



Post Reference: 2738

Job Title: Student Support Officer

Grade: C1 – Actual Salary £25,229 to £27,367

Hours: 37 hours per week, term time only plus 10 days

Accountable to: Behaviour Leader

JOB DESCRIPTION

Role:

Reporting to the Behaviour Leader, you will work in a number of areas related to Personal Development, Behaviour and Welfare to contribute to the day to day procedures within the academy.

Purpose of job

To contribute to key objectives of the Academy Development Plan to maintain high standards of behaviour to underpin good academic development.

All post-holders at White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with White Rose Academies Trust.

General Duties and Responsibilities:

- To consistently promote and uphold the academy behaviour policy, in keeping with academy values.
- To supervise and support students ensuring access to learning, encouraging independence and positive behaviour.



- To support with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- To establish productive working relationships with students, acting as a role model, providing support, encouragement, guidance and assistance for learning, being aware of and responding appropriately to individual needs.
- To encourage students to reflect on their behaviour and to accept responsibility for their actions, advocating restorative processes where appropriate.
- To be a member of the on-call duty team, attending lessons where support is needed.
- To encourage effective learning and promote high standards of achievement, behaviour and discipline.
- To promote the inclusion and acceptance of all students, seeking appropriate and impactful methods to support students in improving their behaviour.
- To be aware of student problems/progress/achievements and report to the relevant member of staff.
- To undertake and maintain regular student record keeping, including logging behaviour incidents/attendance issues on SIMs/Behaviour Watch.
- To establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, behaviour and access to learning.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- To appreciate and support the role of other professionals.
- To attend relevant meetings as required.
- To participate in training and other learning activities and performance development as required.
- To assist with the supervision of students out of lesson times, including before and after school and at lunchtimes.

- To occasionally provide supervision of the students within the internal seclusion room, ensuring that they work productively, independently and safely and that all seclusion room procedures are adhered to.
 - To accompany teaching staff and students on visits, trips and out of the academy activities as required.
 - Fulfil any other reasonable request as defined by the Principal.
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Equal Opportunities:

- To promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided.
 - To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.
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Generic Staff Requirements:

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents/carers, and the wider community.
- Adhere to the principles expressed in the aims of the academy and its mission statement.
- Actively contribute to the continued development of the academy and self by attending training, participating in relevant meetings and appraisals, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply academy policies in all aspects of the role.
- Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes.
- Work collaboratively with colleagues, knowing when to seek help and advice.
- Contribute to the overall ethos, work, and aims of the academy by attending relevant meetings, training days/events as requested.

- Be aware of and comply with the academy policies and procedures e.g. safeguarding, child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be responsible for safeguarding children and promoting their welfare and following child protection procedures.
- Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding, and promoting the values, standards and equal opportunities of the academy.
- Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through White Rose Academies Trust Performance Management Appraisal Policy. The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar to obtaining employment; this will depend on the circumstances and background to any offence.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

PERSON SPECIFICATION

The specific qualifications, experience, skills, and values required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it is an essential or desirable requirement, and at which point in the recruitment process it will be assessed.

You should be able to demonstrate the following criteria:

E = Essential

D = Desirable

Measured by:

A = Application Form

T = Test/Exercise

I = Interview

R = References

C = Certificate

Qualifications

E	GCSE level of education grade C or equivalent (to include English and Maths)	A C
E	A good level of appropriate ICT skills	A C
E	Relevant qualification or experience	A C

Knowledge and Experience

E	Experience of supporting young learners in an organisational setting	A I
E	Experience of support students overcome a range of personal barriers to achieve academic success	A I
E	Experience of improving behaviour of groups of students	A I
E	Experience of working constructively as part of a team	A I
E	Experience of working with pupils within an agreed behaviour management policy	A I
D	Experience of working with external agencies	A I

Skills, Attributes, and Abilities

E	Ability to develop positive relationships with a wide range of young people	A I R
E	Strong interpersonal skills and ability to communicate effectively with children and adults	A I R

E	Good written and spoken communication skills	A I
E	Good organisational skills	A I
E	Ability to keep accurate and up to date records, including using ICT to record, monitor & report	A I
E	Emotional resilience in working with challenging behaviours; and attitudes to the use of authority and maintaining discipline	A I
E	Ability to identify potential barriers to learning and engage in strategies to overcome these barriers	A I
E	Able to deal sensitively with people and achieve positive outcomes	A I
E	Ability to form and maintain appropriate relationships and personal boundaries with students	A R

Behavioural and other characteristics

E	Committed to continuous improvement	A I
E	Carry out all duties having regard to an employee's responsibility under Health & Safety Policies	A I
E	Willingness to actively participate in training and development activities to ensure up to date knowledge, skills and continuous professional development	A I
E	Willing to carry out all duties having regard to an employee's responsibility under the WRAT Health and Safety Policies	I
E	To display a responsible and co-operative attitude to working towards the achievement of the service area aims and objectives	I
E	High level of motivation and commitment	A I

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