*Creating Brighter Futures*

# JOB DESCRIPTION

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| **Job role:** | Student Support Officer | | |
| **Base:** | Bronte Girls’ Academy | | |
| **Reports to:** | Director of Learning: Student Support | **Grade:** | S5 SCP 12 - 18 |
| **Staff Responsibility for:** | N/A | **Salary:** | £26,421 - £29,269  (To be pro-rata) |
| **Actual Salary:** | £24,130 |
|  | |
| **Term:** | 37 hours per week  Term time only + 20 Days |

**JOB PURPOSE**

* To inspire students to achieve the best quality of education within a safe learning environment.
* To create a culture that inspires personal growth, development and performance driven outcomes.
* To be the beacon of educational excellence within the communities we serve.

# CORE PURPOSE

* To ensure and deliver effective pastoral support so that individual students and groups of students are supported to actively participate in learning and reach their full potential.
* To support the raising of standards in the school by leading and delivering pastoral support to a year group of students; and within that year group by providing support to individual students and their families.
* To be responsible for managing and addressing the needs of students who need particular help to overcome barriers to learning in order to achieve their full potential.
* To be responsible for supporting the improvement of student punctuality, attendance and behaviour and assist the school’s pastoral programme in reducing disruption and raising student achievement and progress.
* To contribute to effective transition from Secondary schools or other schools ensuring student wellbeing on entry.
* To provide cover support for lessons, registration, invigilation, intervention or supervision of pupils not in normal lessons for up to 12 periods a week

# SUPPORTING LEARNING AND TEACHING

* Ensure support packages have a clear focus on learning, progress and the development of skills and competencies.
* Contribute to coaching, mentoring and sharing good practice, within the year group, throughout the school and with partner schools.
* Contribute to individual student records ensuring they have up-to-date details of the curriculum support, input and alternative intervention / support that has been provided.
* Support the school’s drive for excellent academic results by ensuring students needing intervention receive support, encouragement and guidance as appropriate and necessary to raise individual student achievement and aspirations.

# DEVELOPING SELF AND OTHERS

* Build capacity and nurture leadership capabilities within students

# SECURING ACCOUNTABILITY

* Be accountable for the pastoral and academic performance of students within the year group.
* Provide data and contribute to target setting within the year group in line with whole school and individual student targets.
* Analyse student-tracking data, identify underperformance, and contribute to planning appropriate interventions and monitor their impact.

# STRENGTHENING THE COMMUNITY

* + Contribute to stakeholder engagement and communication with parents, carers and families within the year group
  + Work effectively in partnership with external agencies including the school nursing services and other health services – organise drop-ins, vaccinations, presentations to year groups and whole school as needed.
  + Support activities relating to Healthy School status – lead on and co-ordinate (as needed) activities related to healthy eating including (if appropriate) after school clubs.
  + Secure learning opportunities within the year group to promote community cohesion.
  + Arrange and promote activities within the year group e.g. identify links to year charities and co- ordinate fund-raising activities.
  + Contribute to strategies for developing student leadership and student voice within the year group and the school.
  + Be a professional advocate for the school in all contexts.

# YEAR TEAM

* + Lead and co-ordinate the work of a year team including keeping Learning Coordinators and the Principal informed of important information on individual students or year team issues/developments.
  + Contribute to developing the year group identity, creating relationships within, across and outside the school.
  + Plan, run and keep minutes of half termly year team meetings – agenda items to include discussion of each high risk student and agreeing further action (if needed); sharing performance information relating to attendance, punctuality, behaviour; feedback of issues emerging from QAP of morning registration; and information about key pastoral events affecting that year group team.
  + Monitor and quality assure the morning registration programme/Tutorial Programme for each class in your year group at least half termly and provide appropriate feedback to individual Learning Coordinators and to the team – ensure the programme is delivered to a high standard and Learning Coordinators run their tutor group sessions effectively.
  + Support the professional development of Learning Coordinators and others relating to your team and the delivery of the morning registration/Tutorial Programme including, where needed, working alongside form teachers to model effective delivery.
  + Meet at least fortnightly with each Learning Coordinator to review the form’s performance and the morning registration programme.
  + Provide detailed termly reports on the QAP of morning registration/Tutorial programme to the SLT Link.

