



JOB DESCRIPTION

Job Title: **Student Wellbeing & Pastoral Officer**

Employer: **University of Brighton Academies Trust**

Academy/Department: **The Hastings Academy**

Location: **On site - The Hastings Academy**

Grade: **East Sussex Grade 5**

Responsible to: **Senior Inclusion Lead**

PURPOSE OF THE ROLE

1. To provide comprehensive support and guidance to students, ensuring their welfare, safety, and emotional wellbeing within the academy.
2. To assist in coordinating and managing student support services and initiatives.

KEY RESPONSIBILITIES

- 1. To provide comprehensive support and guidance to students, ensuring their welfare, safety, and emotional wellbeing within the academy**
 - 1.1. Communicate effectively with parents/carers, external agencies, and staff, providing relevant information relating to students within the academy and acting as the main point of contact for wellbeing discussions.
 - 1.2. Work proactively in liaising with parents and staff to support students' learning, progress, and attendance in lessons.
 - 1.3. Support the Attendance Manager, Heads of Year and Senior Inclusion Lead with administrative tasks, welfare or attendance home visits and student support initiatives as required.
 - 1.4. Assist students in need of removal from lessons or suspension from school for behavioural or other reasons, including contacting parents and completing necessary administration.
 - 1.5. Support with on-call duty and the management of the reflection room as and when required.
 - 1.6. Initiate and monitor intervention strategies to promote positive behaviour and academic progress. To work on any barriers students may have which is impacting on them accessing their learning, guiding students to make the right choices and reminding them of the academy values.
- 1. To assist in coordinating and managing student support services and initiatives.**
 - 1.1. Provide first aid and other support, care, and guidance for students within the academy, ensuring their emotional and wellbeing needs are met.

- 1.2. Monitor punctuality, attendance, and behaviour, implementing strategies to improve attendance and punctuality in collaboration with relevant stakeholders.
- 1.3. Under the direction, and working closely with the PPI Lead, support with all PPI students, directing a portion of the PPI budget that relates to the provision of basic equipment, student first aid and self-care. Ensuring that the needs of the more vulnerable students are met to include the ordering of uniform and facilitating their transport to and from the academy.
- 1.4. Support the implementation of intervention strategies to promote positive behaviour and academic progress, managing friendship and bullying issues as needed.

2. Other Responsibilities

- 2.1. Participate in professional development activities as required.
- 2.2. Undertake other reasonable duties as directed by your line manager.
- 2.3. Carry out all activities in line with the Trust's policies, including Child Protection and Safeguarding; Data Protection; Health & Safety; Equality and Diversity; ICT Acceptable Use and the Trust's Financial Regulations.

PERSON SPECIFICATION

The criteria below indicate the qualities that are needed to do the job well. Candidates for the post will be selected according to the extent to which they satisfy them, and their evidence of potential for developing the rest further. Most of the criteria must normally be met in order to qualify for selection.

REQUIREMENT	CRITERIA	ASSESSMENT METHOD		
		APPLICATION	INTERVIEW	EXERCISE
EDUCATION AND QUALIFICATIONS				
Essential	Good general education including GCSE grade C or above in Maths and English, equivalent qualifications, or demonstrable ability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KNOWLEDGE AND EXPERIENCE				
Essential	Understanding of the learning and support needs of young people	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Knowledge and understanding of working practices in an Academy / school or similar environment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Working knowledge of ICT and its application in an Academy / school setting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Experience of working in a school setting in a learning support capacity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Experience of working closely with students, parents/carers and teaching and support staff in a learning environment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Experience of dealing with demanding issues in challenging circumstances	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
KEY SKILLS AND ABILITIES				
Essential	Ability to prioritise, plan and organise work priorities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Ability to take responsibility and work on own initiative with appropriate guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Ability to form good working relationships with students, parents/carers and other members of staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Listening skills and ability to empathise particularly with students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Communication skills, both oral and written, with ability to explain issues, answer questions and respond appropriately, particularly to students and parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to be discreet, discerning and maintain confidentiality; awareness of data protection issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

PERSONAL ATTRIBUTES

Essential	Assertive, able to command confidence and respect among students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Self-motivated with drive, initiative and high degree of pro-activity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Ability to remain calm and confident in challenging circumstances	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Commitment to working as a positive and constructive team member	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Commitment to Equal Opportunities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ADDITIONAL INFORMATION

This post will be subject to an Enhanced DBS Check.

This post is exempt from the Rehabilitation of Offenders Act (1974) – Applicants must be prepared to disclose all criminal convictions and cautions, including those that would otherwise be spent under the Act.

The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all colleagues and volunteers to share this commitment.

DOCUMENT INFORMATION

This Job Description and Person Specification is correct at the time of print and gives the main responsibilities and tasks of the role. These may, however, be changed or added to as appropriate.

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There may also be the need for colleagues to undertake additional duties from time to time appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

Approval Date: **March 2024**