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Description automatically generated

**Job Desciption**

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| Name | |  |
| Post Title | | Student Wellbeing and Welfare Officer |
| Primary Location | | Astor Secondary School |
| SALARY | | KR6 |
| RESPONSIBLE TO | | Associated Head of Years and Assistant Headteacher |
| MAIN PURPOSE OF THE JOB | | * Provide support, care and guidance for students within the school * To ensure students emotional and wellbeing needs are being met * To work proactively in liaising with parents and staff in supporting students learning and progress * To ensure students attend lessons * To work within the welfare team ensuring all students have the opportunity and the confidence to make good choices for themselves * To assist with students that need to be removed for behavioural or emotional reasons |
| **MAIN TASKS / KEY RESPONSIBILITIES** | | |
| 1 | To communicate effectively with parents/carers, external agencies and staff, providing relevant information relating to students within the academy.  To be the first point of contact for parents calling to discuss their child’s wellbeing. | |
| 2 | To monitor punctuality and attendance and work proactively with the Welfare Officer i/c Attendance to implement strategies to raise attendance and improve punctuality.  To support with first day calling for students not registered.  To support the Attendance Team with a rewards programme relating to attendance with a focus on Pupil Premium, EAL and closing the attendance gap.  To support the Attendance Team to implement intervention strategies to promote positive attendance. | |
| 3 | To support with all Pupil Premium and EAL students working closely with and taking directions from the Pupil Premium and EAL lead.  To be responsible for directing a portion of the Pupil Premium budget that relates to the provision of basic equipment and student self-care.  To ensure that the needs of the more vulnerable students are met to include the ordering of uniform and facilitating their transport to and from the school. | |
| 4 | To 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.  To guide students around making the right choices reminding them of our school values.  To think and work creatively ensuring the students’ needs are met and provide the wellbeing and welfare needs, where appropriate, for students in need of support.  To manage any friendship and bullying issues. | |
| 5 | To manage administrative support relating to all school matters.  To complete and facilitate any referrals such as additional needs plans.  Keep accurate and up to date data and information on the students in your care which can be used in meetings with staff or parents/carers ensuring the information is fit for purpose.  To take an active role in multi-agency meetings | |
| 6 | To safeguard students and act upon any concern related to Child Protection/Prevent in a timely and professional manner.  To attend the Child Protection / Vulnerable group weekly meeting and share in the discussions. | |
| 7 | To carry out all activities in such a manner that data protection requirements are met and are in line with the School’s policies for Health and Safety, and Equal Opportunities | |
| 8 | To participate in professional development activities and performance management activities as required. | |
| 9 | To undertake other reasonable duties as directed by your line manager | |
| 10 | Use the school management information system to access and input data. | |
| 11 | Prepare information for, and co-ordinate the production of, individual student reports e.g. incident logs for re-admittance after exclusions; material for governors’ resolution meeting, ‘Round Robins’. | |
| 12 | Work with other Wellbeing and Welfare Leaders to share good practice/offer support to one another on a regular basis. | |
| 13 | Join in with a range of year-based activities. | |
| 14 | Support the school with First Aid, Break and Lunchtime duties as and when needed. | |
| This Job Description 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. | | |
| There may also be the need for staff 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. | | |
| **Additional Information** | | |
| * All Support Staff posts within the School are subject to a six-month probationary period | | |
| * This post is subject to a Disclosure and Barring Service (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. | | |
| Astor Secondary School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. | | |

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| Signed: |  | Date: |  |

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| **PERSON SPECIFICATION** | |
| 1. | EDUCATION AND QUALIFICATIONS   * 1. Good general education including GCSE grade C or above in Maths and English   2. Hold a first aid qualification (or be willing to gain the qualification) |
| 2. | KNOWLEDGE AND EXPERIENCE  2.1 Good understanding of the learning and support needs of young people  2.2 Good knowledge and understanding of working practices in an Academy / school or similar environment  2.3 Good working knowledge of ICT and its application in an Academy / school setting  2.4 Experience of working in a school setting in a learning support capacity  2.5 Experience of working closely with students, parents/carers and teaching and support staff in a learning environment  2.6 Experience of dealing with demanding issues in challenging circumstances |
| 3. | KEY SKILLS AND ABILITIES  3.1 Ability to prioritise, plan and organise work priorities  3.2 Ability to take responsibility and work on own initiative with appropriate guidance  3.3 Ability to form good working relationships with students, parents/carers and other members of staff  3.4 Good listening skills and ability to empathise particularly with students  3.5 Good communication skills, both oral and written, with ability to explain issues, answer questions and respond appropriately, particularly to students and parents  3.6 Ability to be discreet, discerning and maintain confidentiality; awareness of data protection issues |
| 4. | PERSONAL ATTRIBUTES  4.1 Commitment to the aims of the academies working together as a Trust  4.2 Assertive, able to command confidence and respect among students  4.3 Self-motivated with drive, initiative and high degree of pro-activity  4.4 Sense of humour and equable temperament with ability to remain calm and confident in challenging circumstances  4.5 Commitment to working as a positive and constructive team member  4.6 Commitment to Equal Opportunities |