# ATTENDANCE AND PUNCTUALITY

* + Monitor attendance and punctuality.
  + Produce weekly and half termly class and year group attendance and punctuality reports.
  + Work with year team to display class and year group performance in each class and on year team display boards.
  + Monitor punctuality (morning and lessons) daily and run detentions (break, lunch and after school) for year team – any students with 2 morning or 3 lesson lates in one week.
  + Make daily follow-up phone calls to parents of absent students who have been identified as at-risk of failing to achieve academically, to challenge absences and encourage early return to school.
  + Monitor attendance using weekly and half termly reports (above) – contact all parents by phone and/or letter where attendance is below 90% at the end of the first term, or 95% at the end of subsequent half-terms.
  + Meet with any parents where attendance is below 90% at the end of the first term, or 95% at the end of subsequent half-terms (for which there isn’t a simple reason such as medical or agreed holiday).
  + For any students where overall attendance falls below 85%, liaise with the parents to agree an action plan detailing attendance target, monitoring arrangements and actions to be taken if targets are not met, including the use of formal sanctions such as a fixed penalty notice.
  + Maintain an up to date risk register of high risk students in your year group i.e. those students whose attendance or punctuality is of concern and those who are at-risk of under-achieving academically where actions taken so far have been ineffective – discuss these weekly with SLT link and agree action plan for each. Ensure all information relating to above is recorded electronically in SIMS or other agreed whole school system.
  + Support the timely movement of students from lesson to lesson through presence on the corridors between each lesson

# STUDENT BEHAVIOUR

* + Supervise weekly pastoral detentions of students in your year group.
  + Monitor the behaviour of students in your team and keep detailed electronic records of student behaviour including detentions, those on LC, HoY or SLT report using SIMS or other agreed whole school system.
  + Ensure LCs, and SLT link receive regular detailed information and reports (according to their level of need and involvement) on all students in form class and year team.
  + Work with SLT to identify all students in year team who may need pastoral input because their behaviour in lessons, around school or outside of school is causing concern (potential high need students).
  + Produce detailed action plans for each high risk behaviour student (those already on report) and those at risk of being high risk (potential) in their year group.
  + Meet daily with all students on SSO or SLT reports – make sure they have the report each morning and that it is signed by appropriate staff member at the end of each day.
  + Ensure effective communication with the parents – Make regular contact with parents to discuss student behaviour for all students on report – at the start of putting them on report and then weekly for students whose behaviour is not improving whilst on report. Meet with parents at the end of each report and agree plan for monitoring behaviour going forward.
  + Undertake daily blitzes on uniform, equipment and school bag contents to ensure that students adhere to school policies.

# STUDENT GUIDANCE AND SUPPORT

* + Maintain and review a single risk register of students who are designated as being concerns relating to attendance, punctuality, behaviour and/or achievement.
  + Meet fortnightly with ‘nurture group’ students collectively (at lunchtime) to encourage high levels of attendance, punctuality, behaviour and achievement.
  + Meet with each student in the year group once each term to discuss progress, identify any concerns and address queries to ensure personalised support for their welfare and academic development.
  + Contribute to comprehensive assessments of students to determine those in need of particular help.
  + Ensure students who are absent due to a prolonged illness, injury or incapacity are provided with adequate resources for learning at home.
  + Manage, plan and oversee suitable support packages for students in their reintegration to school following a period of exclusion/absence.
  + Keep in contact with parents of students in the year group, and in particular with those needing more careful monitoring relating to attendance and punctuality, behaviour, bullying or medical needs - ensuring positive family support and involvement.
  + Take steps to prevent bullying and support victims of bullying – keep records using SIMS of all bullying incidents and actions taken.
  + Where children have medical needs – ensure this is recorded on SIMS and ensure appropriate information is shared with Year team and subject teachers as needed.
  + Meet regularly with year council – feedback from students about quality of pastoral programmes, any issues particularly relevant to that year group.
  + Work with year team to ensure effective use of rewards and sanctions – keep detailed records using SIMS or other agreed whole school system.
  + Organise, co-ordinate and run termly celebration of achievement assemblies – including the administration and collection of information from Subject teachers, the buying and distribution of certificates and prizes; and organising assembly input including (if required) external speakers.

