



Lancaster Royal Grammar School

Emotionally Based Non-Attendance SEND Support Practitioner Job Description

RESPONSIBLE TO	Head of Learning Support (SENDSCO)
HOURS OF WORK	30 hours per week 8.30am – 3.30pm (term time only)
SALARY	Support Staff Pay Scale Grade 6

The Emotionally Based Non-Attendance SEND Support Practitioner will report to the Head of Learning Support (SENDSCO). They will provide pastoral support to children and young people who experience significant challenges in attending school due to emotional factors, such as anxiety, stress, or feeling overwhelmed.

They will work closely with the Attendance Officer to identify the early signs of non-attendance, and collaborate with the wider pastoral and safeguarding team.

The practitioner will work across home, school and community to reduce emotional barriers to attendance, rebuild safety and connection, and support the school's commitment to embed consistent, sustainable practice.

They will deliver specialist, relational and trauma informed support for children and families experiencing Emotionally Based School Non-attendance.

Working with the young person at the centre of their practice, this practitioner will work closely with parents/carers and contribute to the wider ethos of pastoral care at LRGS.

Monitoring & Review

- To work collaboratively with teachers in the planning, development, delivery and evaluation of the effectiveness of the curriculum for pupil(s) with attendance concerns and to differentiate curriculum content according to the needs of pupil(s).
- To plan and implement specific programmes with individual pupils or groups appropriate to the developmental needs of individual children throughout different curriculum areas.
- To be familiar with the content of the school curriculum.
- To assist in the delivery of appropriate programmes of work.
- To be fully involved in the planning and development, of independent social and interpersonal skills and to undertake activities to support the personal, social and emotional needs of pupil(s).
- To assist in the devising of pupil's individual targets and their monitoring and review.
- To develop positive relationships with pupils and staff to assist pupil progress and attainment.
- To monitor individual pupils' progress and attendance, and to report on pupils needs, achievements and concerns.
- To work with the Attendance Officer to monitor and track attendance and punctuality data

Pastoral Support for Pupils and Families

- To advocate for the specialist, relational and trauma informed support for children and families and model this to others
- Provide targeted in-class support as part of a planned inclusion programme.
- To assist in pupil supervision and the management of pupil behaviour and to assist in providing a purposeful, orderly and supportive environment for learning.
- Liaise with teaching staff to provide support to targeted pupils to raise achievement and attendance
- Provide input into the identification of needs, and to develop and monitor individual action plans for targeted pupils
- To have a case load of pupils working in a one-to-one relationship with targeted pupils
- To provide listening support for those pupils with low level mental health concerns
- Assist in maintaining contact with pupils' families/carers to inform them of progress and issues
- Provide support and advice to pupils to promote their social and personal development
- Assist in resolving relationship issues between pupils

- Oversee support packages for pupils to reintegrate them into school following periods of absence
- Oversee the supervision of pupils not otherwise working to a normal timetable
- To undertake arrangements for out of school learning activities, for example, pupil work experience.

Working with families and others

- To support the promotion of positive relationships with parents, carers and outside agencies
- To participate in home visits to support pupils to maintain good attendance
- To liaise with parents, carers and outside agencies, where appropriate.

Safeguarding

- To work with the Designated Safeguarding Leads to maintain the school's safeguarding principles and procedures
- To maintain timely and accurate records relating to pastoral, wellbeing and safeguarding concerns and actions
- To be aware of the confidential nature of issues related to home/pupil/teacher/school work.

Other duties

- To work within school policies and procedures.
- To attend staff training/meetings as appropriate.
- To take care for their own and other people's health and safety.
- Assist in the supervision, training and development of other members of staff.

Undertake other tasks or duties which may be reasonably assigned by the Deputy Head: Pastoral which assist the work of the pastoral team.

The post holder's responsibility for promoting and safeguarding the welfare of children will be to adhere to and ensure compliance with the school's Child Protection Policy at all times. If in the course of carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school they must report any concerns to the school's child protection officer or to the Head.



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Personal Specification

Requirements (Based on the Job Description)	Essential (E)	Desirable (D)	Assessed via: Application Form (AF), Interview (I), Reference (R)
Qualifications & Training:			
Qualification or training relating to pastoral care or youth work.	X		AF/I
Knowledge, Skills and Experience:			
Experience of working in a school environment.	X		AF / I
Knowledge of Learning Support strategies and provision.	X		AF / I
Knowledge of Emotionally Based School Avoidance strategies.	X		AF / I
Knowledge of trauma informed practice.	X		AF / I
Pastoral knowledge and experience.	X		AF / I
Excellent skills in communicating with children including those in distress.	X		AF / I
Experience in recording / acting on concerns and safeguarding disclosures.		X	AF / I
Understanding of the duties and responsibilities regarding safeguarding and statutory guidance e.g. Keeping Children Safe in Education, and a commitment to safeguarding the welfare of children & young people.	X		AF/I/R
Experience in supporting children through phases of education		X	AF/I
Excellent written and verbal communication skills.	X		AF/I
Experience of using Microsoft Office and other IT applications.	X		AF/I
Excellent organisational, planning and analytical skills.	X		AF/I
Behaviour and Values:			
A child-centered approach, being commitment to pupil welfare.	X		AF / I / R
High levels of empathy and care for young people.	X		AF / I / R
High standard of ethical practice and integrity.	X		AF / I / R
Discretion and sensitivity.	X		AF / I / R
Flexible, approachable and able to work as part of the whole school team.	X		AF / I / R
Committed to the development and ethos of the school.	X		AF / I / R
Able to work under pressure.	X		AF / I / R
Commitment to undertake in-service development and training.	X		AF / I / R

The school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment.