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|  | | JOB DESCRIPTION | | Form JD1 |
| DIRECTORATE: Children, Education and Communities | | | DEPARTMENT: Secondary Schools, Education | |
| JOB TITLE: Student Support Leader, responsible for behaviour intervention | | | POST NUMBER: E4063400 | |
| REPORTS TO: Deputy Headteacher | | | Current Grade: 6 - 37 hours term time only | |
| JE REF: | | NC0024 | PANEL DATE: | 27/03/2015 |
| 1. | MAIN PURPOSE OF JOB To support students with high behavioural needs, intervening with supportive strategies and building strong relationships of trust and respect. Management of the school's isolation unit will be a significant responsibility of the role. | | | |
| 2. | CORE RESPONSIBILITIES, TASKS & DUTIES: | | | |
| | Attendance | | | |
| | i | To investigate student attendance incidents and report back to the relevant members of the Pastoral Team. | | |
| | ii | To keep standards of attendance and punctuality high by implementing the school's Attendance Policy. | | |
| | iii | To liaise with external agencies regarding student attendance as necessary. | | |
| | iv | To liaise with House Teams and SENDCO in relation to attendance and punctuality as necessary. | | |
| | Behaviour | | | |
| | i | To support teachers in the classroom to improve individual student's behaviour. | | |
| | ii | To manage the isolation unit if/when necessary for when students are removed from lessons or are sanctioned for poor behaviour | | |
| | iii | To ensure that student behaviour and appearance is properly monitored, recorded and reported to the relevant members of the Pastoral Team. | | |
| | iv | To investigate student behaviour and appearance incidents and report back to the relevant members of the Pastoral Team. | | |
| | v | To keep standards of behaviour and appearance high by implementing the school's Behaviour Policy. | | |
| | vi | To liaise with external agencies regarding student behaviour if necessary. | | |
| | vii | To liaise with House Teams and SENDCO in relation to behaviour and appearance as necessary. | | |
| | viii | To liaise with parents in relation to behaviour and appearance as necessary. | | |
| | ix | To actively intervene and provide strategies for a young person to improve their behaviour | | |
| | Student well-being | | | |
| | i | To ensure that student well-being is properly monitored, recorded and reported to the relevant members of the Pastoral Team. | | |
| | ii | To provide pastoral care to our most vulnerable students by implementing relevant policies such as the school's Child Protection Policy, SEN and Disability Policy and Anti-bullying Policy. | | |

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| | iii | To liaise with external agencies regarding student well-being as necessary. |
| | iv | To liaise with House Teams and SENDCO in relation to student well-being as necessary. |
| | v | To liaise with parents in relation to student well-being as necessary. |
| | General | |
| | i | To work as a member of the SSL team with generosity of spirit, contributing to the overall school ethos and demonstrating its core values of Respect, Honesty and Kindness. |
| | ii | To ensure that student records are up to date and accurate and that all statutory requirements are met. |
| | iii | To liaise with other schools, colleges and employers in arranging transfers and placements, under the guidance of the Deputy Headteacher Pastoral. |
| | iv | To attend daily work-flow meetings with the Deputy Headteacher, Pastoral. |
| 3. | SUPERVISION / MANAGEMENT OF PEOPLE No. reporting - Direct: None Indirect: None | |
| 4. | CREATIVITY & INNOVATION <ul style="list-style-type: none"> • Subject to supervision, established procedures, practices and routines, the postholder is required to use initiative to manage their own workload and to respond in creative ways to different situations. • Will be required to deal with complex problems as they arise when dealing with student attendance and punctuality. • The postholder will follow documented school procedures and legal guidelines in relation to students such as the Home Visits and Lone Working guidelines and DfE guidance on the use of reasonable force. • The postholder uses initiative in proposing changes to working practices and/or processes and is able to shape and improve the way the Student Support team works at Huntington School • Ability to give advice to and seek information from students/parents on a daily basis. | |
| 5. | CONTACTS & RELATIONSHIPS <ul style="list-style-type: none"> • Dealing with issues which may not be straightforward and may require diplomacy and tact to resolve, particularly in relation to contact with some of the most behaviourally challenged students in the school. • Meets students and parents in potentially stressful situations. • Communicates effectively with students, parents, external agencies, all colleagues, especially school Pastoral Team, Senior Leadership Team and Subject Leaders, to enable information to be shared in a confident, calm and firm manner. • Takes part in team, whole school and multi-agency meetings, including meetings with Police and Social Services. | |

