



Outreach and Hub Worker Job Description and Person Specification

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| Job title: | Outreach and Hub Worker |
| Place of work: | Orchard Therapeutic farm Outreach Programme |
| Hours of work: | 8.30-4.30 Monday to Friday term time only +inset days and 2 weeks. 41wks |
| Actual Salary | £24,000 |
| Reports to: | Outreach and Hub Manager |
| Level of screening: | Enhanced DBS |

Who we are

OTF is an award-winning primary, secondary and post 16 alternative provision for children. We are a farm based Alternative learning provision catering for pupils who have social, emotional and mental health difficulties. Many of the pupils attending have additional special educational needs such neurodivergent functioning, Attention Deficit and Hyperactive Disorders (ADHD), Anxiety and Emotionally Based School Avoidance (EBSA). Places for pupils are commissioned by schools (Maintained, Non- maintained, SEN). We are an approved alternative provider for various local authorities, Including Oxfordshire, West Berkshire, Wiltshire, Buckinghamshire and Surrey, along with Slough and Wokingham. Pupils who are referred to OTF have an education, health and care plan (EHCP). We are a small and nurturing therapeutic provision who focus on building trusting relationships with young people to make steady personal success and tangible outcomes.

Where do you fit in

As an **Outreach and Hub Worker**, you will play a crucial role in supporting children. Who experience Emotionally Based School Avoidance (EBSA). You will work within both the 1:1 outreach programme and the onsite hub, supporting vulnerable children in their academic, social, and emotional development.

Your responsibilities will include providing trauma-informed care, facilitating engagement with learning, and assisting with students' transition into education and alternative provision. You will also support multi-agency collaboration, working closely with families, schools, and external professionals.

Main Duties & Accountabilities

Student Support & Wellbeing

- Provide tailored 1:1 outreach support to students, helping them reintegrate into learning environments.
- Assist in delivering small group sessions at the hub, fostering engagement and social development.
- Use trauma-informed approaches to support students' emotional regulation and well-being.

- Develop personalised intervention strategies for students with high levels of anxiety and school avoidance.
- Work closely with families and external professionals to ensure holistic support for each student.

2. Pastoral Care & Relationship Building

- Establish trusting relationships with students to support their engagement and progress.
- Provide emotional and behavioural support, responding appropriately to individual needs.
- Promote a safe and nurturing environment within the hub and outreach settings.
- Model positive interactions and encourage the development of essential life and social skills.

****3. Multi-Agency Coordination ****

- Support the coordination of new Students, ensuring smooth transitions into the programme.
- Demonstrate effective communication with the hub manager.

4. Educational & Vocational Support

- Assist in delivering a flexible and engaging curriculum tailored to the needs of EBSA students in partnership with the Hub manager.
- Support students with functional skills and vocational learning opportunities.
- Encourage students to develop confidence in their abilities and celebrate their achievements.
- Integrate strategies for developing independence, resilience, and self-esteem.

5. Monitoring & Reporting

- Maintain accurate records of student engagement, attendance progress, and well-being.
- Provide feedback to senior staff and contribute to ongoing development of outreach support.
- Ensure safeguarding and welfare concerns are appropriately reported and followed up.
- Understanding of EHCP's and ability to work to words agreed outcomes and targets.

What does good look like for this role?

- Ability to manage time effectively and prioritise tasks.
- Capacity to work collaboratively as part of a team.
- Ability to support students in improving their attitude and engagement with learning.
- Understanding of how to adapt approaches to meet the diverse needs of students.
- Strong communication and relationship-building skills with young people, families, and professionals.

- Commitment to trauma-informed and person-centred support.

Safeguarding Commitment

Hitchcox Group is committed to safeguarding and promoting the welfare of all children and young people in our care. All staff play a key role in maintaining a safe environment.

This post is subject to an Enhanced Disclosure check (DBS) under the Rehabilitation of Offenders Act 1974. Further details regarding this check are available from www.disclosures.co.uk.

Other Information

This job description is intended as a guide to the main responsibilities and duties of the role. It may be reviewed and updated annually or as required to reflect the evolving needs of the organisation.

| Functional Skills: Person Specification | | | |
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| COMPETENCY | ESSENTIAL | DESIRABLE | ASSESSMENT CRITERIA |
| QUALIFICATIONS | A recognised higher qualification with experience in teaching and planning. | | AF/C |
| | <ul style="list-style-type: none"> Degree or equivalent qualification in education, social work, psychology, or related field | | AF/C |
| KNOWLEDGE | <ul style="list-style-type: none"> Understanding of Emotionally Based School Avoidance (EBSA) and trauma-informed practices.. Knowledge of the statutory requirements of equal opportunities, discrimination, health and safety, safeguarding and child protection. Sound knowledge of planning and assessment techniques. Extensive knowledge and understanding of how to use and adapt a range of teaching, Learning strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential | | AF/I AF/I AF/I |

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| EXPERIENCE | <ul style="list-style-type: none"> • At least 3 years of experience working in a trauma-informed setting with vulnerable children, preferably within Alternative Provision. • Proven experience in leading and managing programmes related to pastoral care or special educational needs. • Experience in managing a team and coordinating multi-agency work, including referrals and case management | | AF/R |
| SKILLS & ABILITIES | <ul style="list-style-type: none"> • Strong communication and relationship-building skills, with the ability to work collaboratively with a wide range of stakeholders. • Ability to work autonomously and manage multiple priorities in a dynamic and fast-paced environment • Ability to work effectively with learners with complex needs • Ability to communicate effectively both in verbal and written form. • Ability to work as part of a team to deliver a holistic package. • Ability to cope with emotionally demanding situations. • Ability to manage your time effectively. | | AF/I AF/I AF/I AF/I |

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| | <ul style="list-style-type: none"> • Flexible creative and adaptable approach. | | |
| OTHER | <ul style="list-style-type: none"> • Ability to maintain accurate records • Awareness of and commitment to Equality & Diversity • Desire to develop and undertake training as required | | |

Key

| Assessment Criteria | |
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| AF | Application Form |
| C | Certificates |
| D | Disclosure |
| I | Interview |
| R | References |