the general progress and well-being of pupils assigned to him\her.
- To work closely with other members of school staff or professionals in the relevant boroughs to create and design an integrated programme for all pupils assigned to him\her.

- To be able to demonstrate reflective practice.
- To work as part of the multidisciplinary team demonstrating curiosity about emotional barriers to learning and how to work with these utilising expertise and input from clinical colleagues.
- To participate in meetings, including the Annual Review, curriculum development, education team meetings, whole team (i.e. educational and clinical team) meetings, consultation and supervision as required.
- To evaluate his/her own teaching and to participate in arrangements for his/her further training and professional development as a teacher, including appraisal.
- To keep up to date with any changes or updates to the National Curriculum

This job description will be reviewed annually as part of the Performance Management Process and in the light of the needs of Gloucester House Outreach service.

This is not an exhaustive list of duties and responsibilities, and the post holder may be required to undertake other duties which fall within the grade of the job, in discussion with the Team Manager / Service Manager.

This job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post holder.

Working environment

- May be exposed to some verbal or physical aggression dependent on nature of client population.
- The job involves frequent travel across London to deliver home-based sessions, visits to school.

Our commitment to equality, diversity and inclusion

The Tavistock and Portman NHS Foundation Trust is committed to equality, diversity and inclusion. We are particularly keen to attract candidates from underrepresented backgrounds to better meet the needs of the service users and students that we serve. The Trust aims to ensure that all job applicants, employees or clients are treated fairly and valued equally regardless of sex, marriage or civil partnership, pregnancy and maternity, domestic circumstances, age, race, colour, disablement, ethnic or national origin, social background or employment status, sexual orientation, religion, beliefs, HIV status, gender identity, political affiliation or trade union membership. Selection for training and development and promotion will be on the basis of the individual's ability to meet the requirements for the job. You are responsible for ensuring that the Trust's policies, procedures and obligation in respect of promoting equality and diversity are adhered to in relation to both staff and services.

Mission and values

The Tavistock and Portman is caring, compassionate and committed to co-creating the care and training we offer. We are passionate about the quality of our work and

committed to openness, the use of evidence and the application of improvement science. We value all our staff, are concerned for their wellbeing, and seek to foster leadership, innovation and excellence in our workforce. We embrace diversity in our workforce and work to make our services and training as accessible as possible. We have made a firm commitment to being an anti-racist, anti-homophobic and anti-transphobic organisation. We work with others, in the UK and internationally, who share our values and can enable us to achieve our mission.

Clinical and research governance

The post-holder must adhere to the trust's clinical and research governance guidelines, which includes being responsible for keeping up-to-date and accurate clinical records. All research must be undertaken in line with the national Research Governance framework, and the post-holder should seek guidance from the Trust research directorate before embarking on any research project.

Continuing professional development

The post-holder will be invited to an annual appraisal, which will include the formulation of a professional development plan and specific details of continuing professional development in relation to the tasks of the post and its development over time.

Professional registration

If you are employed in an area of work which requires membership of a professional body in order to practice, it is a condition precedent of your employment to maintain membership of such a professional body. It is also your responsibility to comply with the relevant body's code of practice. Your manager will be able to advise you on which, if any, professional body of which you must be a member.

You are required to advise the Trust if your professional body in any way limits or changes the terms of your registration.

Failure to remain registered or to comply with the relevant code of practice may result in temporary downgrading, suspension from duty and/or disciplinary action, which may result in the termination of your employment.

Throughout your employment with the Foundation Trust, you are required on demand by your manager to provide him or her with documentary evidence of your registration with any particular professional body or in respect of any required qualifications.

Mandatory training

The post-holder will be required to attend statutory and mandatory training events as set out in the Trust's staff training policy, which includes attendance at induction and ongoing training in fire safety, health and safety, infection control, risk management, safeguarding children and participation in appraisal.

