



Bradley Bar, Huddersfield HD2 2JT

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STAR Manager – Grade 9

Job purpose

STAR (Student Turnaround and Reintegration) is a structured intensive student-based intervention, that has been developed to help and support those children who are likely to struggle with transition. The aim of STARS is to increase protective factors that support students to overcome barriers to learning and make them resilient, such as positive engagement in community and education, high self-esteem, ability to manage emotions, and peer relationships.

As a STAR Manager you will report the Vice Principal. You will bring your professional discipline to the team and will hold a caseload of complex cases working intensively and flexibly with different students. You will build on existing levels of engagement and intervention, including working with students and utilising the formulation model and analytical process to support the delivery coordinated strategies.

This role is based within [All Saints Catholic College School.](#)

Key areas of responsibility

You will be supported to determine the appropriate interventions and work with families to establish specific goals for the intervention. The overall aims of STAR are:

- increase student engagement with and success in education and training.
- promote positive activities for students
- reduce young people's offending and/or anti-social behaviour
- systemically tackle underlying problems within the school.

Engaging with students and developing their commitment to STAR as well as the input required will be vital to your success although the nature of the work means this will be challenging. Your passion and interest in reducing the risk of child exploitation will be apparent and you will be keen to develop your expertise in formulation.

Specific Duties

- Manage the STAR Centre and promote positive behaviour management by modelling and providing effective strategies with students in the STAR Centre and around school.
- Liaise with the Assistant Principal for Behaviour, DSL (Designated Safeguarding Lead) and Inclusion Lead about issues which arise, especially ongoing enquiries in all aspects of SEMH (Social, Emotional & Mental Health) needs as well as subsequent behaviour, using a collaborative approach to meet the needs of the students.
- You will exercise professional judgement and ensure students are supported fully and sensitively and that all actions assigned to All Saints Catholic College from reviews or work with external agencies are carried out.
- You will utilise theory, develop knowledge and expertise in a range of interventions, sharing evidence-based practice across the school.
- You will have commitment to safeguarding and promoting the welfare of children and young people and/or vulnerable adults.
- You will be aware of and comply with policies and procedures relating to child protection, health, safety and scrutiny, confidentiality, and data protection, reporting all concerns to an appropriate person.
- You will liaise with parents/carers of students in need of additional support, to provide updated information on students' progress.



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- You will understand the range of supportive interventions within school that could be drawn upon to provide additional support for students.
- You will support staff in identifying individual and small cohorts of students.
- You will develop 1:1 mentoring for all students needing specific support to achieve behaviour/pastoral targets.
- You will contribute to the performance monitoring and reporting requirements of the STAR programme and the recording of information on CPOMS and collating annual reports.
- You will act as a source of support, advice and expertise to staff on matters of SEMH and when deciding whether to make a referral by liaising with outside agencies.
- You will work directly with children in need and their families in the community to promote, strengthen and develop links with the college to avoid or prevent children refusing to attend school, becoming children missing in education, or suffering significant harm.
- You will develop links with feeder primaries to ensure the smooth transition for children currently working with multi-agencies who have identified SEMH needs.
- You will work with the Safeguarding and Inclusion teams to oversee the support given to students, by them, ensuring their work is appropriate and offer supervision.
- You will coordinate the ELSA (Emotional Literacy Support Assistant) programme and deliver ELSA training in school. Supporting and monitoring the delivery of appropriate interventions through information gathering and observations.
- In line with policy, you will respond to all safeguarding/child protection concerns/referrals in school including, for example, disclosures, SEMH issues, and liaise with feeder primaries to ensure the smooth transition for children who are currently working with multi-agencies and following each issue to a conclusion.
- You will attend appropriate meetings such as TAF, FGCs, Annual Reviews, Safeguarding Meetings or Community Hub Meetings and contributing as a named author.
- You will make arrangements for and monitor in-house counselling of identified students by keyworkers e.g., bereavement counselling, liaising with the DSL/DDSL.
- You will make referrals to external agencies to support specific social, emotional and mental health needs of identified students e.g., TYS, CAMHS, CRI Base, Police, YOT, Insight.

Additional duties

- You will liaise with the Pastoral and SEND staff in relation to students referred to the Safeguarding Team regarding their SEMH needs.
- You will prepare up to date case studies and supporting documentation for Ofsted on various aspects of SEMH issues that have arisen in school.
- You will develop strategies to promote and highlight SEMH needs within school with the DSL, DDSL and Inclusion Manager.
- You will ensure specialist Risk Assessed Management Plans are in place and reviewed regularly for students who display SEMH behaviours.
- You will provide 1:1 targeted work around behaviour, social, emotional & mental health issues.
- You will investigate, deal with and resolve community behaviour issues, reporting to police (if required) and parents/carers. Behaviour for Learning (BfL) Coordinators for Years 7-11 are the first point of contact.

