



JOB DESCRIPTION

Pupil Welfare Officer

REPORTS TO:	Head of Year, Senior Link, Head of School
PAYSCALE:	Band 4 Scale Point 19 - 28
LOCATION	Epping St John's Church of England School
TERMS:	37 hours per week (30-minute unpaid lunch break 41 weeks per year (term time plus inset days, plus two weeks)
CONTRACT:	Permanent, Full Time

PURPOSE OF THE JOB

- To provide efficient and effective pastoral and welfare support to students, contributing to their personal, social, and academic development.
- This role focuses on improving attendance, punctuality, behaviour, and student engagement through strong relationships and targeted interventions.

Liaison with:

- The post-holder is expected to liaise with all members of staff within the Academy and other Trust members of staff who may be on site and external agencies.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

This list is not exhaustive, but includes:

- To improve attendance and punctuality within the year groups.
- To improve behaviour within the year groups.
- Encourage positive attitudes towards education and support students with any barriers that prevent them from learning.
- Ensure that all students are safe by effective partnership with the DSL and SENCO.
- Ensure that tutors provide effective support and challenge for students.
- Working effectively with parents/carers of students.
- Create a positive ethos, which celebrates and rewards positive behaviours

Personal Responsibilities:

- Work closely with the Heads of Year, sharing clear guidance and support on how to support the year groups daily.
- Monitor closely with tutors, student uniform and equipment. Put in place strategies that ensure that all students are ready for learning.
- Monitor closely attendance and punctuality data. Put in place interventions that lead to improvement in attendance and behaviour.
- Monitor closely the rewards and achievements of the year group. Build regular moments of celebration in tutor time, assemblies and after the academy day.
- Closely monitor behaviour data. Put in place interventions that lead to an improvement in behaviour and attitudes.
- Evaluate the performance of the year group in terms of attendance, punctuality, behaviour and reward. Share this evaluation with the AP fortnightly.
- Engage in timely and effective communication with parents/carers showing empathy and compassion.
- Create opportunities where you systematically gather student views and use their evaluation to improve the year group and academy.
- Monitor corridor behaviour and change-over of lessons
- Monitor students on report
- Carry out on-call duties and follow behaviour policy of referring incidents to the appropriate member of staff
- Mentoring 1-1 for behaviour / pastoral issues / attendance and punctuality
- Liaise with form tutors where appropriate
- Carry out break time and lunch duties before, during and after school
- Assist in collating paperwork for exclusions and permanent exclusions
- Meet with parents, carers, staff and students when necessary
- To carry out duties as required by the Head of School or other members of the senior leadership team

Additional duties:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.

Other specific duties:

- To continue personal development as agreed.
- To actively engage in the performance review process.
- To undertake any other duty as specified by the Headteacher not mentioned in the above
- To comply with the School's Health and Safety Policy and undertake Risk Assessments as appropriate.
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.
- To be aware of the responsibilities for all staff to protect personal data under the GDPR, work in accordance with the school's data protection policy and ensure that any suspected data loss or theft is reported immediately, as directed.

Safeguarding Children

BMAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of BMAT and to carry out such other duties as may reasonably be assigned. The post-holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

The duties above are neither exclusive nor exhaustive and the post-holder may be required to carry out appropriate duties within the context of the job, skills and grade.

General responsibilities common to all members of staff

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

Person Specification – Pupil Welfare Officer			
		Essential	Desirable
Qualifications and documentation	1. Able to demonstrate a good level of general education to GCSE standard in Mathematics and English or equivalent. 2. First Aid Qualification 3. Relevant qualification in child welfare or pastoral care	X	X X
Experience	1. Experience working with young people in a school or welfare setting 2. Experience in a secondary school pastoral team or MAT setting	X	X
Skills and Knowledge	1. Excellent communication and interpersonal skills 2. Strong organisational skills 3. Ability to analyse data and use it to inform decisions 4. Understanding of safeguarding and child protection protocols 5. Understanding of SIMS or other school data systems 6. Knowledge of attendance and behaviour management tools	X X X	X X X
Personal Qualities	1. Compassionate and empathetic 2. Resilient and calm under pressure 3. Team-oriented with a proactive attitude 4. Commitment to equality, inclusion, and safeguarding 5. Creative in problem-solving and intervention planning	X X X X X	