



Student Welfare Officer- Candidate information and role profile

Dear Applicant,

Thank you for taking the time to find out more about Greenwich Free School (GFS). This pack is intended to give you information about the role of Student Welfare Officer, together with details of the school's vision and ethos and our aspirations.

At GFS we believe that two things are necessary to create a transformational school community. That we deliver outstanding teaching to every pupil and that we combine this with personalised pastoral care for every pupil. We argue that if we provide these two things then every young person in our care can achieve beyond their expectations and we can transform their outlook and future possibilities.

So this role plays a central part in helping us deliver our promise.

Alongside working in a school that values the importance of firm but responsive pastoral care you will work with a Pastoral Team that I truly believe are world class and they will provide you with guidance and advice to help progress your career.

The successful candidate will believe that every young person can achieve if given the right mix of support and challenge and you will have the drive and determination to become the very best you can.

If after reading the enclosed information you would like to apply, please complete the online application form via our recruitment site <https://www.tes.com/jobs/employer/the-greenwich-free-school-1062931> and ensure you include a supporting statement setting out why you feel you are suitable for the role in an evidence-led way that addresses the key requirements of the job.

If you have any queries please contact Victoria Hemmings on 020 8319 3692. If you would like to speak with me directly, please call on the number above. Visits to the school are welcome and please contact Victoria to arrange.

I look forward to receiving your application.

Rhys Spiers
Headteacher



GREENWICH FREE SCHOOL

Student Welfare Officer - Job description

Job Title: Student Welfare Officer

Reports to: Deputy Headteacher / Assistant Head

Responsible for: Delivering the highest quality pastoral care to pupils at GFS

Start date: ASAP

Salary: £21,743 - £28,911 dependant on experience + performance bonus

Hours: 07:50 - 16:30

Disclosure level: Enhanced

Roles included: SWO

Job purpose

- To take a lead role in building the Greenwich Free School into an outstanding school, by providing behavioural support to pupils across key stages.
- To monitor and support pupils' welfare through providing excellent safeguarding, medical and welfare provision.
- To work alongside the SENDco and SEN team to support the provision within the School
- Providing outstanding Pastoral support within the broader pastoral team.
- Conducting Pupil Investigations.
- Contributing towards the smooth running of the behaviour support unit, including daily supervision of pupils.
- Assisting with the On-call system within school.
- To support within the design and delivery of Pastoral intervention programmes and initiatives.
- To conduct parental meetings.
- To facilitate restorative justice sessions.
- Administrative support to the SENDCo and wider pastoral team.
- Assist in line management of LSAs or other support staff.

Objectives

1. To work alongside the School Attendance Officer and SWO team to help with the day to day management of attendance and all related interventions for poor attendance.
2. To manage the school's work with external welfare agencies including the School Nurse, counselling and alternative provision.
3. To investigate and effectively deal with bullying incidents that occur.
4. To ensure that Child Protection concerns flagged up are actioned swiftly and effectively.
5. To proactively contact parents to alert to behaviour concerns.
6. To lead parental meetings.
7. To regularly mentor and monitor students to improve their behaviour.
8. To promote and safeguard the welfare of children and young people you are responsible for, or come into contact with.

9. To ensure the school's Behaviour Policy is implemented, maintaining good order and discipline and safeguarding the health and safety of pupils, so that effective learning can take place.
10. To make records on the personal and social needs of pupils.
11. To liaise effectively and promptly with parents.
12. To support the SENDco in assessing and deploying relevant support.
13. To liaise with a wide variety of outside agencies to ensure our students are effectively supported.
14. To complete the relevant documentation to assist with the tracking of pupils and to keep their records up-to-date. To manage the involvement of external agencies in order to maintain good discipline in school, taking on the role of Lead Professional with regard to the CAF and TAC.
15. To accompany students on school visits and cover registrations and lessons when required.
16. To act as role model in setting high expectations and standards of behaviour in line with the GFS ethos and vision.
17. After school pastoral intervention.
18. Contribute towards the duty rota including break, lunch time and after school and bus stop

Principal Accountabilities

A PLANNING AND DELIVERY OF INTERVENTION, SUPPORT AND GUIDANCE

1. Facilitate a whole-school learning environment that provides every pupil with an opportunity to achieve his or her potential, including building relationships and managing behaviour effectively to maintain an excellent standard of discipline at all times.
2. Maintain high expectations of all GFS pupils and hold them challenging but achievable standards of dress, discipline, attitude and effort.
3. Deliver one-on-one and small-group welfare support sessions, including in-class support to named pupils and planning activities for pupils who are removed from class or who are timetabled into your supervision.
4. Manage relationships with external agencies and perform the role of Lead Professional with regard to the CAF and TAC.

