

Job Title:	Student Support Advisor
Grade:	OAT Grade 6 (pt 20-25) hpw, term-time + 2 weeks (these additional weeks to be used to support Academy functions/events out of normal school hours) £32,597 - £36,363 FTE (£28,758 - £32,081 actual)
Responsible to:	Head of Year, Assistant Principal (Behaviour & Interventions)
Purpose of the Job:	To provide pastoral and behavioural support to students in designated year groups. To monitor and promote attendance in designated year groups. Student Support Advisors play a key role in supporting student performance, attendance and behaviour across the Academy, working with students, staff and parents to find the most effective ways to promote and support achievement.
Duties and Responsibilities:	<p>Achievement and Behaviour</p> <ul style="list-style-type: none"> • Work under the direction of the Head of Year and the Assistant Principal (Behaviour & Interventions) to promote the success of the Year Groups • To attend classes to monitor individual student's behaviour and/or progress where necessary • Organise and arrange Year assemblies in liaison with the relevant Achievement Director(s) • Work with Achievement Director(s) to identify and monitor achievement of students and take appropriate action where necessary • Monitor, promote and implement Academy reward system. • Actively promote the Academy's values, and rules and Academy procedures about punctuality, attendance, uniform, equipment and homework. • Act as the first point of call-out to extract students within the year group from class for behavioural issues when required. Assess issue/student need and then act accordingly (i.e. pass on to relevant member of staff, return to class, or make arrangements for the student to be sent home as appropriate) • Monitor behaviour databases as they develop and providing summary reports • To attend parental meetings regarding achievement, behaviour or other issues with relevant senior staff, and to record notes of these meetings and ensure that these are distributed in a timely manner as appropriate • To provide cover on a rota basis to the Inclusion Room. To ensure that the atmosphere of the Inclusion room is purposeful, respectful and silent, and that students are completing work pre-set for them by teaching staff. • Arrange work for students who are absent for more than 3 days or who are withdrawn from lessons • Investigate incidents that arise within the Academy, liaise with appropriate staff, parents and relevant external agencies including initial contact with parents • To collate and provide work for excluded students

	<p>Attendance</p> <ul style="list-style-type: none"> • To record and monitor attendance in relevant year group(s). To liaise with parents regarding attendance issues, including holding parental meetings where appropriate. To liaise with Educational Welfare Officer regarding attendance issues. • To organise the sending of “Keep Kids Safe” text messaging for students absent without explanation <p>Pastoral</p> <ul style="list-style-type: none"> • Act as first point of contact for students within relevant year group(s); ensuring availability at break times and lunchtimes. • Act as first point of contact for parents/carers of students within the year group(s), dealing efficiently and effectively with parental queries, concerns and complaints. • Monitor planners, uniform and homework checks • Assist with Open Evenings, Parents’ Evenings and Academy events outside normal school hours as required • Monitor, promote and implement Academy reward system. • Liaise with Student Reception and the Medical Room Staff. • To co-ordinate student records, including individual files and ensure transfer of these as appropriate. • Liaise with outside agencies as necessary e.g. Counsellors, Family Conferencing Service, EP, Social Services, MAGGS • Liaise with SENCO, Assistant SENCO and Departmental Key Workers as appropriate • To assist in organising activities and functions for relevant year group(s), i.e. rewards trips, Prom, Leavers’ assemblies, etc. <p>General</p> <ul style="list-style-type: none"> • To undertake such administrative duties as required for the post, e.g. routine letters, notes of meetings, exclusion/inclusion paperwork, forms, etc.
	<ul style="list-style-type: none"> • The duties may be varied by the Principal and/or Governing Body to meet changed circumstances in a manner compatible with the post held.

Performance management

Participating in the Academy’s arrangements for performance management, professional development and the Academy’s arrangements for quality assurance and internal verification.

General responsibilities

To undertake such other duties appropriate to the grade of the post as the Principal may from time to time reasonably determine.

CONTEXT

All staff are part of a whole Academy team. Each individual is required to support the values and ethos of the Academy and Academy priorities as defined in the Academy Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a busy pressurised environment.

Due to the nature of this job, it will be necessary for the appropriate level of Criminal Record Disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are “spent” under the provisions of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

