

SUPPORT STAFF
JOB DESCRIPTION

ROLE TITLE	Student Support Manager
CONTRACTED HOURS	37 hours per week / 41 weeks per year
LOCATION	Felixstowe School (may be deployed across the trust)
GRADE / SCALE POINT – SALARY	Scale 4 SP 7-11
REPORTING TO	Director of Student Support / Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

Assist in the overall raising of student standards and achievements, through raising students' esteem, expectations, and aspirations by working as a mentor with individual students to overcome barriers to their learning.

KEY TASKS & RESPONSIBILITIES

OVERALL RESPONSIBILITY

- In liaison with the Assistant Headteacher, provide effective information and support for form tutors and classroom teachers, which continually enhances the quality of learning in the school.
- Liaise with external agencies and practitioners from support agencies to ensure individual needs for education and wellbeing are met.
- To work as a mentor with individual students to overcome barriers to their learning and thereby assist them in achieving their full potential.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the School's Safeguarding procedures.
- Contribute to the needs of the child as identified in the Children Act (2004) by participating in the initial assessment of any students who have additional needs and sharing outcomes with other professionals supporting the child.

GENERAL DUTIES

Leadership and Management

1. Work with Director of Student Support to plan strategies designed to resolve subject specific needs of individual students.
2. Support school behaviour and uniform policies.
3. Identify, commend and celebrate areas of success for individual students, e.g. privately or in assemblies as appropriate.
4. Maintain accurate and up-to-date records of meetings, action plans (including SPSFs) and student progress and ensure that they are regularly reviewed.
5. Administer and manage the daily report system and any other relevant evidence that may be used to monitor student progress.
6. Ensure that strategies are in place to support students with poor attendance and to ensure that regular checks are in place to identify truancy.

7. Take charge of the administration of lunchtime and after-school detention system, including record keeping, reminding students, liaising with duty staff and coordinating any follow up action.
8. Administer communications with parents and outside agencies as required and ensure that student records are maintained.
9. Keep a record of any cases of prejudice related abuse and ensure that follow up actions are taken to educate and support.

SUPPORTING STUDENTS

1. Contribute to the rota of staff overseeing the Isolation room.
2. Support the reintegration of excluded students; record details of the exclusion, supervise excluded students as required.
3. Work with students 1:1 to encourage them to maximise their potential through a range of strategies and support programmes, e.g. use strategies which:
 - Develop organisational skills and memory
 - Develop independent and collaborative working
 - Identify different learning mechanisms
 - Improve the student's behaviour.
4. Support tutors to draw up an action plan for each identified student, set regular targets and actions and monitor the outcomes – thereby evaluating progress towards a more positive approach to learning.
5. Challenge students to remain motivated and focused; maintain a presence around the school in order to support the code of behaviour and the code of dress
6. Contribute to the extended schools programme which provides enrichment activities, both within and outside of school.
7. Work with individual students, identifying the current barriers to learning, and monitor progress towards set targets.
8. Support students to evaluate their progress and provide access to learning skills for personal development.
9. Contribute to the Options programme (including the Information Evening) and be prepared to advise and guide students on future choices.
10. Support and mentor in cases of bullying as specified in the school's Anti Bullying policy.

LIAISON WITH STAFF

1. Work with the Director of Student Support, Teachers, Heads of House and Form Tutors in the early identification of pupils who may benefit from additional support, e.g. those that are:
 - Underachieving
 - At risk of exclusion
 - Poor attenders
 - Disaffected
 - Experiencing learning difficulties
 - Lacking in self-esteem and confidence.

This will require monitoring of base data such as SATs, FFT etc.

2. Liaise with Teachers, Form Tutors and Heads of House to monitor student workload (including homework), work rate and access to learning.
3. Regularly inform Teachers, Form Tutors and Heads of House of developments, improvements in performance and successful strategies.
4. In collaboration with staff, arrange for the withdrawal of students who need additional support.

LIAISON WITH COMMUNITY AND AGENCIES

1. Make regular contact with parents, encouraging them to support their child in overcoming their learning difficulty by advising them about strategies to improve learning.
2. To meet with EWO regularly and support Form Tutors in monitoring absence and truancy.

3. Liaise with outside agencies (e.g. 12+ Team, School Nurse, CiC coordinator), parents and carers to engage others to be involved in students' learning and to give ongoing positive support.
4. Work with these agencies to enable students to have access to the wide variety of opportunities and services available to them outside of school provision.
5. Liaise with feeder primary school staff to enhance the identification and provision made for those pupils who may need additional support on transfer.
6. Liaise with others who may be involved with the student directly or who may take responsibility for the student in the near future.

HEALTH AND SAFETY

1. Undergo basic First Aid training and update courses where necessary.
2. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
3. Co-operate with the employer on all issues to do with Health, Safety and Welfare.

CONTINUING PROFESSIONAL DEVELOPMENT - PERSONAL

1. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments which may lead to improvements in teaching and learning and care for students.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available – particularly mentoring skills and student management.
3. Keep up to date with current regulations, advice and training on safeguarding matters.
4. There may be an opportunity for the right candidate to become trained as an alternate safeguarding lead.

ADDITIONAL RESPONSIBILITIES

Undertake any duties reasonably requested by the Headteacher.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.

5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Required for fully competent performance of job
Education and Qualifications	<ul style="list-style-type: none"> Education to Grade C at GCSE (or equivalent) in Math and English 	<ul style="list-style-type: none"> Further qualifications - Education to A Level standard (Level 3) or equivalent Counselling qualification
Specialist Knowledge and Skills	<ul style="list-style-type: none"> Good administrative skills ICT competency 	<ul style="list-style-type: none"> Level 2 Safeguarding training First Aid training
Interpersonal and Communication Skills	<ul style="list-style-type: none"> Effective presentation skills Ability to work collaboratively Good communication skills, both written and oral Excellent interpersonal skills, with the ability to enthuse and motivate young people. Excellent negotiating skills and the ability to diffuse situations. A good sense of humor 	
Relevant Experience	<ul style="list-style-type: none"> Experience of working with young people either in a voluntary or work based situation 	<ul style="list-style-type: none"> Experience of working in an education environment such as a school or college
Additional requirements	<ul style="list-style-type: none"> Commitment to continuous improvement Flexible approach Able to work independently and as part of a team Approachable and sensitive to the needs of others Openness and willingness to 	

	<ul style="list-style-type: none">• address and discuss relevant issues• Self-motivating and resilient	
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