



Support Service Team

Pastoral Team

Job Title:

Student Support Leader

Grade:

Grade 6 (Term time only +1)

Post Objective:

To ensure that your specific year group attending Walton High Walnut Tree have a positive and supportive work ethos to enable them to take full advantage of the academic opportunities available and contribute fully to their own personal development as well as that of the school.

Provide care guidance and support through supporting the ethos of working with our students through strong **routines**, Positive **relationships**, **restorative** practices and **recognition** of students' achievements (4R's)

Promote Walton High-Walnut Tree as a place to **Belong**, a place to **Learn**, a place to **Achieve**

Accountable to:

Pastoral manager (& Progress Leader)

Key Oversight Areas

- Coordinate the day to day (operational) running of the year group alongside longer-term strategic planning of provision.
- Attend tutor team meetings to ensure excellent communication and clarity of the role and support across the school.
- Supporting the pastoral team (Progress Leader/ Pastoral Manager / Safeguarding / SENCO) to provide excellent care, guidance and support.
- Contribute to specific pastoral initiatives and running of staff training at a whole school level as required.

Pastoral

To have responsibility for all students in a specific year group in areas relating to:

- Student records, including accurate records in Arbor
- Liaison with outside agencies –for example CFP.
- Well-Being and Safeguarding, including accurate reporting in CPoms
- Ensure effective communication in relation to student welfare matters with parents, teaching staff, outside agencies, school nurse, SEND, and other support staff as appropriate.
- Relate the work of the school to the students' home experience by informing and involving parents in school matters wherever possible.
- Liaise with tutors, teachers, Progress Leader, Pastoral Manager, SEND team and external agencies regarding the needs of students within your Year group.
- Attend all meetings as required, including multi-agency meetings, student-related meetings (pastoral and safeguarding related) and contribute where necessary.
- Be responsible for providing appropriate transfer records to a receiving school if a student leaves the school in accordance with the school's procedures.
- Liaise with the Special Needs Co-Ordinator and other members of staff as required.
- Complete investigations and make appropriate recommendations for action, including contacting parents with the outcome, readmittance meetings.
- Fulfill safeguarding responsibilities for students of the year group, as directed by the safeguarding team
- Fulfill, as part of daily and weekly duties such as On Call, social time duties, and part of the pastoral provision, such as supporting the Isolation area, Inclusion area etc. to ensure provision offered is high quality.

	<ul style="list-style-type: none"> • Carry out duties as required to help the running of an orderly school, for example: On Call, Internal Isolation, Social duties during, before and after school, hot spots and provide cover for absent staff where needed. • Track and monitor pastoral support plans for students providing further intervention where needed • Liaise with the intervention and inclusions team on providing support for high profile students within the year group
<p>Attendance and Punctuality</p>	<ul style="list-style-type: none"> • Monitor attendance of Year group during the year through weekly monitoring, identifying attendance trends and students who have attendance below 94% • Intervene with students with poor attendance, especially those recognized as persistent absence (below 90%) • Undertake welfare checks and Home Visits for students whose attendance is of concern, particularly those not attending school – as directed by safeguarding team, Assistant Principal. • Support attendance to detentions throughout the year
<p>Other/Academic</p>	<ul style="list-style-type: none"> • Responsibility for safeguarding and promoting the welfare of children, including reporting concerns on CPOMS and discussing concerns with the Designated Safeguarding Lead • Initiate new ideas and encourage developments relating to students in a specific year group. • Provide information to the Principal/Governors on any aspect of the Student Support Leader role as may be required. • To attend KS3/KS4/TATY/BSA briefings where necessary • Attend all Year group assemblies, lead student entrance/exit and contribute to assemblies where applicable. • Take lead on Year Group Parents’ Evenings through ensuring attendance is high (90%+) through robust communication with parents and carers. • Liaise with Progress Leader to support Academic Progress. • Support and work alongside the SEND department to ensure students receive the correct support. • Support whole school events, depending on the year group, for example year 6 into 7 transition, preferences, work experience, sixth form applications • Be responsible for ensuring that administrative and organisational tasks relating to the post are carried out effectively, such as internal isolation, detentions, suspensions, student accounts, report writing, attendance including support parental interviews and legal proceedings as required.
<p>Behaviour and Culture</p>	<ul style="list-style-type: none"> • Monitor student behaviour in your Year group using Arbor and identify intervention strategies in consultation with relevant others. • Ensure implementation of the behaviour Policy “Code of behaviour” and to have overall responsibility for student discipline in a specific year group. • Investigate incidents of misbehavior, securing written statements (RFA’s) from those involved and witnesses. • Suggest student action and intervention to the Assistant/ Deputy Headteacher or Leadership Group, including leading sanctions where needed. • Implement behaviour management Programs with students which involve leading parental meetings. • Attend re-integration meetings where applicable. • Support Isolation room supervisors and take any necessary follow-up action. • Supervise students in the SR room where appropriate



	<ul style="list-style-type: none"> • Have, in consultation with the line manager, responsibility for any decision to move students between form groups or subject groups.
General	<ul style="list-style-type: none"> • To be aware of the Trust's duty of care in relation to staff, students and visitors and to always comply with the health and safety policy. • Some working flexibility will be required to meet the demands of this post. • To establish and maintain positive, constructive, and professional working relationships with staff, visitors, students, parents, and other professionals of the Trust. • To be aware of and comply with the codes of conduct, regulations and policies of the Trust and its commitment to Equality, Diversity and Inclusion. Act in a courteous way always in communications with both colleagues and all stakeholders. • To contribute to whole School and Trust events as and when required. • To develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated to support the development of the school.

This job description reflects the principal accountabilities of the post holder and identifies the level of responsibility as which he/she will be required to work. In the interests of effective working, the major tasks may be reviewed on an annual basis to reflect changing business needs and circumstances. Such reviews, and any consequential changes, will be carried out in conjunction with the post holder. It does not form part of your contract of employment.

The 5 Dimensions Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All posts are defined as Regulated Activity and therefore this post is subject to an Enhanced DBS.



PERSON SPECIFICATION

ATTRIBUTE	Essential (E) or Desirable (D)	Assessment
Qualifications		
GCSE Maths & English A*-C (or equivalent)	D	A
Knowledge and experience		
Experience of working in an administrative function	E	A/I
Experience of working with students within an education setting	D	A
Previous experience of working within a school environment	D	A/I
Skills		
Ability to work at pace with attention to detail	E	A/I
Excellent IT skills, including Microsoft office, Teams, etc		
Ability to build good, effective working relationships with key stakeholders	E	A/I
Ability to communicate with a variety of staff at different levels	E	A/I
Ability to work independently and to use initiative	E	A/I
Ability to build professional relationships with students based on respect.	E	A/I
Highly organised with good organisational skills.	E	I
Personal attributes		
Demonstrate and adhere to 5 Dimensions core values	E	J
Adhere to GDPR guidelines and the Trust's internal procedures	E	I
Adhere to the Trust's Safeguarding and Prevent policy	E	I
Adhere to Health and Safety Policy	E	I
Commitment to own professional development	E	I/A
Commitment to equality and diversity in the workplace	E	I

A = Application

I = Interview

T = Task/Activity

R = References