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Learning Trust



**ILKLEY GRAMMAR SCHOOL**

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER  
PARTICULARS FOR  
THE POST OF:**

**Post-16 Student  
Support Officer**

**(Fixed term 1 year)**

**JUNE 2026**

**Post-16 Student Support Officer**  
**Actual annual salary: £17,652 - £18,269**  
**Salary Scale Point 5 (range 5-6)**  
**Monday - Friday 8.25am – 3.00pm plus a 35-minute unpaid lunchbreak each day**  
**Total hours – 30 per week.**  
**Term time only plus 3 additional days**

Thank you for requesting details for the post of Post-16 Student Support Officer. We are looking for a colleague to join our Post-16 team at this successful, oversubscribed comprehensive Academy.

This role is integral to Student Services within Post 16 with the main focus on supporting staff and students in Post 16, leading on communication with parents and staff, and working with the Head of Pastoral Post-16, Pastoral team and Assistant Head. The successful candidate will have excellent administrative support skills, high expectations and an unwavering commitment to all staff, students and stakeholders. They will support with student pastoral care, attendance monitoring, through daily routines including liaison with home and supporting progress and achievement, working across Post-16. The Post-16 Student Support Officer will report directly and be responsible to the Head of Pastoral Post-16. This role is fixed term for 1 year to August 2027.

This is an exciting time in the school's development. In July 2022 it was announced that IGS has been selected for the next phase of the national Schools Rebuilding Programme and will receive substantial capital investment to rebuild and /or refurbish parts of the school. This will have a transformative impact on the learning environment at IGS and will substantially reduce our carbon footprint.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with all colleagues. We have a strong associate staff team employed across student support and pastoral roles, administration, premises management, IT support, finance, catering and operational management. We are sensitive about the importance of managing staff workload. We have a comprehensive wellbeing offering for staff to access across the school year. The school also closes earlier for students on Wednesdays to facilitate whole school and departmental staff development and training.

Despite our considerable success, we are not complacent and the commitment to our Personal Best values and our motto "Growing in Wisdom and Stature" means that we continue to drive school improvement to further raise standards. It is important to us that students are equipped with the confidence, skills and personal qualities to make a positive difference to their own lives and to that of others. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, an unwavering commitment to our Personal Best values and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

The closing date for this post is: 8am Tuesday 23rd June 2026  
Provisional interview is scheduled for w/c 22<sup>nd</sup> June 2026

***Please be aware that we reserve the right to close early, and so early applications are encouraged.***

If you do not receive an invite to interview by Wednesday 24th June, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell  
Headteacher

## **PRIME OBJECTIVES OF THE POST:**

### **Key responsibilities:**

#### **Student Progress & Achievement:**

- To support the Post-16 AHT, Learning Leader, the AAHT and DHT to ensure all students are well supported to reach or exceed expected outcomes.
- Support the curriculum provision and pastoral support for targeted students at risk of significant underachievement, behavioural difficulties, disaffection and/or poor attendance which places them at risk of leaving or of exclusion from school
- Work with individuals and small groups of students for intervention as appropriate
- Support students in making efficient use of study periods
- Work with the Post-16 Attendance officer to actively support student attendance and punctuality in school
- Supervise some Post-16 study spaces

#### **Student Welfare**

- To support the Head of Pastoral Post-16 and Assistant Head of Pastoral Post-16 in ensuring that the pastoral needs of Post-16 students are met by providing support when required and also by ensuring that as far as possible all conversations remain 'learning-focussed'
- Work with students and their families to overcome such issues as attendance and other barriers to learning and thus raise the level of students' achievement. This will include liaising with families/carers by phone.
- Work with the Post-16 team to make sure Academic decisions are in the student's best interests
- Assist with the students' personal, behavioural and social development through appropriate guidance and advice:
  - Support individual students to manage behaviour
  - Support the mentoring of students on emotional issues affecting their wellbeing and learning
  - Work with individual or small groups of students to support the adjustment to Post-16 learning and expectations
- Support and assist the Heads of Year and AHT as follows:
  - Ensure all students are accounted for daily, and attend regularly, and chase students on site who are not in timetabled sessions
  - Work with Head and Assistant Head Pastoral to implement appropriate support for students
  - Liaise with parents as necessary
- Support the initial investigations into behavioural and other matters by seeing students, taking statements
- Act as First Aider following appropriate training