You will be supported within the Senior Leadership Team; and will receive regular group and individual professional supervision to support you as a professional and share learning and best practice.



Employee Specification

Knowledge, qualifications, skills and experience	Shortlisting criteria
Significant experience of delivering high-quality early support services to children, young people with complex issues and multiple vulnerabilities.	Essential
Postholders will be working with several children at any one time all with competing needs and priorities so must be able to demonstrate a flexible approach to work arrangements and to manage a high volume and complex caseload.	Essential
Demonstrates an understanding of and commitment to the STAR approach and good understanding of child development and a clear understanding of issues facing children and young people.	Essential
GCSEs in English, maths and science, and educated to graduate level in an area relevant to work with Children, Young People and their families such as a qualification in Youth Work, Play Work, Youth Justice, Counselling, Family Support Social Work, Guidance, Coaching or Teaching, and be able to demonstrate experience and competencies.	Essential
Experience of coordinating or understanding of ELSA.	Desirable
You will have excellent communication, presentation, and facilitation skills to be able to effectively present information including and previous experience of multi-agency and partnership working.	Essential
You need to be positive and enthusiastic, able to lead and motivate others and, where needed, challenge partners' decisions to ensure children and young people support to achieve better outcomes for families.	Essential
Able to develop and use interventions to promote positive change, independence, and wellbeing in accordance with assessed need, demonstrating an understanding of a child lived experience.	Essential
We need our employees to be driven to achieve the best, to be a self-starter, hardworking, respectful, and thoughtful to each other and our customers and to be creative, wherever they work.	Essential
Be able to transfer knowledge and skills into new situations producing bespoke solutions that help meet needs of students.	Essential
A good working knowledge of relevant legislation and ability to apply this knowledge to practice particularly in relation to safeguarding, offending behaviour and mental health.	Desirable
Demonstrate skills to be able to undertake high-quality assessments using formulation and provide clear analysis, within set timescales.	Essential
Committed to continuous personal and career development and keeping up to date with changes in practice, legislation and guidance, and working within professional standards.	Essential
Professional in approach and keenly aware of the importance of strictest confidentiality because of the often very sensitive information that will be accessed working within confidentiality and information sharing protocols.	Essential
Good organisational skills to prioritise and organise a varied workload and competing priorities.	Essential
Understand the importance of clear and timely case recording, to evaluate the STAR programme and demonstrate the outcomes achieved.	Essential
Effective written and oral communication skills and proficient use of IT packages including, Word, Excel and databases.	Essential
Accepts an enhanced DBS and barred list check is required. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.	Essential



Behaviours and expectations

The right behaviours and attitudes are as important to us as the skills you bring to the job. We expect all our employees to demonstrate the following behaviours:

- **LOVE:** To do everything for God, for others and for self with kindness
- **SERVICE:** To work together for the benefit of everyone
- **FAITH:** To be guided by the faith in all that we do, trusting in God
- **COURAGE:** Doing the right thing even when it is difficult
- **RESPECT:** To have respect for ourselves, each other, and our environment

These will be tested throughout the selection process.

You will also have regard for the policies and practices of the school and maintain high standards in your behaviour, attendance and punctuality. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through School communications.

When you start in your role you will receive a comprehensive induction and any mandatory training including safeguarding and core CPD.

You will also promote and be a role model of the All-Saints Catholic College expectations of a new employee within the organisation.

General information

See your responsibilities related to [Safeguarding](#).

This Job Profile is intended to provide an understanding and appreciation of the responsibilities of this particular job. It is not possible to specify every detail and we expect you to work flexibly within your skills, knowledge, experience, and grade of this job.

For Office Use Only:

Job Category	School (All Saints Catholic College)	Grading ID	652
Job ID	67280 (Matched)	Last Updated	17 May 2022
Job Focus	N/a	Career Progression	N/a

Contractual Variants

DBS Category	Children's	DBS Type	Enhanced and Barred
Health Check	N/a	Politically Restricted	N/a
24/7 working	N/a	Public Holidays	N/a
Night Working	N/a	Alternating Pattern	N/a
Standby	N/a	Other	N/a
Checked by HR	M. Chmura/ J. Richardson		