



North Bromsgrove High School
nbhs@northbromsgrove.worcs.sch.uk

JOB DESCRIPTION

Job Title: Student Welfare Officer

Accountable to: Designated Safeguarding Lead (DSL)/Assistant Headteacher (Pastoral)

Main purpose of the role:

To provide specialised welfare support for students with social, emotional and mental health needs (SEMH), those subject to Child Protection (CP), Child in Need (CIN), and Looked After Children (LAC), ensuring timely intervention, multi-agency collaboration, and accurate safeguarding records. This role also supports vulnerable students through the admissions process and contributes directly to the school's safeguarding and inclusion strategy, upholding our CARE values: Community, Aspiration, Resilience, Excellence.

Key Responsibilities:

SEMH and Vulnerable pupil support

- Be a key point of contact for students with SEMH needs, offering 1:1 check-ins, mentoring and early help
- Work closely with the SENDCo and pastoral leads to develop support plans and signpost to internal/external provision
- Identify and escalate concerns around emotional well-being or potential mental health risks
- Liaise with families and carers to ensure a joined-up approach to SEMH support

Safeguarding (CP, CIN, LAC)

- Monitor, record and report safeguarding concerns using MyConcern, ensuring chronology is up to date
- Attend CP, CIN, LAC reviews and multi-agency meetings as appropriate, sharing relevant updates
- Support the DSL/DDSL in the collation of reports and information for safeguarding casework
- Maintain accurate, confidential safeguarding files in line with KCSIE and data protection requirements
- Ensure students with CP/CIN/LAC status are regularly monitored, supported and represented
- Contribute to safety planning, welfare risk assessments and pastoral reviews

Admissions and Transitions

- Support the transition process for all new admissions, with specific focus on vulnerable learners
- Conduct initial student welfare checks and interviews for mid-year admissions
- Liaise with previous schools and local authority to obtain safeguarding and pastoral records
- Set up new student files on Arbor and ensure key information is flagged and actioned appropriately
- Oversee and support the reintegration of students following long absence, exclusion or placement breakdown



Multi-agency Working and Early Help

- Build effective working relationships with Early Help, CAMHS, social care, and other professionals
- Support DDSL in preparing and submitting referrals for external intervention
- Coordinate Early Help Assessments (EHAs) and Team Around the Family (TAF) meetings

Daily Task Overview

- Monitor new entries and updates on MyConcern, prioritising follow up action
- Conduct check-ins with vulnerable students (CP, CIN, LAC, SEMH focus)
- Update Arbor with admissions, risk indicators, or flagging of vulnerable students
- Liaise with social workers, virtual school teams, and external agencies
- Attend safeguarding briefings and support DDSL with meeting preparation
- Collate welfare evidence for CP/CIN/LAC reviews or referrals
- Maintain and organise paper and digital safeguarding files securely and accurately
- Support mid-year admissions, student onboarding, and initial pastoral assessments

To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.

Professional Standards and Development:

- To respect the confidential nature of information in relation to the school and students.
- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- To ensure all tasks are carried out with due regard to Health and Safety
- To adhere to the ethos of the school:
 - To promote the agreed vision and aims of the school
 - To set an example of personal integrity and professionalism
 - Attendance at appropriate staff meetings
- Be a role model to students through personal presentation and professional conduct
- Cover for absent colleagues as is reasonable, fair and equitable
- Be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, Attendance and Safeguarding.
- Establish effective working relationships with professional colleagues and associate staff.

PERSON SPECIFICATION

Training Qualifications And Experience	
Essential	Desirable
English/Literacy and Mathematics/Numeracy to at least Level 2 of National Qualification framework.	
Working and supporting learners in an educational environment.	
Knowledge of the key factors affecting the way young people learn.	
Professional Knowledge And Understanding	



Essential	Desirable
<p>Commitment to regular and on-going professional development and training to establish outstanding classroom practice.</p> <p>Excellent communication skills, both verbal and written.</p> <p>Understanding of relevant policies, work independently, motivate and inspire with a creative approach to problem solving.</p>	<p>Experience of working in a school environment.</p> <p>Experience of supporting young people with specific needs.</p>
Abilities And Skills	
Essential	Desirable
<p>Teamwork – proven experience of effective team and independent working.</p> <p>Emotional resilience in working with challenging behaviours and attitudes.</p> <p>Understanding of extrinsic and intrinsic motivators and how they can be used to engage children, young people and families</p> <p>Ability to work within and apply all school policies e.g. behaviour management, safeguarding, health and safety, equal opportunities.</p>	<p>Use of ICT to advance both own and students learning.</p> <p>Willingness to work flexibly if required.</p> <p>Evidence of using own initiative to identify and plan appropriate interventions</p> <p>Ability to implement early help strategies to prevent the need for escalation</p> <p>Ability to monitor the students' response to intervention and where appropriate, modify or adapt the activities to achieve the intended outcomes</p>
Personal Qualities	
Essential	Desirable
<p>Ability to form and maintain appropriate relationships and personal boundaries.</p> <p>Motivation to work with children.</p> <p>A commitment to improving student outcomes</p> <p>A commitment to improving student outcomes</p> <p>Willingness to participate in further training and developmental opportunities offered by the school and external providers, to further own knowledge</p> <p>Self- motivated and seizes the initiative</p> <p>Clear vision and moral purpose</p> <p>A commitment to own professional development and that of the whole staff</p> <p>A positive and resilient individual with drive, integrity, and a cheerful disposition</p>	<p>Desire for further career progression</p>

<p>Ambitious and diligent professional who can motivate and inspire others</p> <p>Approachable, able to listen and reflect on the needs of the stakeholders</p> <p>Ability to actively 'live out' our school CARE values and ethos</p> <p>Commitment to safeguarding and promoting the welfare of children and young people</p> <p>The post holder will require an enhanced DBS</p>	
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