



Millthorpe School

JOB DESCRIPTION	
JOB TITLE: Student Support Officer	WORKING PATTERN: 37 hours per week, term time only.
REPORTS TO: Director of Achievement	CURRENT GRADE: Grade 7
1.	<p>MAIN PURPOSE OF JOB</p> <ul style="list-style-type: none"> • To assist the Director of Achievement in the leadership of a House, monitoring student progress and assisting in the early identification of young people most in need of social, emotional or academic support. • To intervene at an early stage, working closely with colleagues from the pastoral and inclusion teams to support students showing early signs of disengagement, absenteeism, underachievement and social exclusion. • To work with the Director of Achievement to ensure that the behaviour and attendance of students is of the highest standard, using the Positive Achievement (PA) system effectively to achieve this aim.
2.	<p>CORE RESPONSIBILITIES, TASKS & DUTIES</p> <ul style="list-style-type: none"> • Analyse referrals made through PA system, providing an immediate first line response to students whose behaviour is a significant cause for concern. • Act as a first response to behavioural incidents working effectively with the other Student Support Officers to ensure there is always capacity to respond quickly. • Ensure essential information about students is effectively shared. • Celebrate success of students within your House by monitoring positives and working with Director of Achievement to administer rewards. • Foster a climate of high expectations, excellence and mutual respect across the House and across the school. • Provide a range of intervention strategies that will support vulnerable students; reducing barriers to learning and social inclusion. • Under the guidance of Director of Achievement and Director of Inclusion, contribute to PSPs, IEPs and CAFs to ensure packages of support are flexible and respond to students' developing needs. • Act as a mentor to some students, empowering them to resolve problems themselves. • Work with Director of Achievement and Welfare Officer to improve the punctuality and attendance of students. • Work with Director of Achievement to effectively lead team of Tutors, providing support and advice. • Work in partnership with other student support officers, sharing best practice and developing a consistent approach to concerns about student behaviour and welfare. • Where appropriate, work with colleagues from outside agencies to provide integrated support for vulnerable students. • Develop positive relationships with parents/carers, enlisting their support and making sure the schools' values and expectations are understood. • Make appropriate arrangements when students are transferring in and out of school and moving between key stages.

2.	<p>CORE RESPONSIBILITIES, TASKS & DUTIES continued</p> <ul style="list-style-type: none"> • Agree priorities, targets, quality of work, time scales and review arrangements with Director of Achievement. • Attend pastoral and inclusion team meetings as required. • Take a leading role in the management of Student Remove, successfully isolating students withdrawn from lessons, maintaining a focused and disciplined working environment. • Keep clear and accurate records and evidence of work done, writing and contributing to reports when required. • Maintain knowledge of current safeguarding practice and work in accordance with the school's child protection, safeguarding and equalities policies. • Refer child protection concerns to Designated Person or Designated Deputies.
3.	<p>SUPERVISION / MANAGEMENT OF PEOPLE</p> <p>Number Reporting Direct: 0 Indirect: 0</p> <ul style="list-style-type: none"> • The postholder will be responsible for directing the work of Form Tutors (up to twelve) during registration and their pastoral work. • The postholder will not be a line manager of Form Tutors.
4.	<p>CREATIVITY & INNOVATION</p> <ul style="list-style-type: none"> • Monitor and be responsive to the needs of students at all times, particularly with respect to achievement, attendance, behaviour and child protection. • Respond to challenging behaviour of students by using creativity and initiative to produce new solutions and procedures to improve the behaviour of students. • Manage student emotions so that students and staff are safe at all times. This may involve de-escalating potentially violent situations. • Provide advisory support to teachers and other colleagues with respect to student progress and behaviour. • Work within our behaviour management guidelines, but establish new procedures for individuals as and when needed.
5.	<p>CONTACTS & RELATIONSHIPS</p> <ul style="list-style-type: none"> • Dealing with issues which may not be straightforward and may require diplomacy and tact to resolve – these will often be in difficult circumstances and may involve upset, angry or potentially aggressive students. • All staff, students, parents, and Governors. • Contact with outside agencies, educational psychologists, LA Officers, parents / carers. • Work collaboratively with pastoral and inclusion teams and with professionals from other agencies. • Promote a multi-agency approach, exploring and accessing appropriate additional support available for students and their families from other agencies and providers. • Ensure that all parties involved in a student under their supervision are kept informed of all relevant matters. This will include students subject to CAFs or Child Protection Orders.

