

Job Description

Job Title: Education Welfare Officer

Location: Great Yarmouth Charter Academy

Job title	Education Welfare Officer
Salary Scale	Scale G
Hours of Work	Full time – 37 hours per week
Weeks Worked	43 weeks
Responsible to	Assistant Principal
Location	Great Yarmouth Charter Academy

Main purpose of the role

- To support the strategic development, share good practice, plan and deliver collaborative activities beyond the school for the benefits of our students.
- To present the school and its partners positively both within and beyond the school.
- To support children whose education is at risk
- To help families to improve their children's access to learning and enable all children and young people to maximise their educational opportunities, especially those vulnerable groups that may need additional support

Organisational relationships

- To participate in wider Trust meetings and working groups as required
- Liaison with Trust staff, external specialists and stakeholders, parents, carers, visitors, volunteers, and relevant health professionals.
- Internal - Students, Staff, Academy Committee members

Principal accountabilities and responsibilities

Overall	<ul style="list-style-type: none"> • To assist in meeting agreed targets and outcomes in the Academy • To identify those children in need of support by reason of their behaviour, absence from academy, family dysfunction, disability, social or emotional needs or any other special educational needs • To work with Looked After Children and their carers to improve access to the Academy • To give guidance and support to teachers, parents and children in dealing with issues of concern • To assist the Academy to safeguard students through joint work with partner agencies • To assess need, plan interventions, implement effective action and evaluate outcomes against agreed objectives, whilst involving service users in decisions whenever possible, focusing on interventions at phases two and three of the Continuum of Need • To focus on Academy/Partnership responsibilities for children by: <ul style="list-style-type: none"> ○ Carrying out assessments on appropriate referrals using common assessment or other agreed frameworks ○ Implementing the academy attendance management procedures
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	<ul style="list-style-type: none"> ○ Undertaking the management of Education Supervision and Parenting Orders ○ Supporting parents and students when the exclusion process is implemented ○ Assisting parents to ensure that all students who are not in mainstream academy are receiving an appropriate programme of education ● To maintain up to date knowledge and skills in accordance with service specifications and National Occupational Standards through regular training and performance review ● To comply with the Academy policies and procedures at all times ● To represent the academy as required in legal settings
Administration	<ul style="list-style-type: none"> ● To adhere to GDPR and Data Protection Regulations, whilst maintaining confidentiality ● To prepare clear and concise reports as necessary ● To maintain appropriate records ● Support as required with admissions for the academy. ● Support as required transition arrangements for year 6 students. ● Support as required CIAG administration.
Safeguarding	<ul style="list-style-type: none"> ● To comply with the Academy's Child Safeguarding Procedures, including regular liaison with the Designated Safeguarding Lead over any safeguarding issues or concerns and the completion of the Common Assessment Framework where necessary ● To have regard to the agreed Referral and Assessment Pathways published by the Local Authority / Government ● To have regard in all areas of work to the welfare of the child in any situation where abuse is suspected in accordance with Safeguarding Procedures. This includes: <ul style="list-style-type: none"> ○ Providing reports and attend Case Conferences and Reviews ○ Participating in Core Groups ○ Assisting in child protection training of academy staff and other agency services ○ Joint casework with other children's services, including initial assessments
Equality & Diversity	<ul style="list-style-type: none"> ● Support and promote an inclusive culture throughout the school, enabling all students to fulfil their potential, and support them in overcoming any barriers to learning. ● Support the Inclusion Agenda
Other	<ul style="list-style-type: none"> ● Work with parents and other stakeholders in relation to student support. ● Contribute to the Annual Development Plan, the Self Evaluation Form, Principal's Reports, and Strategic Plans. ● Undertake other similar activities that may fall within the grade and scope of the post as directed by the Principal or line manager.

Employee commitments

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In any way possible, in accordance with the role, support students to achieve their potential

- In any way possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

Performance Management

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Context

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

Miscellaneous

To undertake any further tasks which could be reasonably expected by the Trust. The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information. The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly. The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain their personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure and Barring Service) to be undertaken. It is essential you to disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are “spend” under the provisions of the Act.

Person Specification	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • First degree or NVQ Level 4 in social work, teaching, counselling, psychology or youth and community work or other 	<ul style="list-style-type: none"> • Post qualifying training in social work, counselling or other professional development areas

	work related to work with children and/or relevant experience <ul style="list-style-type: none"> • Willingness and ability to obtain and/or enhance qualifications and training for development in the post • Training on safeguarding • Evidence of continuous professional development and training 	relevant to working with families/parents/children and young people
Experience	<ul style="list-style-type: none"> • Experience of using social work or counselling approach to working with parents and children • Experience of accurate record keeping • Experience of report writing 	<ul style="list-style-type: none"> • Experience of working in the education system and in multi-agency settings
Professional Skills and Attributes	<ul style="list-style-type: none"> • Knowledge of school systems and pastoral systems • Knowledge of different approaches to working with parents of disaffected students • Knowledge of positive approaches to empowering and enabling students and parents / carers to help themselves • Ability to undertake assessments and write reports to a high standard • Knowledge of the legislative framework that underpins the work of supporting families and schools, including attendance and behaviour • Knowledge of safeguarding principles and legislation • Highly developed organisational skills and the ability to prioritise own workload • Excellent negotiating skills • Ability to work individually or as part of a team • A strong commitment to the Trust values and ethos • Commitment to support the Trust's agenda for safeguarding and equality and diversity • A flexible approach and strong work ethic 	

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Signature

Date

Name