

JOB DESCRIPTION
THE ROSELAND MULTI ACADEMY TRUST

Job Title:	Student Support Manager
Grade:	H (Points 1 – 6) Salary range: £23,544 - £28,370pa Actual salary: £20,139 - £24,267pa
Employment:	44.6 weeks per year 37 hours per week plus 5 INSET days
Responsible to:	Chief Executive Officer, Headteacher, Leadership Team, Learning Leaders, SENDCo, Chair of the Trust Board,
Direct/Indirect Supervisory Responsibility:	None
Important Functional Relationships:	Internal: Chief Executive Officer, Headteacher, Leadership Team, Central Services Team, staff, students, Trustees, Governors. External: Trust partners, other schools and colleges and services, parents/carers, contractors, visitors to the school.

Main Purpose of Job

Falmouth School is seeking to appoint a Student Support Manager who will join our highly professional team. If successful, you will enable the SENDCo to work more strategically; as the Student Support Manager you will actively support the daily operations and communications. You will collaborate closely with the pastoral teams and teaching teams by disseminating the key information, and support the overall organisation. They will be pivotal to the embedding of the Provision Map tool and will engage positively with learners with SEND, along with key staff, and act as a key point of contact for staff in relation to the provision, planning and funding of support for them. This is a varied and rewarding role, helping to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all learners.

As Student Support Manager, you will engage positively with students, along with key staff, to provide a first response for students in need of support with managing personal difficulties and positively supporting their safeguarding and wellbeing. This is a varied and rewarding role, helping students to learn social and emotional skills, which will have a positive impact on their achievement.

You will support the inclusive systems within the school and Trust focusing on Quality of Education, Personal Development, Behaviour & Attitudes, and form professional and supportive relationships with students. You will be able to maintain the communication and evaluation systems to accurately record the programmes and actions taken to support students. You will meet regularly with the SENDCo and/or Leadership Team members, and Raising Standards Team to share information. You will collaborate on any issues, where possible, and confidently liaise with other staff and external agencies when required to improve students' success and progress.

Children's overall level of wellbeing impacts on their behaviour and engagement in school and consequently their ability to make outstanding academic progress. Our Trust's aim is to provide an outstanding education Where Everyone Succeeds and this role will support all students in being able to positively engage with their learning.

Main Responsibilities

- To support operationally the SENDCo during the school day and provide strategic logistical support.
- To liaise with learning assistants, teaching staff, leaders at all levels, students and parents, and external practitioners as relevant.
- To maintain the SEND provision calendar to organise all the relevant meetings, Assess-Plan-Do-Review meetings, EHCP reviews and other relevant meetings focusing on the effective and impactful SEND provision across the school.

- To liaise with the leadership team regarding the transition activities and exchange of information to support students in this or any other educational settings.
- To support, actively engage in the implementation of the SEN Provision Map tool to streamline the SEND provision as deployed by the SENDCo and/or leadership team.
- To collaborate with Raising Standards Team, Well-Being team and Trauma Informed School Practitioners (TIS) to support monitoring of the interventions and supporting mechanisms.
- To use the student information systems to gain knowledge of a student and to accurately record the situation and necessary action to support the student.
- To proactively engage with families, outside agencies, and the wider community to promote consistent support for children and young people.
- To de-escalate incidents when student emotions are running high, supporting and reassuring them, allowing them space and time to calm so that they can regulate, engage in support and re-engage in their learning.
- To learn and implement the best practice in Keeping Children Safe in Education and to safeguard and promote the welfare of children and young people with staff and colleagues.
- To learn and have excellent knowledge of multi-agency work in keeping children safe.
- To know when and how to escalate when a student needs support
- To foster positive relationships with parents and carers and develop general strategies to re-engage reluctant parents.

Expectations

- All staff are expected to positively self-evaluate to ensure an outstanding education for our students.
- To know and engage in our school staff cultures and support each other in achieving outstanding education for our students.
- To lead in your role and engage in performance management and professional development opportunities.
- To work collaboratively with colleagues across The Roseland Multi Academy Trust to improve Trust wide systems.
- Attend induction training; training as appropriate and training relevant to the post and to maintain active engagement in the classroom based CPD, as well as specific SEND-related professional development.
- To undertake such other duties as are commensurate with the grade of the post, as may be reasonably required by your Headteacher.

The Roseland Multi Academy Trust is committed to safeguarding and promoting the welfare of children, and expects all staff to share this commitment. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all staff should make sure their approach is child-centred and to have professional curiosity. This means that they should consider, at all times, what is in the best interests of the child, to act on this and share information with other multi-agency professionals.

PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE
<p><u>Relevant Experience</u></p>	<p>Practical experience of working in a busy environment.</p> <p>Practical experience of ICT, email and other office electronic applications ie Google.</p> <p>Ability to communicate effectively with internal and external bodies.</p>	<p>Experience of working with young people.</p> <p>Experience of supporting students with various needs.</p> <p>Knowledge and understanding of Code of Practice, SEN Information Report and Local Offer.</p>
<p><u>Education & Training</u></p>	<p>A GCSE qualification (or equivalent) at a good pass level in English and maths.</p>	<p>Level 3 qualifications or equivalent experience.</p> <p>Training linked with the safeguarding of young people.</p>
<p><u>Special Knowledge & Skills</u></p>	<p>A commitment to safeguarding and equality.</p> <p>Good organisational skills and record keeping.</p> <p>Ability to form and maintain appropriate professional relationships and boundaries with children and young people.</p> <p>Effective oral and written communication skills.</p> <p>Sound IT skills to maintain electronic information systems.</p>	<p>Input data into spreadsheets and computer programs (SIMS & pupil tracking systems) and be able to analyse these results to identify trends.</p> <p>Knowledge of Google Suite platform.</p> <p>Understanding of the developmental, emotional, social and educational issues of children and young people.</p> <p>Understanding of working with young people who require or would benefit from emotional support.</p> <p>Experience of the school environments.</p> <p>Understanding of safeguarding procedures, including the understanding of working with outside agencies to support the safeguarding of young people.</p> <p>Knowledge of Classcharts and/or SEN Provision Map.</p> <p>Knowledge of Assess-Plan-Do-Review process.</p>
<p><u>Any Additional Factors</u></p>	<p>Effective communication and interpersonal skills.</p> <p>Ability to build effective working relationships.</p> <p>Enjoying working with young people.</p> <p>Desire to continually develop professional expertise.</p>	<p>Experience of working in partnership with parents and professionals.</p> <p>Driving licence</p>

	Ability to manage competing demands. Necessity to remain confidential and discreet and handle sensitive data appropriately.	
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