6.	<p>DECISIONS – Discretion & Consequences</p> <ul style="list-style-type: none"> Analyse student performance and attendance data and identify students who require intervention to improve their achievement, progress, attendance, behaviour or effort. Plan a programme of intervention which involves teachers and may involve outside agencies. Implement the programme, monitor the progress of students, target and evaluate the effectiveness of the intervention. Effective intervention will improve the academic progress, behaviour and attendance of students and will also make best use of the skills of staff available to support underachieving students. Accept responsibility for the effectiveness of this programme for individual students. Lead a team of Form Tutors to ensure that agreed routines are consistently followed. Consistency of Tutors ensures that students are well organised, punctual and ready to work. Monitor the behaviour of students, identify those significantly disrupting the learning and progress of others, decide upon appropriate consequences, including in-school isolation. Effective identification and appropriate consequences ensures that all students are able to make good progress. Subject to the school’s student discipline procedures, the postholder has wide-ranging direction in determining the interventions used with individual students to improve their behaviour and progress. The postholder will be a significant point of contact for parents/carers whose children are in difficulties. They will enhance the professional reputation of the school and have a positive impact on young people and their families.
7.	<p>RESOURCES – financial & equipment <i>(Not budget, and not including desktop equipment.)</i></p> <p>Normal office equipment, used for record keeping & communication.</p>
8.	<p>WORK ENVIRONMENT – Work Demands, Physical Demands, Working Conditions & Work Context</p> <p>Work Demands</p> <p>Elements of job fairly unpredictable - some predictable, some routine. Required to work to deadlines set by external organisations or LA with respect to attendance.</p> <p>Physical Demands</p> <p>This role is largely classroom bound but will involve moving around the school premises.</p> <p>Working Conditions</p> <p>No unpleasant working conditions. Normal office environment. The postholder may be required to supervise students during break times out of doors.</p> <p>Work Context</p> <p>There is a risk of abuse from some students / parents and a risk from contagious illnesses. There will be regular instances of conflict with students and with some parents. The abuse is likely to be verbal. Abuse from students is likely to be regular whilst that from parents is infrequent.</p>

9.	<p>KNOWLEDGE, SKILLS & EXPERIENCE</p> <ul style="list-style-type: none"> • Experience of working in secondary schools with students who are experiencing social, emotional and/ or behavioural problems. • Good communication skills, including with a wide range of different professionals; listening; questioning; giving feedback. • Commitment to working in partnership and to preventative work. • Good communication skills with students, staff and parents. • Problem solving skills: diagnosing problems; evaluating alternative options; making accurate judgements. • Good assessment skills: able to collect and analyse information; able to identify risk; able to assess appropriate level of intervention and means of resolution. • Administrative skills: able to keep good written records; adopt good administrative practice; keep data and use management information. • Time-management skills: able to prioritise and successfully manage competing demands. • Ability to work independently and respond positively to guidance and direction. • Reliability and resilience. • Commitment to team working. • Friendly.
10.	<p>Position of Job in Organisation Structure</p> <pre> graph TD DA[Director of Achievement] --- ODA[2 other Directors of Achievement] DA --- THIS_JOB[THIS JOB] ODA --- OSO[2 Other Student Support Officers] THIS_JOB --- DT[Directing the work of up to 13 Form Tutors.] </pre>

Job Description agreed by:	Name:	Signature:	Date:
Job Holder			
Manager			