B PASTORAL STRATEGIC AND OPERATIONAL PLANNING

1. To actively maintain the highest standards of attendance and punctuality in the school.
2. To actively monitor and follow up targeted pupils' personal, social and academic progress, including behaviour, attendance and punctuality.
3. To actively engage with external agencies to ensure that pupils are offered multi agency support where required
4. To monitor and ensure consistent implementation of GFS Policies and Procedures in the Pastoral Team, e.g. behaviour management, attendance and punctuality, rewards and sanctions etc.
5. To support in the developmental and strategic planning of the Pastoral Team, and to ensure that this reflects the needs of pupils, and the aims and objectives of GFS.
6. To communicate, and liaise with Heads of Year and appropriate support staff to maintain records and information in line with GFS policy, using the school's management information system.

7. To monitor pupil progress and performance in relation to targets set for each individual and groups using the school's management information system, and ensure that follow-up procedures are adhered to and that appropriate intervention is taken where necessary.
8. When required, to assist in administration tasks as directed.

C COMMUNICATION

1. To help ensure that all members of the Pastoral Team are familiar with its ethos, aims and objectives, and those of GFS.
2. To ensure effective communication/consultation as appropriate with the parents of pupils and to co-ordinate all pupil information received externally.
5. To keep parents informed of pupil progress and make contact and arrange meetings as necessary.
6. To support (in relation to targeted pupils) in the arrangements for parent's consultation days/evenings for the Year Team.

D ASSESSMENT, REPORTING AND RECORDING

1. Monitor and report on school Management Information System data to inform interventions and evaluate the progress of pupils' personal development and wellbeing.
2. Provide constructive oral and written feedback to help pupils reflect upon and improve their behaviour.
3. Set targets for improving pupil behaviour in the context of whole school targets and work towards their achievement.
4. Prepare and present informative written and verbal reports on pupils' progress to parents in line with GFS policies.
5. Liaise with external agencies about individual pupils as required.
6. Manage the collection of information from other teachers and professionals as required for the completion of the CAF.

E PROFESSIONAL DEVELOPMENT

1. Take responsibility for your own professional development and demonstrate a commitment to continuous professional development by undertaking, and seeking out, opportunities to build your capabilities.
2. Maintain an up-to-date expert knowledge of best practice and policy pertaining to attendance, wellbeing and behaviour.
3. Ensure you understand your professional responsibilities in relation to school policies and practices.
4. Evaluate your own practice critically and use this to improve your effectiveness.
5. Engage, positively, with the GFS performance-management system.

F NON-SUBJECT RESPONSIBILITIES

1. Demonstrate consistently high expectations of all pupils and a commitment to raising their achievement and social and emotional wellbeing. Promote the positive values, attitudes and behaviour expected from all pupils by treating them with respect and consideration.
2. Develop strong and positive relationships with pupils.
3. Implement all school policies, including the school's behaviour policy.
4. Contribute to the design and delivery of the school's enrichment curriculum in line with your timetable and the GFS enrichment policy.
5. Model the ethos and vision of the school at all times.
6. Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
7. Contribute to the school's liaison, marketing and pupil recruitment activities, e.g. the collection of material for press releases.
8. Help develop effective subject links with partner schools and the community, including attendance where necessary at liaison events in partner schools and the effective promotion of subject at Open Days/Evenings and other events.
9. Establish and maintain effective working relationships with colleagues including support staff.
10. Be familiar with and comply with the School's Health and Safety policies.
11. Be responsible for the Health & Safety of pupils when they are authorised to be on school premises and when engaged in authorised activities elsewhere.
12. To be accountable, along with every other member of staff, for ensuring that your actions contribute to pupils being:
 - a. **Excited** by – and happy at – school
 - b. **Committed** to doing the best they can
 - c. **Skilled** enough to make a valuable contribution to society and the economy
 - d. **Knowledgeable** about key subjects
 - e. **Reflective** about their learning by understanding how they learn
 - f. **Aware** of their community and willing to play a constructive role in it
13. Adhere, at all times, to the expectations of teachers at Greenwich Free School, outlined on the final page of this document.
14. Any other duties as required by the Headteacher commensurate with the post.

