

Grading

Job Description and Employee Specification

<u>Job title:</u> Reintegration Practitioner	<u>Service area:</u> Children and Families
<u>Post number:</u>	<u>Division:</u> Education
<u>Grade:</u> 6	<u>Section/team:</u> SEND
<u>Overall purpose of job:</u> To support children and young people with SEND who are not accessing education, have persistent or severe absence, or are placed in Alternative Provision, Specialist Resource Provision or Independent Specialist Provision, by delivering structured, outcome-focused progression and reintegration support. The Reintegration Practitioner will focus on restoring access to education, preventing long-term placement drift and reducing reliance on high-cost specialist provision through early, practical and sustained intervention. The role works closely with SEND Specialists, schools, families and services to ensure support is embedded into everyday practice and progression is realistic, planned and sustained Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility.	

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Main responsibilities:

1. Work under the direction of the SEND Specialist Lead Teacher to deliver progression and reintegration support for children and young people with SEND.
2. Provide direct work with children and young people experiencing anxiety, emotionally based school avoidance or disengagement from education.
3. Develop and implement structured progression plans, including phased reintegration into mainstream settings where appropriate.
4. Support attendance recovery through personalised, practical strategies that rebuild routine and confidence.
5. Work closely with schools and settings to embed appropriate strategies within mainstream or specialist environments.
6. Support children and young people at risk of placement breakdown to prevent escalation into long-term specialist or out-of-area provision.
7. Coordinate with families to ensure consistency, understanding and sustained engagement.
8. Contribute to multi-agency planning to align education, health and social care support.
9. Monitor progress, attendance and outcomes, adapting plans in response to need.
10. Maintain accurate records and contribute to evaluation of impact and service learning.
11. Share learning with SEND Specialists and managers to inform service improvement and strategic planning.
12. Promote inclusion, resilience and sustainable access to education.

Knowledge, skills and experience:

Essential

- Experience of working with children and young people with SEND who

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face significant barriers to accessing education, including persistent or severe absence.

- Understanding of emotionally based school avoidance, anxiety, disengagement and placement breakdown.
- Experience of delivering direct, practical support to children and young people to re-engage them with learning and routines.
- Knowledge of graduated responses, inclusive strategies and reintegration approaches.
- Ability to develop and implement structured, outcome-focused progression or reintegration plans.
- Experience of working collaboratively with families, schools, alternative provision or specialist settings.
- Strong communication, problem-solving and relationship-building skills, including working in complex or sensitive situations.
- Ability to monitor progress, attendance and outcomes, and adapt approaches in response to need.
- Ability to work as part of a wider SEND and Inclusion service.

Creativity and innovation:

- Use creative approaches to re-engage children and young people in learning.
- Develop and implement structured progression plans, including phased reintegration into mainstream settings where appropriate.
- Provide direct work with children and young people experiencing anxiety, emotionally based school avoidance or disengagement from education.
- Adapt support flexibly to meet changing needs.
- Contribute ideas to strengthen reintegration and progression pathways.

Contacts and relationships:

Regular contact with:

- SEND and Inclusion colleagues

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- Schools, alternative provision and specialist settings
- Children, young people and families
- Health, social care and partner services
- Work closely with schools and settings to embed appropriate strategies within mainstream or specialist environments.
- Support children and young people at risk of placement breakdown to prevent escalation into long-term specialist or out-of-area provision.
- Coordinate with families to ensure consistency, understanding and sustained engagement.
- Contribute to multi-agency planning to align education, health and social care support.

Decision making:

- Make professional judgements regarding progression strategies within agreed frameworks.
- Make decisions that support children and young people at risk of placement breakdown to prevent escalation into long-term specialist or out-of-area provision.
- Support attendance recovery through personalised, practical strategies that rebuild routine and confidence.
- Prioritise work based on risk, need and service intelligence.
- Escalate concerns appropriately and contribute to shared planning decisions.

