



## JOB DESCRIPTION

JOB TITLE:	Head of Student Services/Student Hub
GRADE:	Grade E
WORKING WEEKS/ HOURS:	38 weeks; 37 hours per week
TIMES WORKED:	Monday to Thursday 8.00am – 4.00pm Friday 8.00am – 3.30pm
BASE:	Student Services Office

### ORGANISATIONAL ARRANGEMENTS:

Job holder: to be appointed

Reports to: Assistant Headteacher - Inclusion and Attendance

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### GENERAL STATEMENT

To represent RAISE Education Trust in a positive manner and to treat all visitors with respect, courtesy, and consideration, to ensure that every effort is made to satisfy reasonable requirements and assist in the maintenance of an attractive welcoming campus.

To carry out duties correctly and promptly in a good working atmosphere and to assist in the creation of a safer environment by adhering to Health and Safety Regulations and agreed Codes of Practice for RAISE Education Trust employees. Attendance at training courses will be required as part of professional updating.

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### JOB PURPOSE

- To provide support for students pastoral welfare.
  - To liaise with staff, parents and the relevant outside agencies to provide appropriate intervention for students experiencing disruption to their learning.
  - To develop strong links between the school and families in order to improve educational outcomes for students and to promote a positive attitude towards school.
  - To monitor whole school attendance, persistent absence and punctuality.
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### RESPONSIBILITIES/ACCOUNTABILITIES:

Student Hub:

- To lead/manage staff to ensure that they are working effectively and proactively in supporting students that are utilising the Student Hub
- Oversee the day to day running of The Student Hub ensuring it is a welcoming, professional, and efficient environment for all students.
- Oversee the daily running of Student Services, First Aid, and Interventions, ensuring seamless coordination between these distinct but overlapping areas.
- Work closely with the Senior Leadership Team (SLT) to sustain a culture of positive behaviour, using the Student Hub as a base for restorative conversations and de-escalation.
- Act as the lead point of contact for students requiring immediate behavioural or emotional support, ensuring they are triaged to the correct intervention quickly to minimise learning disruption.
- Ensure the First Aid provision within the Student Hub is robust, compliant, and maintains a high standard of care for students.
- Develop the Student Hub as a "Safe Space" where students can access mental health signposting and self-regulation strategies.
- Prepare half-termly reports for the SLT, demonstrating how the Student Hub is meeting its targets for improving school culture and supporting vulnerable cohorts.
- Lead the successful rollout of the Tier 1 cycle, ensuring that the curriculum of the intervention focuses on self-regulation, understanding the impact of behaviour, and positive goal-setting.

#### Inclusion and R&R:

- Lead on and direct the day-to-day running of the Tier 1 sessions, managing the environment to ensure it is structured, reflective, and supportive.
- Design and support the re-entry process for students finishing the two-week block, ensuring they have a clear plan and a designated check-in person to sustain their progress in mainstream lessons.
- Monitor and evaluate the success of the Tier 1 intervention by analysing behavioural data pre- and post-attendance, reporting these outcomes to the Senior Leadership Team.
- Line manages both the Inclusion Room and R&R ensuring that both spaces operate seamlessly as environments for both high-level accountability and proactive student support.

#### Student Services:

- Lead, manage, and inspire the Student Services team, fostering a culture of high expectations, empathy, and proactive problem-solving including their professional development.
- Providing pastoral support to students experiencing difficulties in school or at home
- Supporting the pastoral team to offer individual or group interventions for students within the limits of the student services role
- Establishing productive working relationships with students and acting as an appropriate role model
- Providing information and advice to enable students to make choices about their behaviour and attendance
- Challenging and motivating students to promote and reinforce their self-esteem and to modify behaviours
- Set up regular appointments for students who are referred to outside agencies or alternative provision.
- Providing advice and support to any staff member whose role involves supporting students in distress
- Recording and reporting outcomes of interventions with students and monitoring students in order to assess their support needs
- Retaining files securely and accurately and regularly reporting on types of issues encountered in order to inform pastoral support and planning
- Referring students to other agencies in liaison with Director of Progress and Achievement
- Liaising with parents in pastoral and safeguarding matters
- Assessment of emotional or social difficulties of individual students
- Assessing when a particular case may need to be referred to Children Services, in liaison with Director of Progress and Achievement

- Assessing what information to relay to other members of staff or when confidentiality is not appropriate and disclosure to other agencies is required
  - Deciding on appropriate support and advice for individual students according to their specific circumstances or difficulties experienced
  - Undertake IPP reviews for colleagues line managed.
  - Attend meetings for identified individuals as a representative of the school.
  - Oversee the lates/truancy detention system and practice.
  - To provide support for students' behaviour, safety and wellbeing
  - Liaison with outside agencies
  - To support the DoPA's in managing challenging student behaviour including call out requests
  - Attend and contribute to staff meetings and training sessions as required
  - Such other duties as may be reasonably allocated or directed within the purview of the post
  - To keep parents, students and staff informed on a regular basis of current support available through outside agencies
  - Deputy Designated Safeguarding Lead
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## NOTES

- The School and site is open between the hours of 6.00 am and 10.30 pm and Support Staff may be asked to carry out their duties during these hours in order to meet the operational needs of the school. Those staff who may be asked to work outside these times will have a note to that effect in their job description.
  - Hours of work/designated lunch times may be subject to change for operational reasons.
  - All applications for leave of absence, claims for additional hours, changes to published hours of working, etc. should be agreed and processed via the HR Manager and Headteacher to enable records to be kept.
  - If, at the time of interview for a post, an applicant has already booked a holiday (or other event), then that will be honoured up to six months after the starting date.
  - No other holidays will be granted during term time without a very exceptional reason. Notice must be given in writing at least 6 working weeks in advance.
  - In exceptional cases where time off is granted it will either be as
    - (a) unpaid leave, or
    - (b) time made up in lieu (by negotiation)
  - There are other occasions when the Headteacher may grant leave (unpaid or time made up in lieu)
    - (a) Overtime has been worked by agreement with the Headteacher
    - (b) To attend a special event e.g. graduation
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## FLEXIBILITY STATEMENT

The content of this Job Description represents an outline of the post only and is therefore not a precise catalogue of duties and responsibilities. The Job Description is therefore intended to be flexible and is subject to review and amendment in the light of changing circumstances, following consultation with the post holder.

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## PERFORMANCE REVIEW (IPP)

All support staff undertake an annual Individual Performance Planning cycle (IPP) in line with school policy and practice. This postholder's IPP would be line managed and undertaken by the Deputy Headteacher.

Date Prepared: April 2026

Prepared By: Mrs C Oakley, Headteacher

Date Reviewed:

Reviewed By