

Job Description:	Support Staff
Role:	Review Officer
Salary/Grade:	Band 7/Level 3 SCP 11-17
Introduction & Prime Objectives of the Post:	
<p>The role of a Review Officer is to;</p> <ul style="list-style-type: none"> • Undertake administrative, financial and organisational processes for Chellow Heights School as a member of the Family Support and Pupil Intervention Team linked to all aspects of pupil support and welfare. • Ensure that Chellow Heights School remains compliant with the statutory processes linked to admissions, transport, pupil progress, Annual Reviews of Statement, Educational Health and Care Plans and statutory DFE returns. • Assist with the planning and development of pupil support services. <p>This role involves engaging with pupils in regulated activity relevant to children.</p>	
Key Duties & Responsibilities:	
<p>Organisation;</p> <ul style="list-style-type: none"> • To deal with the organisation, planning and administrative support for all aspects of pupil support including Annual Reviews of Statements of Education Need, Education Health and Care Plans, pupil admission, applications for transport etc. • Deal with complex parent and reception/visitor etc. matters. • Contribute to the planning, development and organisation of the pupil and family support service systems/procedures/policies in school. • Organise school trips/events, including the management of relevant finances, etc. • To assist on School Reception as and when required. <p>Administration;</p> <ul style="list-style-type: none"> • To provide, complete and distribute in a timely fashion minutes for relevant meetings linked to reviews, EHCPs, attendance, LAC meetings as required. • Provide personal, administrative and organisational support to other staff as required. • Manage manual and computerised record/information systems. • Undertake typing and word-processing and complex IT based tasks, including updating allocated website pages. • Undertake administration of complex procedures, • Analyse and evaluate data/information and produce reports/information/data as required. Provide administrative and organisational support to the Governing Body as required. • Complete and submit complex forms, returns etc., including those to outside agencies e.g. DFS/ EFA. • To assist on School Reception as and when required. <p>Resources;</p> <ul style="list-style-type: none"> • Operate relevant equipment/complex ICT packages. 	

- Monitor and manage stock within an agreed budget, cataloguing resources and undertaking audits as required.
- Manage uniform/snack/other 'shops' within the school.
- Provide advice and guidance to staff, pupils and others.
- Provide support for data inputting and analysis.
- Manage administration of meetings.
- Undertake research and obtain information to inform decisions.
- Assist with procurement and sponsorship.
- Assist with marketing and promotion of the school.
- Undertake complex financial administration procedures as required linked to the interventions for pupils
- Assist with the planning, monitoring and evaluation of budget as required.
- Manage expenditure within an agreed budget as required.

Other Responsibilities;

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To ensure all statutory requirements are met and returns completed in a timely manner linked to admissions, annual reviews, EHCPs, Assessment and target setting and other appropriate tasks.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.

Effort Demands:

- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary, e.g. dealing with a sick, injured or distressed child.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Make decisions using initiative within established working practices and procedures.
- To make decisions within established working practices and procedures.
- The postholder will be expected to use good common sense and initiative in all matters relating to the health, safety, behaviour and well-being of pupils and the correct use and care of materials and equipment by pupils.

Environmental Demands/Working Conditions:

- Will have long periods of sitting
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.

- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may be subjected to antisocial behaviour from pupils directly or members of the public/parents/site users, including aggressive and anti-social behaviour. You are expected to follow the schools policy and procedures for behaviour management, and any specialist training when dealing with incidents.
- The post holder is expected to be an exemplar of good attendance for pupils. This is important for both the consistency to very vulnerable pupils and to role model for pupils' achievements possible when people have good attendance in work and school.
- To ensure their professional practice meets the requirements of the Equalities Act at all times.
- All staff are expected to contribute to and adhere to the policies and procedures for the school. Particularly staff must regularly familiarise themselves with and follow; policies and procedures for health and safety, including ensuring the health and safety needs of themselves and others through dynamic risk assessments
- Safeguarding including child protection, Keeping Children Safe in Education and PREVENT
- E-safety and the use of social media in order to protect the pupils and the school.
- The use of phones, photographs and videos are prohibited
- Behaviour (including anti bullying) policy and principles
- Policies and procedure linked to the Equalities Act
- Manual handling.
- Report all concerns to an appropriate person.

Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
 - To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
 - Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
 - Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
 - Must be legally entitled to work in the UK.
- This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks. Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Headteacher/Line Manager.
 - This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment
 - This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



Special Conditions of Service: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Intermediate Threshold Fluency Duty Required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

Date:	January 2024
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PERSONNEL SPECIFICATION:

		Essential/ Desirable	How Identified
Qualifications/ Training	<ul style="list-style-type: none"> • GCSE English and Maths at grade C or equivalent. • NVQ 3 in relevant discipline or equivalent qualification or experience. • Word Processing qualifications. • Qualifications relating to post e.g. data inputting/ analysis or practical skills, first aid. 	<p>E</p> <p>E</p> <p>E</p> <p>D</p>	AF and Selection process certificates
Experience	<ul style="list-style-type: none"> • Administration experience in a school with pupils of relevant age. • Administration experience working in a school with pupils with special educational needs. • Experience of working as part of a team. • Experience of development, management and operation of administrative systems and ICT packages. • Clerical / administrative / financial experience. • Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level. 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	AF, selection process and Interview

	<ul style="list-style-type: none"> • Demonstrate a commitment to working with children of the relevant age. • Good sense of humour. • Flexibility and willingness to accept change. • Willingness to share expertise, knowledge and experience. • Approachable, courteous and able to present a positive image of the school to callers and visitors. • Maintain confidentiality in matters relating to the school, its pupils, parents and carers. • Ability to prioritise conflicting demands and pressures. • Ability to work proactively and independently. • A personal and professional commitment to equal opportunities, diversity and the promoting of good race relations. • Willingness to continue to review own professional development 	<p>E</p>	
Personal Circumstances	<ul style="list-style-type: none"> • Legally entitled to work in the UK • Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an advanced threshold Level. 	<p>E</p> <p>E</p> <p>E</p>	<p>AF, selection process checks, interview</p>