Policies and procedures

The post-holder will be required adhere to all Trust-wide policies and procedures, including: equal opportunities, risk management, health and safety, safeguarding, confidentiality and compliance with the Data Protection Act. The Trust is committed to promoting equality and diversity in employment and in the services it provides.

Confidentiality

All information concerning patients/clients and staff must be treated as strictly confidential at all times.

Code of conduct

As an employee of the Trust you are expected to comply with the code of conduct for employees at all times, and any breach of it whilst in practice will be investigated by the Trust.

Risk management

All Trust employees are accountable, through the terms and conditions of their employment, professional regulations, clinical governance and statutory health and safety regulations, and are responsible for reporting incidents, being aware of the risk management strategy and emergency procedures and attendance at training as required.

All staff have a responsibility to manage risk within their sphere of responsibility. It is a statutory duty to take reasonable care of their own safety and the safety of others who may be affected by acts or omissions.

Safeguarding

The Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All staff are expected to implement the Trusts' safeguarding policies and procedures, act promptly on concern, communicate effectively and share information appropriately.

Emergency planning

In accordance with the organisations responsibilities under the Civil Contingencies Act 2004, you may be required to undertake alternative duties as is reasonable directed at alternative locations in the event of and for the duration of a significant internal incident, major incident or pandemic.

Job planning

The Trust is moving towards the requirement for every patient facing role to be supported by a job plan. Either A) an indicative job plan for this post is attached. B) This post is in scope for such a job plan in future and the post holder will be required to participate in that process in accordance with the Trust's job planning policy or C) at the time of writing this post is not in scope for the development of a job plan however we reserve the right to review this requirement going forward.

This job description is subject to annual review in consultation with the post-holder.

General information

Hours of duty: 0.5 (2.5 days)

Annual leave: To be taken outside of school term time only.

Terms and conditions: In accordance with the terms and conditions of the Tavistock and Portman NHS Foundation Trust

We are an equal opportunities employer.

Person specification – Outreach Teacher

Team: Gloucester House Outreach

Grade: Main scale + SEN + London weighting

Attribute/skills	ESSENTIAL	DESIRABLE	APPLICATION STAGE
QUALIFICATIONS	Qualified Teacher Status.		A
EXPERIENCE	<p>Experience of working with children with special educational needs; in particular children with social, emotional and mental health difficulties.</p> <p>Recent successful teaching experience at primary level.</p> <p>Evidence of effective oral and written communication skills.</p> <p>Evidence of the ability to ensure good behaviour among children in the classroom and to help to create a positive ethos.</p> <p>Experience of working in an Outreach / Behaviour Support Team</p>		<p>AI</p> <p>AI</p> <p>AI</p> <p>AI</p>
SKILLS & KNOWLEDGE	<p>An understanding of good teaching practice in primary years and the conditions required to raise levels of achievement.</p> <p>An ability to create a positive classroom and/or 1:1 environment that supports academic and social, emotional and mental health progress.</p> <p>An ability to work effectively with parents\carers</p> <p>An ability to work sensitively, flexibly and collaboratively as part of a multi-disciplinary team and liaise effectively with a clear understanding about the contribution of the teacher's role in the process.</p> <p>An ability to manage a complex workload, which includes</p>		<p>AI</p> <p>AI</p> <p>AI</p> <p>AI</p>

	<p>monitoring and planning for the children's range of needs.</p> <p>An ability to understand and promote equal opportunity policies in all aspects of work.</p> <p>An ability to manage the personal, psychological impact of working with this specific population of disturbed children</p> <p>Enhanced DBS clearance</p> <p>Knowledge of legislation in the area of special educational needs.</p> <p>An ability to work with the whole range of staff in different school settings</p>		<p>AI</p> <p>AI</p> <p>AI</p> <p>AI</p> <p>AI</p>
PERSONAL ATTRIBUTES (demonstrable)			
OTHER (Please Specify)	<p>The post-holder will be required to undertake an enhanced Disclosure and Barring Service (DBS) check.</p>		