# OTHER RESPONSIBILITIES

* + Comply with policies relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person.
  + Help organise, and attend, parents' evenings for your year team and support the running of open evenings, induction days and events for students and parents.
  + Support LCs and administrative staff to input pastoral information into end of year reports using information recorded in SIMS, including information on attendance, punctuality and detentions.
  + Organise year presentations during assembly time.
  + Support the delivery of enrichment activities and trips including accompanying and supervising of students as needed.
  + Ensure effective communication of all pastoral information and events including ensuring all events, visitors or trips (and all classes, teachers affected) are included in briefing notes
  + Adhere to the Academy’s corporate dress code.

This appointment is with the Trust. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.

**PERSON SPECIFICATION**

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|  | | | **Assessed by:** | |
| **No** | **CATEGORIES** | **Essential/ Desirable** | **App Form** | **Interview/ Task** |
| **QUALIFICATIONS** | | | | |
| 1. | 5 A\* - C at GCSE including English and Maths | **E** | **** |  |
| 2. | A level/ NVQ Level 3 or equivalent | **E** | **** |  |
| 3. | Degree level qualification | **D** | **** |  |
| 4. | Evidence of continued personal and professional development | **E** | **** |  |
| **EXPERIENCE** | | | | |
| 5. | Working with young people in a Secondary School setting. | **E** | **** | **** |
| 6. | Providing pastoral support within a Secondary School setting. | **E** | **** | **** |
| **ABILITIES, SKILLS AND KNOWLEDGE** | | | | |
| 7. | Ability to maintain positive relationships with students and other adults. | **E** | **** | **** |
| 8. | Ability to speak in front of large groups of students and small groups of staff. | **E** | **** | **** |
| 9. | Ability to work effectively and sensitively with a range of groups and individuals. | **E** | **** | **** |
| 10. | Ability to prioritise, work quickly and accurately, particularly under pressure and to deadlines. | **E** | **** | **** |
| 11. | Ability to work unsupervised, use own initiative and make appropriate decisions. | **E** | **** | **** |
| 12. | Ability to address sensitive matters with a caring approach and appropriate confidentiality. | **E** | **** | **** |
| 13. | Strong verbal and written communication skills. | **E** | **** | **** |

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|  | | | **Assessed by:** | |
| **No** | **CATEGORIES** | **Essential/ Desirable** | **App Form** | **Interview/ Task** |
| 14. | Ability to converse in a number of additional community languages. | **D** | **** | **** |
| 15. | Ability to use ICT confidently to communicate, review data and present information to others. | **E** | **** | **** |
| **PERSONAL QUALITIES** | | | | |
| 16. | Commitment to working flexibly before and after school hours as required to promote the welfare of learners. | **E** | **** | **** |
| 17. | Highly organised, literate and articulate. | **E** | **** | **** |
| 18. | A passionate belief in the school’s mission statement, including education in a school with a strong faith ethos. | **E** | **** | **** |
| 19. | A strong belief in the value of education in developing citizens. | **E** | **** | **** |
| 20. | Highest levels of professional and personal integrity. | **E** | **** | **** |
| 21. | A strong commitment to inclusion and overcoming barriers to learning and achievement. | **E** | **** | **** |
| 22. | A strong commitment to the personal, spiritual, social and health development of young people. | **E** | **** | **** |
| 23. | Personal resilience, persistence and perseverance. | **E** | **** | **** |
| 24. | Commitment to undertaking additional training where required. | **E** | **** | **** |
| 25. | Willingness to participate in further training and development opportunities offered by the school and county, to further knowledge | **E** | **** | **** |
| 26. | Sympathetic to and supportive of the ethos of the School. | **E** | **** | **** |