

Educational Welfare Officer

Job Description

Post title	Educational Welfare Officer	
Reports to	Assistant Head Teacher (Pastoral)	
Location of the post	The Marvell College	Grade 6

Main Purpose of the Post

1. To promote and safeguard the welfare of children and young people. To work alongside the Safeguarding Lead to address the needs of pupils who need particular help to overcome barriers to learning such as attendance, behavioural and emotional difficulties, through restorative counselling, supervision and close liaison with home and outside agencies. To establish relationships that support the pupil in reaching their potential. To be responsible for the management and development of home-school links.

Roles and Responsibilities

2. Awareness of and compliance with all school policies and procedures, including those relating to child protection, safeguarding, health, safety and security, confidentiality and data protection, recording information and reporting all concerns to an appropriate person.
3. Manage a caseload of 'at risk' students, where attendance falls below 90% and implement strategies to improve attendance, ensuring prompt, consistent and rigorous intervention with poor attendance is robust.
4. Have responsibility for monitoring the attendance of most vulnerable students at the college including Looked After Children, those on the Child Protection Register, children identified as being in need either by pastoral staff or external agencies.
5. Work with families where attendance is a concern in order to ensure poor attendance is not endemic across sibling groups.
6. Work with the Transition Coordinator to have first-hand knowledge of Y6 into Y7 students who are Persistent Absentees/cause for concern regarding attendance in order to monitor these students from the start of secondary school.
7. Manage the process of addressing poor attendance across the college. Organising meetings as appropriate for vulnerable students ensuring all external agencies and relevant staff are invited in conjunction with the DSL/Deputy DSL.
8. Represent the college at external meetings e.g, Social Services Case Conferences, Child in Need Meetings, LAC Reviews on occasion, where appropriate, in conjunction with the DSL/Deputy DSL.
9. Liaise closely with the senior leadership team and pastoral leaders to address any attendance or welfare concerns, to help ensure the aspirational aims and objectives of the college are achieved.

10. To undertake regular, planned home visits to persistent absentees/vulnerable families in order to build relationships and engagement with school.
11. To communicate effectively with all external agencies including possible alternative providers e.g., Special schools, LA and other external agencies including CAMHs, Social Services, Police etc. where appropriate, in conjunction with the DSL/Deputy DSL.
12. To ensure effective communication/consultation as appropriate with the parents/carers of students through text, phone, letter and home visits, where applicable.
13. To follow the legal processes regarding Fixed Penalty Notices and Prosecution for non-attenders. To ensure all paperwork, follow-up and meetings are followed in the correct procedural order.
14. Liaise with the Local Authority when cases of poor attendance reach the level of legal intervention. Manage the process of evidence sharing and represent the college at court were necessary.
15. Maintaining and recording of the confidential records of attendance and interventions for all students both manually and updating of the school information systems.
16. To support the Attendance Team in their daily routines, challenging students arriving late, recording the information and contacting parents regarding student absence.
17. Liaise with Pastoral team regarding any student absences with priority given to the "key students" whose attendance is a priority.
18. Liaise weekly with Pastoral Teams about any prolonged student absences (under 90%) to ensure these are being dealt with and monitored and to ensure correct procedures are in place re FPN/Prosecution.
19. Housekeeping exercise to be carried out daily: to scrutinise unexplained absence reports for all year groups, investigate and rectify all unexplained absence marks via working with year groups.

Responsibility

1. Responsibility for Staff:

None

2. Responsibility for Customers/Clients:

The post holder is responsible for the health, safety and welfare of pupils in their care. The post holder is responsible for the progress and support for pupils in their care.

The post holder is responsible for liaison with parent/carers, pastoral colleagues and teaching staff on matters relating to individual learners in their care.

The post holder is responsible for the personal, behavioural, emotional, social and educational development of identified learners.

3. Responsibility for Budgets:

None

4. Responsibility for Physical Resources:

The post holder is responsible for the day-to-day care and maintenance of equipment and resources within the working environment. This includes the presentation of the physical environment.

Decision Making

Decisions on when and how to intervene/escalate issues.

HCAT are committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 so is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.

HCAT provide front line services, which recognise the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with HCAT Policies and Procedures.

HCAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.

HCAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school, as your employer and you as an employee. In addition to the schools overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the school's Health and Safety policy.

Contacts and Reason for the Contact:

5. Within the School

Pupils, SLT, Academic & Pastoral Links, Departmental Staff, Technicians, Governors, Parents, Carers and Wider family.

The post holder will supervise, instruct, support and lead pupils through a range of social, emotional and academic activities/interventions.

The post holder will liaise with teaching staff to support progress for any identified pupils and ensure interventions/activities are planned and implemented.

The post holder will work with identified students and their families in order to raise attendance whilst offering provide pastoral care and academic guidance to identified pupils.

6. Within the Trust

Other schools within the trust

Safeguarding Lead and other core staff at the trust.

7. With External Bodies to the Academy

Local authority and courts to escalate cases of non-attendance.

Risks to health

Physical demands – low risk

Working conditions – risk of exposure to people related behaviour/unpleasant environmental conditions due to the need to conduct home visits.

Emotional demands – moderate risk as providing front line support to pupils who have difficulty managing their attendance/behaviour at school. Professional learning and supervision will seek to mitigate the impact of emotional demands.

Person Specification

The person specification should be agreed in advance of the advert being placed and should specify criteria that will be used to decide the best candidate for the post. The selection process should be designed to test all of the requirements including questions, tests, presentation etc.

CRITERIA - headings and details for this post	ESSENTIAL	METHOD OF ASSESSMENT*	DESIRABLE	METHOD OF ASSESSMENT*
QUALIFICATIONS	GCSE in English and Maths at grade C or above or equivalent Restorative practice qualification Safeguarding Level 1	AF, R	Degree Teaching assistant qualification ECDL/Level 2 ICT qualification Team teach techniques	AF, R AF, R AF, R
EXPERIENCE	Proven experience of working in an educational setting. Experience of working with children in the private, public and voluntary sector. Experience of working with young people who may be vulnerable or have behavioural challenges. Successful experience of working in partnership with agencies delivering services for young learners and their families. Experience of working unsupervised with individuals/groups of pupils.	AF, R AF, R AF, R AF, R AF, R		
KNOWLEDGE	Knowledge and commitment to safeguarding and promoting the welfare of children and young people	AF, I, R	Knowledge of the compound nature and complex reasons why some children do not make social and	AF, I, R

	A working knowledge of counselling techniques and the ability to support individuals through difficult or challenging situations.	AF, I, R	emotional progress at the same rate as their peers of similar age.	
SKILLS	<p>Ability to engage children.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children, young people and parent/carers.</p> <p>Ability to deal with variable work situations, analyse situations and plan appropriate interventions to achieve desired outcomes.</p> <p>Ability to work to tight deadlines.</p> <p>Ability to resolve conflict and reengage all parties in learning.</p>	<p>I, R</p> <p>I, R</p> <p>I, R</p> <p>I, R</p>		
PERSONAL QUALITIES	Highly developed oral and written communication skills	AF, I, R		
OTHER REQUIREMENTS				

*Key: AF=application form; I=interview; T=test; P=presentation; R=references