

Job Description

Job Title	Enhanced Support Manager
Grade	H
Responsible To	Deputy Headteacher
Staff Manage	None
Job Family	Pastoral Support
Job Purpose:	To support the welfare and progress of vulnerable students in their learning, behaviour and transitions
Job Context:	To work with some of the most vulnerable students across Years 7-11 to maximise achievement by contributing to and further developing the support provided for their social, emotional and behavioural wellbeing.
Accountabilities / Main Responsibilities	
Key strategic element of the job	<ul style="list-style-type: none"> • Work with a case load of students who are identified as vulnerable and require enhanced pastoral support • Liaise with a number of agencies to ensure students receive appropriate and multi-layered support where necessary • Contribute to Inclusion Team meetings to ensure all stakeholders in school have a clear understanding of students' support packages. • Oversee the provision for a caseload of students, ensuring they successfully access lessons with support and appropriate adjustments. • Contribute to maintaining the high behavioural standards in the school by having high expectations of all students and dealing with poor behaviour swiftly and effectively. • Work within the Pastoral Team to ensure high quality pastoral provision for a range of students. • To act as a first point of contact for students needing advice with personal issues and/or referral to appropriate team member, liaison with external agencies as appropriate. • To undertake general student supervision duties - to include start/end of school day transport and morning / lunch breaks. • Supporting Assistant Headteachers with student investigations as appropriate. • Maintaining accurate records of activity on internal systems e.g. letters, sanctions, behaviour reports. Quality checking of pupil records. • Keep appropriate accurate written records for all meetings, telephone calls, student/outside agency conversations. • Support the Assistant Headteachers (Behaviour and Inclusion) in meetings with students and other stakeholders. • To maintain Behaviour Management records including producing behaviour reports. • To assist leaders to identify and manage over and under achievement. • To support with the provision of work for students in additional spaces and those on long term illness. • Coordinate and monitor alternative provision packages for vulnerable students
Communications	<ul style="list-style-type: none"> • Liaise with the Assistant Headteachers regarding the coordination of external agencies work. • Work in collaboration with the Deputy Headteacher and Pastoral Team with the coordination of transition and induction for vulnerable students. • Liaise with the safeguarding team regarding student concerns.

Partnership or Corporate Working	<ul style="list-style-type: none"> • Work with external agencies to support students and their families seek the help that they require
Skills Development	<ul style="list-style-type: none"> • Practice Continuous Professional Development • Attend team meetings
Safeguarding	<ul style="list-style-type: none"> • To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate
Systems and Information	<ul style="list-style-type: none"> • Record information on student behaviour on the appropriate system • Records information on student packages • Records information relating to sanctions
Planning and Organising	<ul style="list-style-type: none"> • Contribute to the development of behaviour and attendance policies and procedures for the school
Data Protection	<ul style="list-style-type: none"> • To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> • We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. • Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. • Develop own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> • Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. • Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. • Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures
Customer Service	<ul style="list-style-type: none"> • The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. • Understand your own role and its limits, and the importance of providing care or support.

Person Specification

Job Title	Enhanced Support Manager	
Grade	H	
Responsible To	Deputy Headteacher	
Staff Manage	None	
Job Family	Pastoral Support	
	Essential	Desirable (if not attained, development may be provided for successful candidate)
Qualifications		
	<ul style="list-style-type: none"> Level 2 Math & English or directly equivalent qualification 	<ul style="list-style-type: none"> NVQ Level 3 qualification Evidence of related training Further professional qualifications Willingness to undertake first aid
Personal Qualities & Attitude		
	<ul style="list-style-type: none"> Committed to safeguarding and promoting the welfare of children and young people High level of emotional intelligence/ self-awareness Friendly and outgoing Able and willing to establish good professional relationships Self-motivated and able to work on own initiative without supervision 	
Knowledge & Experience		
	<ul style="list-style-type: none"> Strong knowledge of multi-agency working and the agencies that can be used to support the needs of the most vulnerable. Experience of working with vulnerable young people and their families Developing and maintaining positive working relationships with a range of students in order to provide guidance and support A sound knowledge of school systems, up-to-date curriculum and correct academic procedures; and using this knowledge to help guide individuals through the learning process Experience of dealing with behaviour issues in an academic environment Experience of communicating with a range of individuals, including parents/carers and outside agencies in an appropriate manner Experience of school monitoring systems and using this data to identify issues promptly and accurately Experience of managing a busy workload whilst maintaining high standards 	<ul style="list-style-type: none"> Evidence of Safeguarding/ Child protection and the Data Protection Act Experience of recognising early signs of disengagement Knowledge of the academic and pastoral ethos of a school environment Experience of work in a school environment or educational establishment

Skills & Ability	
<ul style="list-style-type: none"> • Experience of working with children/young people • Developing and maintaining positive working relationships with a range of students in order to provide guidance and support • A sound knowledge of school systems, up-to-date curriculum and correct academic procedures; and using this knowledge to help guide individuals through the learning process • Experience of dealing with behaviour issues in an academic environment • Experience of communicating with a range of individuals, including parents/carers and outside agencies in an appropriate manner • Experience of school monitoring systems and using this data to identify issues promptly and accurately • Experience of managing a busy workload whilst maintaining high standards • Ability to relate sensitively to students with complex emotional, behavioural and health problems • Ability to identify realistic but challenging self development needs and take responsibility for own learning • Ability to demonstrate commitment to Equal Opportunities and customer service practices • Ability to maintain confidentiality at all times • E-literate and competent in IT packages • Ability to assimilate information • Knowledge of adolescent behaviour and management systems • Knowledge of working with families to promote cohesion and achievement 	<ul style="list-style-type: none"> • Presentation skills • Knowledge of School Management Information Systems
Other Requirements	
<ul style="list-style-type: none"> • Enhanced DBS clearance • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline 	