

Job Description

Job Title	Education and Welfare Support Officer
Grade	I
Responsible To	Principal / Vice Principal / Designated Safeguarding Lead
Staff Managed	Pastoral Support Officer
Job Family	Pastoral Support
Job Purpose	This role in the school is to strengthen our support for students to help them achieve their full potential. They will assist the Pastoral team in dealing with incidents of inappropriate behaviour or where students need more emotional support.
Job Context	Assist with pastoral support to pupils, providing advice and guidance and implementing agreed plans to encourage learning and overcome barriers to learning. Works with students in school who are experiencing complex emotionally demanding situations due to outside influences, requiring sensitivity.
Accountabilities / Main Responsibilities	
Operational Issues	<ul style="list-style-type: none"> ● Knowing and monitoring our most vulnerable students. These would include all our vulnerable students and those with SEMH needs on the SEN register ● Working with individuals & small groups of students in order to support and improve behaviour, attainment, attendance etc., as well as work with them on other pastoral initiatives. ● Support the academy in fulfilling its statutory duties in relation to attendance and be capable of instigating legal action following appropriate protocols. ● Accessing information from Teachers and Senior Leadership Team to help support cases where further action is necessary ● Arranging and attending welfare/external meetings. ● Attending Welfare Team meetings ● Helping to support the Welfare Team by providing evidence & paperwork for Governors Meetings ● To deliver information/advice sessions for small groups to enable parents/students/staff to better understand a range of issues that young people may encounter such as anxiety, self-harm, exam stress etc. ● To identify young people who may be having issues with mental health & wellbeing. Advise pupils, parent and staff on support available ● Undertake Home visits as required ● Signpost counselling services and therapeutic support to students by working closely with teams within the academy and external agencies. ● To co-ordinate support for vulnerable students to prevent them suffering significant harm. ● To provide one-to-one support for targeted students who are on child protection plans, Child in Need Plans, Early Help Plan, Children who are in care of the local authority or Kinship Care and students who are at risk or in need. ● To undertake prevention work around personal safety, resilience and signposting support for students to external agencies where appropriate. This will include where requested, contributing to whole academy messages, the PSHE programme and assemblies. ● To work with a caseload of students based on referrals from the Principal/DSL for Student Welfare. Ensuring that suitable case records are kept of each session using CPOMS. Prioritise response to level of need. The ability to identify high risk students and to ensure acute needs are supported to protect some of our most vulnerable. For example, students who self-harm or who are placing themselves at increased risk.
Communications	<ul style="list-style-type: none"> ● Working with the attendance team in identifying students who need further intervention to improve persistent absenteeism and lateness

	<ul style="list-style-type: none"> ● Acting as a point of contact for parents with welfare concerns ● To refer upwards for more serious concerns or where more serious sanctions may be necessary. ● To work closely with external agencies, and community based organisations, ensuring appropriate support is sought, and ensuring that external agencies fulfil their responsibilities. ● Effectively communicate and co-ordinate information and administration of systems and records on matters concerning pastoral care. ● Contacting parents to pass on information about incidents in school. ● Work with the parents in conjunction with the attendance team to help them understand and fulfil their legal responsibilities in relation to school attendance.
Partnership or Corporate Working	<ul style="list-style-type: none"> ● Contacting outside agencies; getting further support for students with behavioural or emotional needs; inviting relevant agencies to meetings ● Assist with the preparation of reports for external agencies. ● Liaise and establish positive and pro-active relationships with staff, parents and students to overcome barriers to learning and enable discussions around student progress, welfare and behaviour.
Safeguarding	<ul style="list-style-type: none"> ● To be committed to safeguarding and promoting the welfare of children, young people and adults, raising concerns as appropriate. ● Designated Safeguarding Officer. Attend all meetings pertaining to child protection and safeguarding concerns when DSL is unavailable. If unable to attend to ensure a report is sent or is available for those meetings. ● Working with Designated Safeguarding Lead, Heads of Year, Local Wellbeing Worker, and SEND Team to support the educational, social, emotional and developmental needs of identified children. This may include having some administrative responsibility of CPOMS, to ensure that all statutory expectations for the recording of safeguarding concerns are met. ● Share information with teaching and support staff about at risk and vulnerable students, within the boundaries of confidentiality.
Systems and Information	<ul style="list-style-type: none"> ● Record information on students on the appropriate system (eg. SIMS, CPOMS)
Planning and Organising	<ul style="list-style-type: none"> ● Contribute to the development of behaviour and attendance policies and procedures for the school
Skills Development	<ul style="list-style-type: none"> ● Participate in training and other learning activities and performance development as required
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 your own understanding of equality issues.

<p>Flexibility</p>	<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
<p>Customer Service</p>	<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	Education and Welfare Support Officer	
Grade	I	
Responsible To	Principal / Vice Principal / Designated Safeguarding Lead	
Staff Managed	Pastoral Support Officer	
Job Family	Pastoral Support	
Essential		Desirable (if not attained, development may be provided for successful candidate)
Knowledge		
<ul style="list-style-type: none"> ● Extensive knowledge of children’s social care processes including referrals; extensive knowledge of mental health in children and the strategies for support ● An understanding of the potential barriers to learning and attending school faced by children and young people and how they can be overcome ● Knowledge of Safeguarding legislation and procedures ● Knowledge of the different transition periods of a student and how to offer support ● Knowledge of the different opportunities available to students post school education ● Knowledge of behavioural management techniques ● Knowledge of the schools policies and procedures ● An understanding of child development 		<ul style="list-style-type: none"> ● Knowledge of Health & Safety regulations
Experience		
<ul style="list-style-type: none"> ● Experience of working with young people of relevant age 		<ul style="list-style-type: none"> ● Experience of multi-agency working ● Experience of counselling or mentoring young people
Occupational Skills		
<ul style="list-style-type: none"> ● Excellent interpersonal communication skills and the ability to influence, engage and motivate children and young people ● Analytical skills to assess the challenges faced by students ● Ability to relate well to young people ● Flexible ● Good organisational skills ● Ability to prioritise and manage own workload ● ICT skills ● Creativity and problem solving skills ● Sensitivity and caring skills ● Counselling & Support Skills 		
Qualifications		
<ul style="list-style-type: none"> ● Relevant Mental Health qualification 		<ul style="list-style-type: none"> ● Degree-level qualification ● Appropriate first aid training (<i>dependant on the school’s needs</i>)
Other Requirements		
<ul style="list-style-type: none"> ● Enhanced DBS clearance 		

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| <ul style="list-style-type: none">● 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● Committed to the ethos of the school | |
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