G NOTES

1. All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which he or she has been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, and also in terms of their commitment to safeguarding and relationships with pupils.

Expectations of all staff at the Greenwich Free School

Every member of staff at the Greenwich Free School will pledge to:

1. Uphold the school's vision, which means...

- You will be totally aligned to the school's vision, core purpose, aims and ethos, as laid out in the GFS School Strategy.
- You will have the moral courage to challenge any behaviour that runs contrary to the school's vision and ethos.
- You will demonstrate your belief in the potential of all pupils to succeed if given outstanding teaching and pastoral care.
- You will work hard and do everything you can to contribute to the Greenwich Free School delivering the highest-possible level of education.
- You will proactively uphold all school policies and procedures with consistency and care, maintaining a 'high expectations' and 'no excuses' approach to pupil (and colleague) attitude, work and discipline.

2. Model positive behaviour at all times, which means...

- You will, at all times, act as a role model for pupils with regard to your attitude, behaviour, dress, honesty, integrity, courage, language and diligence.
- You will behave courteously, respectfully and professionally at all times, maintaining appropriate boundaries with pupils, parents and other staff.
- You won't reveal any confidential information to anyone except colleagues who 'need to know.'
- You will ensure that GFS is a non-smoking, gum-free and litter-free zone.

3. Take responsibility for doing everything you can to enhance our offer to pupils, which means...

- You will proactively look for opportunities to develop pupils' emotional wellbeing as well as nurturing their academic potential – avoiding complacency at all costs and actively pursuing an entrepreneurial approach to developing the school.
- You will endeavour to get to know the School's pupils as individuals and take an interest in their lives beyond school through regular informal conversations, eating lunch with them and accompanying them on school trips and visits.
- You will build trust-based relationships with your pupils and never behave in a derogatory, intimidating or abusive manner towards any member of the school community.
- You will welcome and encourage communication and partnership with parents and carers, ideally returning calls and emails on the day of receipt and certainly within two school days.
- You will attend all school assemblies and key school events in the calendar, such as parents' evenings and award ceremonies.
- You will maintain excellent attendance and punctuality, arriving on site by 07.50 each day to be in your classroom to greet your pupils at 08.00 (unless your contract states otherwise).
- You won't engage in any behaviour inside or outside school that could bring GFS into disrepute. This has implications for use of social networking sites, engagement in additional employment and recreational behaviour.
- You will strive to make your own teaching practice as good as possible by enthusiastically engaging in school-provided CPD activities and seeking opportunities to arrange your own additional CPD, as well as engaging positively in the GFS Performance Management approach. This includes operating an open-door policy, welcoming regular observation of and feedback on your practice, and regularly reflecting on how to improve your own practice.

4. Be organised, and help the school be organised, which means...

- You will read staff notices at the start of every day and pass on notices to pupils as required.
- You will monitor the school calendar and weekly bulletins, to ensure you are aware of upcoming or recurring events.
- You will learn how to make use of the school's management information system and take responsibility for maintaining and making effective use of the data it contains.

5. Dress professionally, which means...

- You will dress smartly and professionally in formal business attire. This includes jacket and tie for men, and the female equivalent must also include a jacket. You will not wear jeans, flip-flops, trainers (except for sport) or revealing clothes.
- You will hide any tattoos from view and limit visible body piercing to one earring in each ear.

Our vision

Vision statement: “all pupils can succeed, regardless of background or previous attainment, if given outstanding teaching and pastoral care.”

To that end, our objective is to create a four-form entry, 700 pupil, 11-18 school that will succeed and be distinctive because we will:

1. Demand high standards – of pupils and staff – insisting on a ‘**no excuses**’ approach to attitude, work and discipline
2. Invest in recruiting, developing and managing **outstanding staff**
3. Prioritise pastoral support and the development of strong **staff-pupil relationships**
4. Excite our pupils about school and learning through a **flexible and challenging curriculum** supported by a **wide range of extra-curricular opportunities** and trips
5. Implement an **extended school day** because we acknowledge there are no short-cuts to success
6. Help pupils develop: a core foundation of **knowledge; skills** relevant to the future; and an **understanding of how they learn** to set them up for further study and university
7. Involve parents fully in the education of their children by actively building **home-school links**
8. Engage and include the most challenging pupils by finding a **solution for every pupil**
9. **Engage with the community** by aspiring, in the long-term, to improve educational outcomes for pupils across the education system

