|  |  |  |
| --- | --- | --- |
| **WELL-BEING & SAFEGUARDING OFFICER STUDENT SERVICES AND SEND SUPPORT** | |  |
| **LEVEL** | **6** |
| **Shape Descriptor**  **Student Services and Send Support: Well-Being & Safeguarding Officer**  The role of Well-Being & Safeguarding Officer supports the well-being of students and has responsibility as Safeguarding Officer to receive safeguarding referrals and take appropriate action to protect young and vulnerable students from significant harm.  You will directly support individuals or groups of students who are experiencing emotional health issues which are impacting on their progress at College. This will require you to work closely with Tutorial Mentors and SEND Support to identify and respond to need.  You will have regular contact with external bodies relevant to emotional health and/or safeguarding. With your sound knowledge of the principles of well-being and your experience of supporting students you will be involved in awareness raising of staff and students. You will use your external contacts to support this.  As Safeguarding Officer you will work closely with other officers to ensure the College applies best practice. You will support the Lead and Senior Safeguarding Officers to maintain accurate and confidential records and contribute to review of policies. | | |
| **LEVEL SUMMARY**  Role holders will have responsibility for the delivery and assessment of student learning or manage a student support team.  Role holders will be familiar with a variety of strategies to promote, track and assess learning.  May have line management responsibility for other staff | | |
| **REPRESENTATIVE WORK ACTIVITIES** | | |
| Provision of Student and Learning Support activities to students in support of learning. | * Act as a mentor for students in capacity of personal tutor. * Deliver learning as a member of a Curriculum team within an established programme of study * Transfer knowledge in the form of practical skills, methods and techniques. * Identify learning needs of students and define appropriate learning objectives. * Develop own materials, methods and approaches with guidance. * Supervise the working of students, provide advice on study skills and help them with learning problems. * Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students. * Responsible for directing work of others. * Can refer to academic staff or external professionals when complex specialist problems occur. | |
| Planning and Organising | * Plans and organises own work on a more long-term basis. * Determines priorities and allocates appropriate resources. * May contribute to planning for future innovative or strategic developments in own work area or department * Use resources, laboratories and workshops as appropriate. * Plan and manage own teaching and tutorials as agreed. | |
| Initiative and Decision Making | * Develop initiative, creativity and judgement in applying appropriate approaches to student and learning support activities. * Share responsibility in deciding how to deliver modules and assess students. * Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work. * Ability to assess work and issues in an objective way. | |
| Stakeholder Engagement | * Communicate clearly on a variety of issues to a range of students on a 1:1 or group basis. * May lead and manage a significant sized team giving work direction and supervision to more junior staff. * Complex interactions with staff and students. * Substantial technical/vocational instruction of students. * Make regular contact with external bodies and internal colleagues to keep abreast of technical/vocational developments relevant to own area of responsibility. * Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support. * Refer students as appropriate to services providing further help. * Communicate complex information orally, in writing and electronically. | |
| Teamwork | Management Focus:   * May allocate work and responsibilities. * Maintain a trained and motivated work group. * Ensure effective performance of more junior staff. * Recruit, train, develop and appraise staff.   Specialist Focus:   * Provide specialist technical activity in support of a Department, in conjunction with other colleagues. * Collaborate with academic colleagues on programme development and curriculum changes * Attend and contribute to subject group meetings. * Collaborate with colleagues to identify and respond to students' needs. | |
| Provision of an outstanding Learning Environment. | * Monitor schedules, assign work and review progress. * With the Head of Department may have some responsibility for budget control of a section. * Contribute to discussion on future requirements for the area in terms of equipment, space, staffing etc. * Thorough understanding of health and safety regulations and procedures, ensuring compliance with appropriate legal standards. * May be responsible for ensuring that others comply with health and safety regulations. | |
| **REPRESENTATIVE SKILLS, KNOWLEDGE & EXPERIENCE** | | |
| * At least HNC level with relevant practical experience and ability, this could, for example, be demonstrated through a series of progressively more demanding roles * Some roles may require teaching qualification and/or assessor qualification. * Thorough knowledge of the theories and principles of the discipline, as well as sound understanding of pedagogy concepts. * For management roles will require supervisory experience and people management skills. * Skilled in use of relevant specialist and/or complex IT packages. * Thorough knowledge of the broader activities of the Department. * Understand equal opportunity academic content and issues relating to student need. * Able to engage the interest and enthusiasm of students and inspire them to learn | | |
| **REPRESENTATIVE PERFORMANCE INDICATORS** | | |
| Management Focus:   * Will lead and manage a technical team for a large and complex area to deliver specific goals. * Contribute to the development of policies and procedures affecting the work of the team.   Specialist Focus:   * Contribution to outcomes for learners, specifically in relation to tracking, monitoring and retention of individuals and groups of students. Work with professional staff to define technical approaches and undertake complex technical assignments that form a significant part of a research teaching or commercial programme. * Operate specialist and complex equipment. * Recommend product/ process change to improve system performance to meet user needs. * Provide technical instruction, guidance and assistance to students to meet curriculum requirements in order to facilitate practical experience and the production of articles for projects or research activity. * Will make significant contribution to the delivery and development of teaching including course design. | | |



**Person Specification**

**Student Services and SEND Support: Well-Being & Safeguarding Officer**

Criteria: Applicants should be able to provide evidence of their ability to meet the following criteria.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Criteria | Essential / Desirable Criteria\* | Method of Assessment\* |
| Qualifications  - Vocational  - Professional  - Academic | Diploma in Counselling or relevant professional qualification or commitment to work towards | E | A |
| Level 2 Maths and English (GSCE grade C and above) or equivalent | E | A |
|  |  |  |  |
| Experience  & Knowledge | Good understanding of student support in the context of the Post 16 sector | E | A / S |
| Experience of supporting young people | E | A / S |
| Experience of safeguarding young people | E | A / S |
| Proven track record of collaborative working | E | A / S |
| Experience of effective liaison with external agencies | E | A / S |
| Computer literate, including basic database analysis skills and emergent technologies | E | A |
|  |  |  |  |
| Skills,  Attributes and  Personal Qualities | Effective enabler | E | S |
| Well organised and focussed on priorities | E | S |
| Committed to promoting College values | E | S |
| Reflective, understands own limitations, self-confident | E | S |
| Adapts to change, pursues and is accepting of innovation | E | S |
| Solution focussed, manages expectation; has high expectations | E | S |
| Understands when matters need to be referred to more senior staff | E | S |
| Tactful when dealing with people, treating them with dignity and respect | E | S |
| Understands and is sensitive to social, ability, cultural and racial difference | E | S |

|  |  |
| --- | --- |
| \*E = Essential Criteria, D = Desirable Criteria | \*A = Application, S = Interview and Testing |
|  |  |

|  |
| --- |
|  |