

## JOB DESCRIPTION

### Student Support Manager

**Responsible to** Senior Leaders (Head of School & Deputy Headteacher)

**Key Internal Contacts** Other staff within the education team  
Staff in other departments within the school

**Key External Contacts** Student relatives, advocates and others Placing  
Authorities and Service Providers Registration,  
Regulatory and Inspection bodies  
Local Services – Statutory, Voluntary and Community  
Neighbours

## JOB PURPOSE

To be an active Middle Leader within the school to establish effective strategies in all areas of pastoral care. To devise, implement, review and develop long-term behaviour plans that will guide staff to support students to overcome barriers to learning and maximise the opportunities provided for them. Working under the direction of the Head of School, and Deputy Head Teacher to provide support to all students in enabling them to achieve their potential both academically and socially. The successful candidate will also contribute towards the school's commitment to maximizing attendance.

## RESPONSIBILITIES

- To have a visible presence around the school environment, particularly with meeting and greeting at the start of the day, after school duties, break and lunch times, promoting good behavior.
- To act as a 'First Responder' to significant incidents of dysregulated/disengaged behaviour in and at school
- To support students when responding to significant behavioural events
- Initiate/request MDT meetings when there are concerns regarding behavior
- To liaise with the Senior Leadership Team on a daily basis
- To contribute to Pupil Support Plans in partnership with Teaching and Therapy teams
- To liaise with class teams and ensure agreed actions are being implemented by all staff involved with the student
- To use restorative approaches (formally and informally) when working with students to move past/forwards from incidents with peers and/or staff
- To analyse incidents on the behavior recording system to identify students causing concern
- To monitor behavior, emotional and social issues within all year groups and make positive interventions when necessary
- To identify personal issues that are affecting students' performance and share this information with relevant staff
- To ensure records are kept up-to-date regarding incidents i.e. location, trend, time of day, day, etc.
- To attend re-integration meetings following class absence or school suspension.
- To inform SLT and Therapy team on behavioural analysis and interventions.
- To update the SLT on actions regarding students of concern
- To empower class staff working directly with students
- To offer strategies supported by therapy and inclusion teams
- To proof-read and support classes to devise and implement Behaviour Support Plans
- To observe classroom practice and suggest improvements
- To ensure that students follow the school's high expectations, in and out of the classroom
- To participate in the transition processes and procedures from key stages and year groups; as well as in and out of school
- To establish and maintain positive relationships with parents/carers
- To participate in the review, development and management of activities relating to the pastoral functions of the school

- To follow agreed policies for communications in the school
- To attend reflective practice meetings with the Therapy Lead
- To communicate effectively with all stakeholders and agencies
- To take part in activities such as Open Days, Parents' Meetings' and liaison events with partner schools
- To contribute to the development of effective links with external agencies
- Contribute to placement assessment reports for potential admissions.

### **Whole school**

- Assist teachers in offering mentoring support, training and guidance to other Teaching Assistants on behaviour support and management
- To support students' behaviour by undertaking student supervision at break and lunch times
- To lead/support student enrichment activities, including supporting school visits and trips off site (including residential) where required
- To act as 'First Responder' to issues/incidents in the school.
- To contribute to and help implement developments that relate to the School Development Plan
- To play a full part as a member of the School's multi-disciplinary team, ensuring effective working relationships with colleagues
- To maintain regular communication both informally and in meeting times, ensuring the individual needs of the student are being met effectively.
- To make, use and keep records in accordance with Company policies and procedures and standards set by the Regulatory Body
- To undertake DSL training and contribute to the safeguarding team as a Deputy DSL
- Safeguard all students and ensure their safety and wellbeing

### **General**

- Ensure that the school operates to agreed budgets and contribute to keeping within these budgets as instructed
- Exercise vigilance in respect of Health and Safety and promptly report all hazards and/or remedying them where appropriate. Undertake all duties in a manner calculated to minimise or avoid unnecessary risks, personally or to others.
- Report issues and/or incidents relating to staff and pupils that have arisen in the day promptly to the relevant Line Manager or appropriate person
- Operate at all times in accordance with Company policies and procedures, with particular reference to Safeguarding, Child Protection, Whistleblowing, Complaints and Representations and Behaviour Policies
- Participate in training and take responsibility for personal development
- Participate in team meetings, supervisions and annual reviews in accordance with Company policy and the standards set by the Regulatory Body
- Work to promote the school as a valued, professional asset within its community and conduct themselves at all times in a manner that reinforces this image
- Ensure that all actions are in the interests of the students and the Company.
- To carry out any other reasonable and relevant duties as required

## PERSON SPECIFICATION

### Student Support Manager

| Experience  | Essential | Desirable |
|---|-----------|-----------|
| Experience of work with autistic spectrum disorders and/or challenging behaviour  | ✓         |           |
| Experience of work within an education setting  | ✓         |           |
| Pastoral management experience in a care setting or the special educational needs sector  |           | ✓         |
| Experience of leading and advising on best practice in relation to positive behaviour support   | ✓         |           |
| Experience of working effectively and networking, with a range of support services with an ability to draw upon a range of support, information, opportunities and guidance |           | ✓         |
| Skills, Knowledge and Aptitudes   |           |           |
| Ability to work independently and as part of a team   | ✓         |           |
| Effective communication skills, verbal and written  | ✓         |           |
| Ability to record information accurately  | ✓         |           |
| Ability to mediate, negotiate and problem solve   | ✓         |           |
| Good organisational skills  | ✓         |           |
| Ability to deal with complex and challenging behaviour  | ✓         |           |
| Ability to demonstrate empathy  | ✓         |           |
| Good IT skills  | ✓         |           |
| Ability to lead and coordinate effectively  | ✓         |           |
| Qualifications and Training   |           |           |
| GCSE in Maths and English (Grade C/Level 4 and above) or Level 2 equivalent   | ✓         |           |
| Willingness to work towards further qualifications as required  |           | ✓         |
| Undertake relevant group induction training on commencement   | ✓         |           |
| Other   |           |           |
| Commitment to the values of the organisation  | ✓         |           |
| Driving licence and willingness to use school vehicles  | ✓         |           |