**PERSON SPECIFICATION
STUDENT SUPPORT ADVISOR – OAT Grade 6 (pt 20-25)**

General heading	Detail	Specific examples
Qualifications & Experience	Specific qualifications & experience	No formal qualification required, but good standard of education (to at least Level 3 or equivalent) Need relevant experience of working with students aged 11-19, although more specific for separate year groups.
	Knowledge of relevant policies and procedures	Need to have detailed knowledge and understanding of all school procedures and policies, especially Safeguarding, Rewards and sanctions, Attendance, Equal Opportunities, race Equality, Inclusion and Communications policy
	Literacy	High level of literacy required – preferably to A Level or Level 3 equivalent in English. Post holder is expected to write to parents and outside agencies, and to take accurate notes of meetings
	Numeracy	Good level of numeracy required – at least GCSE grade C or above (or Level 2 equivalent) in Maths. A level of numeracy which allows for interpretation of baseline data such as attendance, attitude to learning and achievement.
	Technology	Must be ICT literate, with an ability to use common school ICT equipment for logging, monitoring and communication.
Communication	Written	Ability to write detailed reports Ability to write routine letters Ability to write detailed referral forms to outside agencies. Ability to write reports for exclusions and for individual student risk assessments.
	Verbal	Listening Skills Ability to exchange routine verbal information clearly with children and adults Ability to exchange complex and sensitive information in a firm and non-ambiguous way Ability to express own views and opinions in a reasonable manner Ability to deal with complex emotional issues. Ability to read and respond to non verbal communication in both students and adults.
	Negotiating	Ability to consult effectively with students and adults Ability to motivate/encourage/empower students/adults Ability to communicate and adjudicate between students and adults Needs a non-judgemental approach. Advising staff on how to work with students, providing negotiating and conciliatory skills on behalf of students with staff and parents. Meet with parents and prospective students to promote the school either individually or at events

Working with children	Behaviour Management	<p>Ability to manage the behaviour of cohorts of students in many different settings, e.g. the classroom, on the playground, in corridors, in assembly, on trips – as large groups or as individuals. N.B. sometimes this requires the management of students in cross age groups such as playground duty and area monitoring between lessons.</p> <p>Understanding and implementation of school sanctions and rewards policy.</p> <p>Ability to use physical presence in a positive manner.</p> <p>Develop good body language skills to manage confrontational situations and keep control of a situation.</p>
	SEN	<p>Understand and support the differences in children and adults and respond appropriately.</p> <p>Attend meetings with the SENCO to discuss the welfare needs of students in their Year Group.</p> <p>The ability and knowledge to discuss individual needs with outside agencies – e.g. this can be quite complicated as in the case of a full CAF referral.</p>
	Curriculum / School organisation	<p>General understanding of the school curriculum</p> <p>Working knowledge and experience of implementing the national curriculum and other learning programmes</p> <p>Understanding of statutory framework relating to teaching</p> <p>Some support is offered via homework clubs.</p> <p>An awareness of religious/cultural differences is essential</p>
	Child Development	<p>Basic understanding of the way in which students develop</p> <p>Understanding of different developmental stages and the impact of experience on these developments</p> <p>Understand and support students in transition</p> <p>Refer students to outside agency support when developmental support is required.</p>
	Health & Well being	<p>Understand and promote the value of emotional and physical wellbeing in adults and students.</p> <p>Refer students to outside agencies as appropriate.</p> <p>Take responsibility for own wellbeing</p>
Working with others	Working with partners	<p>Understand and value the role of parents and carers in supporting students</p> <p>Know when, where and how education and support services can be accessed</p>
	Relationships	<p>Ability to establish rapport and respectful and trusting relationships with students, their families and carers and other adults using appropriate communication styles</p> <p>Ability to build open and honest relationships</p> <p>Ability to counsel students, staff and parents on welfare issues relating to students.</p>
	Team work	<p>Work effectively as part of a team</p>

		<p>Ability to work independently</p> <p>Know when and how to seek support</p> <p>Know when and how to hand over control</p> <p>Knowledge of own position within a team environment and the boundaries which apply</p> <p>Be able to lead team meetings when required</p>
	Information	<p>Knowledge and use of CAF</p> <p>Help with the planning process for the whole school plan for their relevant key stage, and review on a regular basis.</p> <p>Ability to record and report observations in an appropriate manner</p> <p>Ability to distinguish between option and fact</p>
Responsibilities	Organisational skills	<p>Ability to be proactive and initiate action</p> <p>Ability to prioritise and organise own workload in a busy, ever-changing environment</p>
	Time Management	<p>Ability to juggle a myriad of tasks and issues – often needing response immediately and without planning.</p> <p>Need to find time to keep meticulous records and to keep them updated, whilst communicating actions and decisions to all other appropriate parties.</p> <p>SSA's are expected to operate an 'open door' approach for both students and staff so prioritisation is key.</p>
	Creativity	<p>Ability to be flexible in ideas and thoughts, constantly finding new methods of supporting students to achieve their best.</p> <p>Use of strategic thinking skills when devising pastoral support plans.</p> <p>Tactical thinking used day to day with regards to problem solving</p>
General	Equalities	Demonstrate commitment to treating all people fairly
	Health & Safety	Knowledge and practical commitment to the school's Health and Safety policy
	Child Protection	<p>Understand what is meant by safeguarding and the different way in which children can be harmed</p> <p>Understand and comply with child protection procedures</p> <p>Understand and comply with specific school procedures.</p>
	Confidentiality/ Data Protection	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Commitment to developing in the role, including undertaking appropriate CPD as appropriate.