We aim for our vision to achieve the following six **outcomes** for our pupils. They will be:

- **Excited** by – and happy at – school
- **Committed** to doing the best they can
- **Skilled** enough to make a valuable contribution to society and the economy
- **Knowledgeable** about key subjects
- **Reflective** about their learning by understanding how they learn
- **Aware** of their community and willing to play a constructive role in it

We also want all our stakeholders – parents, teachers and pupils – to subscribe to the following promises we hope to make to our pupils about their **experience** at GFS:

- **Aspiration:** “we believe you can all succeed, so we’ll help you aim high and focus on how to fulfil your ambitions”
- **Excitement:** “we will engage you with school”
- **Expertise:** “we will find you excellent teachers – and provide ongoing training to develop them further”
- **Discipline:** “we will give you a calm, safe environment of which you will be proud”
- **Challenge:** “the curriculum will stretch and challenge you, so you will succeed”
- **Flexibility:** “we will help you learn what *you* need”
- **Enrichment:** “we will help you develop as a rounded, skilled individual and give you opportunities to develop passions”
- **Community:** “we will create a community of which you feel a part – that you care about, and that cares about you”

Person specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified to work in the UK. 	<ul style="list-style-type: none"> • A-Level qualifications or equivalent. • Professional qualifications relevant to the post. • Educated to degree level. • Training or qualifications linked to SEND.
Experience	<ul style="list-style-type: none"> • Proven commitment to continued professional development and a readiness to reflect and self-evaluate to change, improve and develop. • Experience of building relationships with young people. • Experience of successfully managing challenging behaviour. • Experience of working in Child Protection: Familiarity with CAF and eCAF. 	<ul style="list-style-type: none"> • Experience of having worked successfully in at least one school in an urban, multi-cultural setting, teaching pupils from backgrounds of socio-economic disadvantage. • Successful experience of working particularly with Gifted and Talented or SEND pupils. • Further experience in Child Protection: familiarity with TAC and LP role. • Experience leading restorative justice sessions.
Knowledge	<ul style="list-style-type: none"> • An understanding of the strategies needed to establish consistently high aspirations and academic / behavioural standards in an urban school setting, and a commitment to relentlessly implementing these strategies. • Knowledge & experience of Safeguarding & Child Protection issues. • Knowledge and experience of attendance procedures leading to prosecutions 	<ul style="list-style-type: none"> • Knowledge of current educational policy and developments in the areas of pastoral support, attendance, behaviour and wellbeing – and their implications in a complex, urban context.
Skills	<ul style="list-style-type: none"> • Excellent written communication skills. • Excellent interpersonal and listening skills; a high degree of emotional intelligence; and an effective oral and written communicator with children, staff and parents. • The ability to develop positive relationships with all young people. 	<ul style="list-style-type: none"> • A proven ability to use data confidently and forensically to inform and diagnose weaknesses that need addressing, and ability to plan effectively in order to raise individuals' and cohorts' attainment. • Competent user of ICT.

	<ul style="list-style-type: none"> • Well developed planning & organising skills including time management, prioritisation, delegation and administration. • Sound judgement and problem solving skills. 	
Motivation	<ul style="list-style-type: none"> • Willing to be fully engaged in the whole life of the school including extra curricular activities. • Committed to team work and working collaboratively with colleagues. • A commitment to the safeguarding and welfare of all pupils. 	<ul style="list-style-type: none"> • Experience of leading successful enrichment and extracurricular activities which inspire and motivate learners.
Attributes	<ul style="list-style-type: none"> • A clear passion for the importance of personal development and wellbeing, as a key driver for the success of every child. • Passion, resilience, maturity and optimism to lead through day-to-day challenges while maintaining a clear strategic vision and direction. • Confidence and self-motivation to work well and be decisive under pressure. • A high level of honesty and integrity. • Personal stamina & energy including a good record of attendance and health. • A firm and constant belief in the unlimited potential of every pupil and a commitment to inclusive educational provision. 	<ul style="list-style-type: none"> • An entrepreneurial attitude. • A sense of humour!