



St. Thomas a Becket Catholic Secondary School

Part of the Bishop Konstant Catholic Academy Trust

Job Description

Post title:	Student Support Officer
Grade:	Grade 6
Conditions:	Term time + 5 days
Accountable to:	Deputy Headteacher (Behaviour and Attitudes)

Job Title	Student Support Officer
Job Purpose:	<ul style="list-style-type: none"> An integral role in supporting students to achieve academically and in their personal development. A Student Support Officer will be attached to each Year Group - Y7, Y8, Y9, Y10 and Y11. This is a bespoke post as part of a growing Behaviour team which is directed and managed by a member of SLT. The Behaviour Manager will be the first point of contact and relationship builder with all students in the given year group who are Pupil Premium (around 30-40 students in a given year group of 150 students, this assists the HOY and SLT) and the main contact for identified referred students who need extra support. In working with the child, family, school, and other agencies as required – this post will assist in ensuring that the student can improve their engagement, experience educational success, improve their attendance, reduce sanctions and their risk of exclusions and suspensions.
Key Area: Organisation	<ul style="list-style-type: none"> To liaise with SENDCO, the Attendance Officer, Pastoral Teams, and Heads of Department to ensure that identified students have equity and can achieve as high as possible. To help to staff the Consequence Room during the day. To help knit together a newly formed team to champion the outcomes of students who face barriers to learning. Raise achievement and provide support enabling identified students to achieve at least expected outcomes. To support the access to education and the raising of standards of attainment and progress for a targeted group or individuals. To focus on an identified group of students; providing support to address the needs of those students to overcome barriers to learning and ensure individuals' positive health and well-being are maintained. To build and develop relationships with the families of students who are disadvantaged. To be the first point of call, communicating with home to support identified groups of students in the Year group. This work supports the Head of Year and SLT lead for Behaviour, Attitudes and Attendance. To be a presence along with other Pastoral staff and maintain the highest standards of behaviour. Initiating and implementing study, mindfulness, and personal support strategies both in and out of school. Liaising with teaching staff to coordinate the approach to support to targeted students to work as a team with Heads of Year, Form Tutors, and Subject Leaders in identifying those students who need extra help to overcome barriers to learning inside and outside of school and assess their specific needs.

	<ul style="list-style-type: none"> ▪ To be a presence around the school and calling into crucial classrooms ensuring that an identified group of students are succeeding and giving their best.
<p>Key Area: Responsibilities & Accountabilities</p>	<p>In liaison with Head of Year and SLT Lead:</p> <ul style="list-style-type: none"> • To develop, implement and support actions for targeted groups or individuals who need particular support. • To develop relationships with students requiring support with the aim of addressing points defined in the action plan and engaging them with activities and opportunities. • To support those students in danger of disengagement from education. • To undertake home/school liaison activities, including home visits, in order to keep parents / carers informed and to secure positive family support and involvement. • To support parents in enabling their children to overcome barriers e.g., signposting external agencies, Catholic Care, school nurse etc. • Maintain accurate records and prepare written reports and evaluations, to help monitor the implementation of action plans and provide feedback to all relevant stakeholders on progress and achievement. • To network with other colleagues, both in and out of school, to share good practice. • Enable the development of partnerships with local businesses and other organisations to set up support and initiatives within school that will address barriers to learning. • To identify young people who are underachieving and signpost them for their specific needs. • Develop and lead study support activities, such as homework clubs, subject specific boosters, during and outside of school hours. • Support the development / implementation of activities to encourage family / carer involvement within school. • For identified students - liaise with external agencies, such as health professionals and EWOs to improve attendance. • To compliment the professional work of teaching staff by providing alternative curriculum provision for targeted students. • To engage in any activity as deemed appropriate to the needs of the school and individual students as directed by SLT.
<p>Key Area: Other responsibilities</p>	<ul style="list-style-type: none"> ▪ Contribute to and be supportive of the Catholic ethos/mission of the school ▪ Knowledge of and compliance with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person. ▪ Support the work of others in school ▪ Attend and participate in relevant meetings as required ▪ Participate in training and development opportunities ▪ Work flexibly to provide cover for the priority work of absent colleagues or vacancies. ▪ Recognise own strengths and areas of expertise and use these to advise and support others. ▪ Any other duties commensurate with the grade and post as directed by the Headteacher/SLT.

