

# Job Description

Post title:

**GAIN/SOAR Manager**

## **Main Areas of Responsibility**

### **Behaviour for Learning**

- To lead on the consistent implementation of the Behaviour and Learning policy of SOAR/GAIN.
- To be responsible for the calm and purposeful entrance and exit of students into/out of the Respite provisions and the Aspire Academy.
- To liaise with other members of the SOAR/GAIN team to ensure students are monitored throughout the day including during break and throughout lunch.
- To act as the liaison between SOAR/GAIN and the home academy for any aspect of behaviour/ Safeguarding issues that occur during their period at SOAR/GAIN.
- Ensuring that students enter the building in full academy uniform and if not, following the agreed procedures.
- Ensuring that follow up action is taken for students failing to meet SOAR/GAIN expectations.
- To follow through on any issues to do with behaviour as required by the academy Leadership Group, for example, taking student statements regarding incidents and passing these on to relevant colleagues.
- To work closely with students to encourage positive outcomes by setting targets, arranging relevant meetings and tracking progress.
- To prepare students' files for their time at SOAR/GAIN and complete a placement report for their home academy.
- To present reports of student's progress to review meetings.
- To ensure that all issues that relate to student safety such as allegations of bullying are passed on to academy colleagues, in a timely manner, for further investigation as required.
- To liaise with the home academy to enable the delivery of the curriculum offer for the students attending.
- To liaise with teaching staff to ensure appropriate work is set and appropriate provision is in place.
- To ensure that students complete set tasks to the expected standard.
- To liaise with parents/ carers and relevant APs and subject staff to ensure a smooth transition to and from SOAR/GAIN placement.
- To be responsible for maintaining a calm and purposeful learning environment.
- To follow up on any truancy or attendance concerns.
- To reduce potential permanent exclusion by offering an alternative curriculum which includes rigorous behaviour for learning intervention.

- To implement a clear structure of learning, considering innovative measures to maintain and raise student engagement.

#### Management of Classroom

- To be a role model for the students in the unit.
- To provide the students with very clear expectations of conduct, in line with those for all academy students.
- To ensure that follow up action is taken for students failing to meet the academy code of conduct while in the provision.
- To follow through on any issues to do with behaviour as required by the academy Leadership Group, for example, taking student statements regarding incidents and passing these on to relevant colleagues.
- To ensure that all issues that relate to student safety such as allegations of bullying are passed on to academy colleagues, in a timely manner, for further investigation as required.
- To be proactive in sharing good practices, using Federation models to ensure the development of the centre.
- To be responsible for the upkeep of the room including respect for resources, IT equipment and relevant display stimulus.
- Ensure that the room has the necessary resources and equipment in place.

## Organisation & Communication

### Attendance & Punctuality

- To ensure that all students/ families/ home academy are aware of the attendance and punctuality expectations.
  - Keeping records of poor punctuality.
  - Ensure that dual roll registration is correct and accurate
  - Collation of data for student support services referral.
  - To assist the academy Leadership Group in maintaining the highest standards of attendance and punctuality to lessons including:
  - Overseeing the entrance of students into the building after ensuring students enter the building using the appropriate entrance points;
  - Assisting in reducing truancy through monitoring and ensuring that students cannot exit from the building at break and lunch times;
  - Overseeing the registration of students who are late to the academy.
  - To follow-up on any post registration truancy concerns.
  - Communicate with home academy and parents/ carers for non-attendance or poor punctuality.
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- Create a student file for their placement including key SEND, behaviour, medical and personal data.
  - Organise a bespoke TT for each student based on their home academy curriculum.
  - Ensure that reports for attendance are completed and shared with the home site.
  - Organise and plan intervention sessions and programmes within the placement period.
  - Organisation of meetings with parents/carers, home academy.
  - Communication with parents/carers when required e.g., uniform, sickness etc.
  - Contact home to follow up on reasons for absence, as requested by the senior leadership team.
  - Participating in duty rota for supervision of Reflection unit.
  - Line management of the support mentor within the SOAR/GAIN setting.
  - Organise CPD and training for support staff within the SOAR/GAIN setting.