#### **Communications and record keeping**

- Maintain regular contact with families/carers of students in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement
- To maintain appropriate formal records of meetings using school systems such as CPoms and Arbor
- Liaise with the Post-16 Student Achievement Managers, Senior Tutors and other key staff such as form tutors
- Keep accurate and timely records e.g. relating to attendance and interventions

#### **Other Responsibilities**

- Support transition events

- Support events, visits, extra-curricular, charity fundraising, enrichment etc. as appropriate including Challenge and Celebration week, results days and enrolment.
- Support duty patrols and hub staffing, including break, lunchtimes and after school detentions with Senior Tutors, joining rotas as required
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

### **General Accountabilities**

- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;
- Establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school;
- Be aware of and comply with the code of conduct, regulations and policies of the school;
- Develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.

### **Responsibilities**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

### **VARIATION IN ROLE**

Given the dynamic nature of the role and structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

### **Recruitment and Selection Policy Statement**

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

As with most associate staff roles. this post is subject to the satisfactory completion of a six-month probationary period.

**PERSONNEL SPECIFICATION**  
**Post-16 Student Support Officer**

Qualifications	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> GCSE grade C or equivalent in English, Maths & Science	E	Application form and selection process
<input type="checkbox"/> An understanding of child protection, health, safety and security	D	
<input type="checkbox"/> A levels and degree level qualifications are desirable due to the Post-16 dimension of the role but are not essential	D	
Experience	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Some experience of secondary school-age children (inc. Post-16)	D	Application form and selection process
<input type="checkbox"/> Understanding of children's needs and problems	D	
<input type="checkbox"/> Successful experience of motivating, coaching and encouraging students to achieve more	D	
<input type="checkbox"/> Aware of requirements under Health & Safety regulations	D	
<input type="checkbox"/> Knowledge of First Aid procedures	D	
<input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies	D	
<input type="checkbox"/> Experience of working in a high pressured environment	E	
<input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks	E	
<input type="checkbox"/> Defusing difficult situations in a calm manner	D	
<input type="checkbox"/> Presenting yourself effectively	E	
<input type="checkbox"/> Experience of working in a school based environment	D	
Training	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Willingness to participate in CPD	E	Application and selection process
<input type="checkbox"/> Evidence of relevant CPD	D	
Skills	Essential/ Desirable E/D	How Identified
<input type="checkbox"/> Able to understand and carry out instructions	E	Application form and selection process
<input type="checkbox"/> Able to think logically and calmly when under pressure.	E	
<input type="checkbox"/> Able to keep accurate & appropriate records	E	
<input type="checkbox"/> Able to use initiative within school policies and practices	E	
<input type="checkbox"/> Good standard of written and spoken English	E	
<input type="checkbox"/> Proven ability to use ICT in the organisation and management of their role	D	
<input type="checkbox"/> Good numeracy skills	D	
<input type="checkbox"/> Able to act in an understanding and patient manner whilst remaining firm and fair	E	
<input type="checkbox"/> Able to take initiative and to work independently	E	
<input type="checkbox"/> Good interpersonal skills and confident communicator	E	
<input type="checkbox"/> Good problem solver	E	
<input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour	E	

<b>Professional Qualities</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Abide by the school's policies	E	Application form and selection process
<input type="checkbox"/> 'Can do' attitude	E	
<input type="checkbox"/> Team work/collaboration	E	
<input type="checkbox"/> Emotional intelligence	E	
<input type="checkbox"/> Professional appearance	E	
<input type="checkbox"/> Sense of humour and perspective	E	
<b>Equal Opportunities</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community	E	Selection process
<input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
<b>Circumstances - Personal</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Will not require holiday leave during term time.	E	Selection process and completion of an Enhanced DBS disclosure
<input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).	E	
<input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).	E	
<input type="checkbox"/> If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use).	D	
<b>Safeguarding</b>	<b>Essential/ Desirable E/D</b>	<b>How Identified</b>
<input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them	E	Completion of an Enhanced DBS disclosure
<input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people	E	
<input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people	E	
<input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people	E	