Safeguarding:	<ul style="list-style-type: none"> ▪ Contribute to the safeguarding and promotion of the welfare and personal care of children and young people regarding safeguarding procedures. ▪ Be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to the Designated Safeguarding lead or a Deputy Designated Safeguarding Lead.
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This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Personal specification

Qualifications & Relevant Experience	Essential	Desirable
A Level / Level 3 or equivalent qualification.	✓	
Experience in working with young people to raise their aspirations.	✓	
Experience in managing processes, organisation, coaching, communication processes, motivating others and reporting skills.	✓	
An understanding of current school issues and initiatives regarding student progress.	✓	
Higher Education / Degree qualification or Counsellor / Learning Mentor / HLTA qualifications / coaching		✓

Skills & Knowledge	Essential	Desirable
An excellent communicator who can connect with young people.	✓	
Demonstrable experience of assisting young people to improve either academically or socially.	✓	
Able to work well with adults (including parents), young people and others to enhance student achievement, well-being, attendance and behaviour.	✓	
Excellent literacy and numeracy skills.	✓	
Full working knowledge of School policies/codes of practice and awareness of relevant legislation	✓	
Knowledge of SIMS systems and procedures.	✓	
Knowledge of Safeguarding practices and the use of the CPOMs system.	✓	
Knowledge of ClassCharts systems and procedures		
Ability to complete work to a high standard and to tight deadlines using own initiative and without direction.	✓	
Ability to relate to children and adults with empathy, tolerance and understanding, whilst also having the highest standards.	✓	
Able to adopt a calm and professional approach to the completion of all work tasks exercising tact and diplomacy when required.	✓	
Ability to complete work to a high standard and to meet tight deadlines using own initiative and without direction.	✓	
Ability to relate to children and adults with empathy, tolerance and understanding whilst also having the highest of standards.	✓	
Able to adopt a calm and professional approach to the completion of all work tasks exercising tact and diplomacy when required.	✓	
Ability to assess, resolve and deal with unexpected problems or situations which arise by applying school rules and procedures.	✓	

Ability to self-evaluate learning needs and actively seek learning opportunities	✓	
Ability to communicate and liaise between parents and staff within school confidentially.	✓	
Ability to work within a newly formed Team of SSOs, understanding school roles and responsibilities and own position within these.	✓	
Ability to communicate and liaise between parents and staff within school confidentially.	✓	
Excellent ICT skills		✓
Knowledge of relevant policies/codes of practice and awareness of relevant legislation.		✓

Experience	Essential	Desirable
Experience working in an educational setting or other relevant environment providing a range of support / interventions to young people.	✓	
A knowledge and understanding of the issues young people face.	✓	
Experience in helping young people to overcome difficulties academically and / or socially.	✓	
Ability to professionally develop staff, make on the spot judgements and to influence others through discussion.	✓	
An elevated level of skills in analysis and interpretation of data	✓	

Personal Attributes	Essential	Desirable
Hard working, cheerful, discreet and confident.	✓	
Effective team player.	✓	
Able to handle pressure and time dependant tasks with a smile.		
To act professionally at all times and lead by example.	✓	
Can demonstrate and act upon own initiative within the boundaries of school policy.	✓	
Fully understanding of the need for confidentiality regarding sensitive information.	✓	
Excellent problem-solving skills		
Dedicated, reliable and able to complete tasks and see things through.	✓	
Able to handle making correct decisions even when others do not agree.	✓	
Having the confidence to assist SLT, Heads of Year and the Student Services Team in dealing with issues as they emerge / occur.	✓	
Ability to plan and consider how sanctions might be reduced for specific students.	✓	
The motivation and desire to work with young children and young people.	✓	
Ability to form and maintain appropriate relationships and personal boundaries.	✓	