	<p><b>Other Duties</b></p> <ul style="list-style-type: none"> <li>• To be role models for the students of the academy.</li> <li>• Under the direction of the academy Leadership Group, undertake such other tasks that may be required to further the efficient running of the academy, commensurate with the level of the post holder.</li> <li>• To assist as required in playing a lead role in the implementation of the academy Behaviour for Learning policy, for example, staffing the Reflection Unit as required.</li> <li>• To participate in academy trips/visits when requested.</li> <li>• To be responsible for own professional development, identifying training needs and requesting courses as appropriate.</li> </ul>
<b>Reporting to:</b>	VP/Director of Aspire
<b>Liaising with:</b>	Academy Leadership Group, SENCO, Inclusion Manager, All Staff, External Agencies
<b>Disclosure level:</b>	Enhanced DBS
<b>Staff Development:</b>	<ul style="list-style-type: none"> <li>• To ensure completion of CPD to enable vulnerable students to thrive within the Academy</li> </ul>
<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>• To monitor the impact of all intervention programmes</li> <li>• To monitor the impact of outside Agencies</li> </ul>
<b>Management of Information:</b>	<ul style="list-style-type: none"> <li>• To ensure all Child Protection information is stored securely</li> <li>• To deal with all Child Protection matters in a confidential and sensitive manner</li> <li>• To ensure the Principal is informed of all matters of concern immediately</li> </ul>
<b>Communications:</b>	<ul style="list-style-type: none"> <li>• To record and report any communication in relation to responsibilities</li> </ul>
<b>Management of Resources:</b>	<ul style="list-style-type: none"> <li>• To work with the academy leadership group to ensure that the subject areas teaching commitments are effectively and efficiently time-tabled and roomed.</li> <li>• To ensure the academy health and safety policies and practices, including risk assessments, throughout the department are in line with national requirements and are updated where necessary.</li> </ul>

<b>Pastoral System:</b>	<ul style="list-style-type: none"> <li>• To work with the teacher responsible for PSHE to ensure appropriate content delivery of programme</li> <li>• To arrange and monitor all counselling provision</li> </ul>
<b>Teaching:</b>	<ul style="list-style-type: none"> <li>• Support in lessons where required</li> <li>• Support the delivery of the extended provision</li> </ul>
<b>Academy Ethos:</b>	<ul style="list-style-type: none"> <li>• Undertake whole Academy duties as outlined in responsibilities agreed each year.</li> <li>• Monitor and support the overall progress and development of students</li> <li>• To engage actively in the performance review process, addressing appraisal targets set by the Principal each Autumn term.</li> <li>• To promote equal opportunities and celebrate diversity in all aspects of the Academy.</li> <li>• To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.</li> <li>• To promote actively the Federation's corporate policies.</li> <li>• To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.</li> <li>• To show a record of excellent attendance and punctuality.</li> <li>• To adhere to the Academy's Dress Code.</li> <li>• To promote equal opportunities and celebrate diversity in all aspects of the Academy.</li> <li>• To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.</li> </ul>

**Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition. Following consultation with you this Job description may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.**

## Person Specification: Attendance and Welfare Officer

Area	Essential	Desirable	Method of Assessment
Qualifications and Training	<ul style="list-style-type: none"> <li>• Good general level of education including five GCSE's A*-C (including maths and English)</li> <li>• Understanding of safeguarding procedures</li> </ul>		Application form
Professional Development	Evidence of relevant continuing professional development	Courses attended relating to for example: improving attendance, safeguarding training	Application form and interview
Experience	<ul style="list-style-type: none"> <li>• Min of 2 years' experience of working in a school admin setting, preferably at Key Stage 3 and 4</li> <li>• Developing, managing and operating administrative systems</li> </ul>	Bromcom experience	Application form, interview and references
Knowledge and Skills	<ul style="list-style-type: none"> <li>• Excellent organisational and interpersonal skills</li> <li>• Good IT skills eg: Excel, Word, Bromcom</li> <li>• Ability to manage own workload, prioritise tasks and be proactive</li> <li>• Ability to work well under pressure</li> <li>• Understanding of the issues which may cause poor school attendance</li> <li>• Knowledge of the legislation and procedures relating to attendance and safeguarding or willingness to learn</li> <li>• Knowledge of how schools and education welfare function</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Google Applications</li> <li>• Counselling experience and training</li> </ul>	Application form, interview, tasks and references
Personal Qualities	<ul style="list-style-type: none"> <li>• Ability to deal with confidential and sensitive information discreetly and with integrity</li> <li>• Capacity to understand, empathise and engage well with young people</li> <li>• Commitment to equal opportunity and the success of every individual</li> <li>• Ability to remain calm under pressure</li> <li>• Ability to self-evaluate and respond positively to constructive criticism</li> </ul>		Application form, interview, tasks and references