| 6. | <p>DECISIONS – discretion & consequences</p> <ul style="list-style-type: none"> Working without close supervision, but subject to established procedures, practices and routines. Decides when it is necessary to implement agreed de-escalation strategies to minimise student disruption and/or dangerous behaviour; the consequences of this decision making may impact upon the Health & Safety of individuals and surrounding students. Judgement is required when providing solutions to problems: <ul style="list-style-type: none"> -Decides when to intervene to deal with issues affecting attendance and punctuality as they arise. -Decides how to manage immediate issues affecting attendance and punctuality on and off the school site. -Decides when to seek additional support and advice, depending upon the possible gravity of individual situations. | | | | |
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| 7. | <p>RESOURCES – financial & equipment <i>(<u>Not</u> budget, and <u>not</u> including desktop equipment.)</i></p> <table border="0"> <thead> <tr> <th style="text-align: left;"><u>Description</u></th><th style="text-align: left;"><u>Value</u></th></tr> </thead> <tbody> <tr> <td>Normal Office Equipment</td><td></td></tr> </tbody> </table> | <u>Description</u> | <u>Value</u> | Normal Office Equipment | |
| <u>Description</u> | <u>Value</u> | | | | |
| Normal Office Equipment | | | | | |
| 8. | <p>WORK ENVIRONMENT – work demands, physical demands, working conditions & work context</p> <p>Work demands</p> <ul style="list-style-type: none"> Work is subject to deadlines involving frequently changing problems, circumstances and sometimes conflicting priorities. <p>Physical demands</p> <ul style="list-style-type: none"> Work requiring normal physical effort. <p>Working conditions</p> <ul style="list-style-type: none"> Mainly working either in a normal office environment or patrolling the school site. Occasional home visits may be required. <p>Work context</p> <ul style="list-style-type: none"> Work potentially involves some risk to personal safety from a minority of students but postholders must follow school guidance on Lone Working and Home Visits and legal guidelines such as DfE guidance on the use of reasonable force. | | | | |
| 9. | <p>KNOWLEDGE & SKILLS</p> <ul style="list-style-type: none"> A good understanding of a number of routine administrative work procedures. Knowledge of a range of computer software packages. Ability to work under pressure to deadlines. Knowledge of Health and Safety issues. Ability to input, understand and present data. Requires persuasive, influencing skills for dealing with staff, governors, and external agencies. Understanding of SEND issues. A pro-active record of CPD. Full knowledge of Health and Safety policies of the school. Full working knowledge of CYC and national Child Protection policies and procedures. Full working knowledge of the school’s Behaviour and Attendance Policies, SEN and Disability Policy and Anti-bullying Policy and relevant national guidelines such as DfE guidance on the use of reasonable force. Knowledge of normal child development and children’s personal development needs. Knowledge of strategies which promote good behaviour, discipline and attendance. Knowledge of developmental progression in the emotional curriculum. | | | | |

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| | <ul style="list-style-type: none"> • Experience of working in multi-disciplinary teams. • Experience of participating fully in planned interventions programmes for children with emotional and behaviour difficulties. • Excellent oral and written communication skills. • Excellent interpersonal skills. • Time management and organisation skills. |
| 10. | Position of Job in Organisation Structure <div style="text-align: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Job reports to: DHT Pastoral</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">THIS JOB: Student Support Leader</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> Jobs reporting up to this one: None </div> </div> </div> |