

Part A - Grade & Structure Information

Job Family Code	7CLES	Role Title	Student Wellbeing Co-ordinator
Grade	PS7	Reports to (role title)	Associate Senior Leader (DSL)
JE Band	228-268	School	Esher C of E High School
		Date Role Profile created	September 2020

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose

including key outputs

To respond to any issues that arise with students in order to investigate, prevent escalation and assist decision making by Heads of Year, Heads of Department and SLT. Meet with students as referred by Heads of Year to support and improve behaviour for learning, engagement with school and attendance.

Key deliverables include:

- Promptly investigate issues of concerns with student behaviour and assist middle leaders in decision making.
- Communicate with parents, both receiving calls from assigned families and by contacting home where issues have arisen.
- Work with students who have been involved in issues of concern to enable them to return to their learning as soon as possible.
- Support the internal exclusion room on an agreed rota.
- Plan a schedule of meetings and interventions during the week to support students who have been identified as requiring additional pastoral support for a range of issues.
- Contribute to the reduction of persistent absenteeism through support in school and by home visits where appropriate with a particular focus on disadvantaged students.
- Be a point of reference for students who demonstrate or are the recipients of bullying behaviour, seek to resolve issues and find strategies for improvement.
- Be available to Heads of Year as and when needed to support them in various ways in consultation with line manager.

	<ul style="list-style-type: none"> To act as Deputy Designated Safeguarding Lead, responsible for safeguarding and child protection (including online safety) as set out in KCSIE Facilitate wellbeing assessments and safety plans with students and parents, recommend strategies and or interventions and review regularly.
Enlighten Learning Trust Work Context and Generic Responsibilities	<p>This role is based at Esher C of E High School part of Enlighten Learning Trust.</p> <p>Enlighten Learning Trust expects all its staff to:</p> <ul style="list-style-type: none"> Maintain confidentiality in and outside of the workplace Be pro-active in matters relating to health and safety and report accidents as required Support the aims and ethos of the Trust setting a good example in terms of dress, behaviour, punctuality and attendance To carry out all such other duties as the SLT or your line manager may reasonably direct; this may include the invigilation of exams.
Line management responsibility if applicable	N/A
Budget responsibility if applicable	N/A
Representative Accountabilities Typical accountabilities in roles at this level in this job family	<p>Support delivery</p> <ul style="list-style-type: none"> Assist with the delivery of relevant schemes of work, delivery and assessment. Deliver a range of operational support for existing systems or processes to agreed standards, to maximise quality of teaching & learning. Support more senior staff in classroom management and behaviour techniques. May carry out personal care routines as appropriate. <p>Planning & Organising</p> <ul style="list-style-type: none"> Plan and prioritise own work activities for the weeks ahead, to ensure operational efficiency. Respond effectively to changing demands, adjusting priorities as needed. <p>Policy and Compliance</p> <ul style="list-style-type: none"> Assist with work in a relevant technical or regulatory area in order that statutory and policy compliance is maintained. <p>Work with others</p>

	<ul style="list-style-type: none"> • Respond to and resolve enquiries and problems, judging when to pass on complex issues or involve others, to provide an effective support and clear advice to colleagues and customers. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures. • Guide and/or supervise staff in their duties to facilitate their development and ensure standards are maintained. • Communicate and liaise with service users and/or external contacts, representing the team/service as required <p>Resources</p> <ul style="list-style-type: none"> • May assist in the management of a small budget or recovery of income. <p>Analysis, Reporting & Documentation</p> <ul style="list-style-type: none"> • Collate data, prepare reports/statistics to meet statutory/management information requirements. • Recommend improvements and support implementation to systems, processes and procedures, ensuring best practice is shared across the team. • Support, coordinate and undertake research into a variety of projects in the defined area of activity to support achievement of team's objectives. <p>Duties for all</p> <ul style="list-style-type: none"> • Values: To uphold the values and behaviours of the organisation. • Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. • Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others. • The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications. Contribute to and influence children's learning and personal development. • To have regard to and comply with safeguarding policy and procedures.
<p>Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics</p>	<ul style="list-style-type: none"> • Educated to A level, HNC or equivalent, or able to evidence ability at an equivalent level. • Knowledge of relevant technical area including, where appropriate, relevant practical skills & relevant qualifications at Level 3 or 4 • Understanding of relevant regulations, processes and procedures and issues relating to the service user group. • Competent in a range of IT tools. • Good written and oral communication skills with the ability to build sound relationships with customers. • Ability to apply specialist skills/judgement to undertake a programme of works. • High level analytical and organisational skills. • Able to prioritise and plan own workload in the context of conflicting priorities and work on own initiative. • A methodical approach to tasks, recording and reporting. • Typically previous work experience in a relevant environment.

	<ul style="list-style-type: none"> • Experience of staff supervision where appropriate
<p>Details of the specific qualifications and/or experience if required for the role in line with the above description</p>	<p>The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). Enlighten Learning Trust is committed to the safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p> <ul style="list-style-type: none"> • Experience of working within a school or similar setting . • Experience of working with families. • Knowledge of child development. • Knowledge of referral routes and how to raise concerns.
<p>Role Summary</p>	<p>Roles at this level typically provide specialist support. Many will possess technical rather than professional expertise in the main disciplines. There will be minimal day-to-day supervision, but clear guidance will be available. The roles will plan for the weeks ahead and prioritise to accommodate non-standard work. They often require understanding of complex procedures and support systems, and the ability to allocate workload and react to changing priorities. Although most work will follow established patterns, initiative is needed to handle processes and resolve problems and behaviour based on experience and judgement, mainly without reference to others. These roles may work alone instead of as part of a team, or programme delivery which may require more specialist knowledge or experience. Responsibility may include management of resources and/or area of work.</p>