

ROBERTSBRIDGE COMMUNITY COLLEGE JOB DESCRIPTION	
Job Title:	Student Support Leader
Pay Scale:	East Sussex Single Status Grade 8
Last updated	March 2024
Responsible to:	Senior Student Support Leader
Hours	37 hours per week, 40 weeks per year (term time only plus one week during school holiday periods per annum) Duties are included and it is an expectation that lunch will be taken earlier or later to allow daily duties which are included in the role.
Line Management Responsibilities:	Learning Mentors
Job Purpose (Main purpose of the role)	
To be responsible for the overall pastoral wellbeing of the students within the designated year group(s). Undertake all roles of behaviour, safeguarding, attendance, rewards and pupil premium for this group of students working with the other Student Support Leaders, under the Senior Student Support leader. To develop strong and positive links with parents and carers.	
Key Responsibilities and tasks	
1. To be responsible for the development of all students' pastoral well-being in the year group(s) 2. Undertake lunchtime duties daily 3. Staff the IEU and callout system on a rota basis. 4. To liaise with external agencies to plan suitable interventions 5. To contribute to provision mapping for students (e.g. SEND, alternative provision etc) 6. To contribute to creating a strong Year group ethos, setting high expectations for all aspects of student performance 7. To contribute to whole school student voice activities, including supporting the RCC Student Council 8. To oversee and support a suitably planned Learning Mentor Time curriculum 9. To liaise regularly and effectively with the Year team to ensure student well-being and progress 10. To assist with the induction and transition processes for students from KS2/3 & KS4/5 11. To be accountable for, and with Senior Leaders, to jointly lead, develop and enhance the practice of other staff in the Year team; to include leading Pastoral Learning Mentor team meetings; preparation of appropriate resources 12. To participate fully in performance management as defined in the College's policy 13. To assist in conducting self-evaluation of main areas of accountability and communicate effectively with line manager and peers in order to establish and to achieve key priorities for school improvement 14. To comply with any reasonable request from the line manager to undertake responsibility of a similar level that is not specified in this job profile 15. To monitor attendance in the Year; employing appropriate intervention strategies with those who are attendance concerns 16. To provide a physical presence in corridors during the day 17. To act as the safeguarding lead, pupil premium and looked after child (LAC) named person for the year groups assigned. 18. To contribute to the risk reduction plans and other key safeguarding documentation 19. To support students to reinforce RCC's expected standards of behaviour to maximise progress, recognize and promote student achievement. 20. To liaise with staff, parents/carers and outside agencies to promote student welfare and progress 21. To assist with reports and other information on individual students 22. To plan, lead and deliver Year assemblies in conjunction with the AHT 23. To foster the ethos of the Year team and identify any training needs	

24. To engage in Year group self-review and quality assurance processes e.g. Learning Mentor period observations, supporting them with strategies and outcome planning
25. To contribute to the RCC strategic priorities
26. To monitor relevant online systems (e.g. My Concern, Class Charts, SIMS) daily for student concerns, taking action where necessary
27. To be available for key times and events outside term e.g. parents' evenings / results day etc
28. To liaise with Examination Officer, SENCO and learning mentors

Designated Safeguarding Officer

As part of your duties at Robertsbridge Community College, you have a specific role around the safeguarding and welfare of our young people. Please see the addendum below that outlines the specific **duties and responsibilities** in addition to your current role;

Managing referrals

- Refer cases of suspected abuse to the local authority children's social care.
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern.
- Refer cases where a crime may have been committed to the police.
- Keep detailed, accurate and secure written records of concerns and referrals using MyConcern.
- Act as DSL in the absence of DSL / DDSL

Working with staff and other agencies

- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part time staff)
- Inform the headteacher of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations.
- Liaise with staff on matters of safety, safeguarding, and when deciding whether to make a referral
- Act as a source of support, advice and expertise for staff
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- Attend and contribute to child protection case conferences effectively when required to do so
- Attend family support meetings, Looked after Child Meetings and any other agency support meeting for our students.

Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role.
- Maintain up to date training records through Educare.
- Undergo Prevent training and be able to:
 - Support the school or college in meeting the requirements of the Prevent duty.
 - Provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to:
 - Provide advice and support to staff on protecting and identifying children at risk of FGM.
 - Report known cases of FGM to the police, and help others to do so.

Raise awareness

- Ensure the school's child protection policies are known, understood and used appropriately.
- Work with the governing board to ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.

- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them.

Other areas of responsibility

- Where children leave the school, securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file and via MyConcern if the receiving school uses this system.
- Read safeguarding files for any new starters and upload a summary to MyConcern.
- Provide safeguarding reports to the Headteacher or DSL on demand.
- Model best practice and uphold the principles of confidentiality and data protection at all times

Child Protection and Safeguarding Policy

It is the post holder's responsibility for promoting and safeguarding the welfare of children. You will comply with the College's Child Protection and Safeguarding Policy, and the requirement to report to the Child Protection Officer any concerns relating to the safety or welfare of children.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Signed:	Post Holder:	Date:
Signed:	Headteacher:	Review Date:

PERSON SPECIFICATION

	Essential Criteria	Desirable Criteria	Method of Assessment/Source of Information
Education and Qualifications			
Good standard of education – level 2 equivalent	Yes		• Application
Advanced Level 3 qualification		Yes	• Application
ICT competent e.g. SIMS.net or equivalent and Microsoft Office Suite	Yes		• Application
Evidence of professional training in an educational setting		Yes	• Application
Experience			
Working with, or experience of supervision of children/ young adults	Yes		• Application • Reference • Interview
Working in an educational setting		Yes	• Application • Reference • Interview
Evidence of application of a wide range of behaviour management strategies	Yes		• Application • Reference • Interview
Contributing to/ Implementing and reporting on personal action plans/support plans/care plans or IEPs		Yes	• Application • Reference • Interview
Good admin and record keeping experiences	Yes		• Application • Reference • Interview
Leading a team		Yes	• Application • Reference • Interview
Working as part of a team	Yes		

Knowledge, Skills and Abilities			
	Essential Criteria	Desirable Criteria	Method of Assessment/Source of Information
Excellent communication skills, written and verbal	Yes		• Application • Reference • Interview
Ability to work effectively with and command the confidence of teaching and associate staff	Yes		• Application • Reference • Interview
Patience	Yes		• Application • Reference
Resilience	Yes		• Application • Reference
A willingness to develop a range of approaches to assist in engaging with students and to encourage them to engage with the learning process.		Yes	• Application • Reference • Interview
An ability to communicate with education and care professional from the wider children's services team.		Yes	• Application • Reference • Interview
An ability to develop positive relationships with targeted groups of vulnerable students and their families		Yes	• Application • Reference • Interview
An ability to engage with challenging students without confrontation	Yes		• Application • Reference • Interview
An ability to work positively with families and to engage their support in improving behaviour	Yes		• Application • Reference • Interview
A commitment to inclusion, equal opportunities and fairness	Yes		• Application • Reference • Interview
An ability to work on initiative	Yes		• Application • Reference • Interview

An understanding of child protection, confidentiality and health and safety procedures	Yes		• Application • Reference • Interview
Other requirements			
A commitment to safeguarding procedures	Yes		• Application
A willingness to undertake additional training, keep up to date with educational developments and changes in good practice	Yes		• Application • Interview
A commitment to the specialist nature of the school: performing arts	Yes		• Application • Interview
A good attendance and punctuality record	Yes		• Application • Reference
List 99/CRB/DBS clearance	Yes		• Application