Responsibility for resources:

- Laptop, mobile phone and relevant digital tools.

WORK ENVIRONMENT**Work demands:**

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- Required to set priorities within own workload and meet deadlines, internal and external, that are open to change and frequent interruption due to needs of children and young people, their parents and carers and families and managerial demands.
- Managing multiple reintegration cases across different phases.
- Responding flexibly to emerging risk and anxiety around reintegration.

Physical demands:

- Normal physical demands associated with school-based and community working.

Working conditions:

- Agile working across schools, settings, homes and council buildings.
- Regular travel across the local authority area.

Work context:

- The role involves high levels of responsibility, scrutiny and potential reputational risk to the Authority.
- Some lone working and risk associated with home visits, e.g. potentially challenging behaviour of either a physical or verbal nature, from citizens or their carers.

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Position in organisation:

Indicate how many staff the post is directly accountable for:

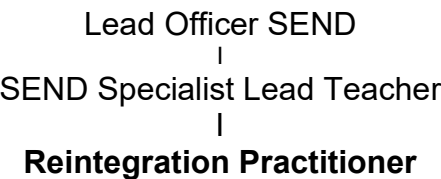
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Are posts in more than one location? No
Is this at the same site? Are the posts managed highly mobile? Within schools, homes and council buildings

Is the supervision/management shared with another post in the structure?
No

Please indicate which post(s):

You must provide an organisation chart that shows where the job sits within the structure. This should be a simple diagram but with enough detail to put the job into context, i.e. the post holder may manage different groups of staff undertaking different tasks. The chart must show the job in question, the job to which it reports, those jobs which report alongside it and subordinate posts.



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Job Description Version Control	
Date evaluated	
Date updated	
Updated by (manager name)	
Checked by (HR name)	

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ESSENTIAL CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	Application form (follow up at interview)
• Experience of working with children and young people with SEND who face significant barriers to accessing education, including persistent or severe absence. • Understanding of emotionally based school avoidance, anxiety, disengagement and placement breakdown. • Experience of delivering direct, practical support to children and young people to re-engage them with learning and routines. • Knowledge of graduated responses, inclusive strategies and reintegration approaches. • Ability to develop and implement structured, outcome-focused progression or reintegration plans. • Experience of working collaboratively with families, schools, alternative provision or specialist settings. • Strong communication, problem-solving and relationship-building skills, including working in complex or sensitive situations. • Ability to monitor progress, attendance and outcomes, and adapt approaches in response to need. • Ability to work as part of a wider SEND and Inclusion service.	
Education, Training and Qualifications	Original documents
• Level 3 qualification or above in a relevant field (e.g. education, child development, youth work, health, social care or equivalent experience). • Commitment to ongoing professional development in SEND, inclusion and reintegration support. • Willingness to undertake safeguarding training and SEND-related CPD as required.	
Working Arrangements	Interview
• Ability to work flexibly across a range of educational settings, including mainstream, AP, SRP and specialist provision. • Willingness to travel across the local authority area. • Capacity to work collaboratively with families, schools and partner agencies.	

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DESIRABLE CRITERIA	ASSESSED THROUGH:
Knowledge, Skills and Experience	Application form (follow up at interview)
- Experience of reintegration planning or step-down from specialist or independent provision. - Experience of attendance recovery planning or personalised timetables. - Experience of working within a Local Authority, inclusion service or SEND-related team.	
Knowledge, Skills and Experience	Interview
Education, Training and Qualifications	Original documents
Additional qualification or training in SEND, mental health, trauma-informed practice or behaviour support.	
Working Arrangements	Interview
N/A	

THE POST IS SUBJECT TO:

Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974

Yes ☒No ☐

Political restriction

Yes ☒No ☐

The ability to speak fluent English under the Immigration Act 2016

Yes ☒No ☐

• Version Control

Author	
Status	
Date approved	
Last updated	