



## STAR ACADEMIES

*Nurturing Today's Young People, Inspiring Tomorrow's Leaders*

### JOB DESCRIPTION

<b>Job Title:</b>	Inclusion and Wellbeing Officer		
<b>Base:</b>	Thornbury Primary Leadership Academy		
<b>Reports to:</b>	Deputy Principal	<b>Grade:</b>	S7
<b>Staff Responsibility for:</b>	As assigned	<b>Salary:</b>	£28,672 to £32,234 per annum £25,182.36 to £28,310.83 pro rata
		<b>Term:</b>	Permanent 37 hours per week Term Time + 2 weeks
<b>Additional:</b>	As assigned		

### JOB PURPOSE SUMMARY

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

To provide outstanding support to enable students with additional needs including those with SEN to play a full and active part in the life of the school and to make outstanding progress in their learning

### JOB PURPOSE

1. Provide inspiring and purposeful leadership and support for staff, pupils, and parents within a caring and secure environment, with particular reference to attendance, safeguarding, well-being and admission to school.
2. To undertake the role of Deputy DSL working closely with the school's DSL and Safeguarding team.
3. To be responsible for the exemplary maintenance of student safeguarding, SEND, well-being, attendance and admissions records.
4. To be responsible for the coordination of enrichment and extra-curricular activities.
5. To be responsible for maintaining positive links with the community, families and local community.
6. To be responsible for the preparation of written reports as required for the Leadership Team, Trust and Governors in relation to the role.

### KEY RESPONSIBILITIES AND ACCOUNTABILITIES

#### 1. Student Attendance

- 1.1 To contribute to raising achievement by improving school attendance and punctuality.

- 1.2 To assist the school in meeting its obligations and targets in relation to school attendance, including persistent absence and improving punctuality.
- 1.3 To promote positive attitudes by students and families towards education and to ensure that parents are made fully aware of their statutory responsibilities.
- 1.4 Lead on the effective monitoring of attendance through inputting of daily absence data, preparation of reports for staff and liaising with parents to query and authorise absences.
- 1.5 Be responsible for the collection, collation and distribution of all statistical reports in relation to attendance for the Trust, Leadership Team and Governors.
- 1.6 Use data to provide tailored support for identified groups of vulnerable students to show an improvement in these areas.
- 1.7 Attend and represent the school for meetings with external bodies, including the Council, in relation to attendance.
- 1.8 Be responsible for the administration of extended leave of absence requests from parents.
- 1.9 To work with the Trust and Council in cases of prosecution of parents/carers who fail to ensure their child attends school regularly
- 1.10 To share attendance information on a whole school basis
- 1.11 To follow Trust and Council procedures in removing non-attending students from the school roll
- 1.12 To meet with key stake holders, students and parents/carers to identify individual problems and find possible solutions
- 1.13 To liaise and work with other professionals i.e. BCL, police, Social Services, Housing, Health and any other statutory and voluntary organisations.
- 1.14 Liaise with parents, external agencies and key stakeholders to support the school in ensuring pupils are safeguarded, Trust attendance targets are met and pupil wellbeing is protected.
- 1.15 Provide updates for the school website and Twitter in relation to attendance, as required.
- 1.16 To deliver workshops and school assemblies to promote attendance
- 1.17 Undertake training on, utilise and maintain SIMS Attendance modules effectively.

## **2. Admissions to School**

- 2.1 Manage the staff team with responsibility for the administration of admission applications and admission appeals including recording data and liaising with other schools ensuring accurate transparent processes and procedures are adhered to at all times.
- 2.2 Liaise with the Trust, Admin Team, Inclusion and Wellbeing Team and teaching staff re: admissions across school.
- 2.3 Maintain records relating to admissions, ensuring they are accessible to members of SLT and the admin team.
- 2.4 Support the Senior Leadership Team by managing the admissions and appeals arrangements.
- 2.5 When required, attend, and represent the school for meetings with external bodies, including the Council, in relation to admissions and appeals.

### **3. Safeguarding and SEND**

- 3.1 Be aware of and comply with policies and procedures relating to safeguarding and SEND.
- 3.2 Act as a champion of the school's safeguarding policy and procedures by supporting all staff to have access to and understand them.
- 3.3 Undergo training as the Deputy Designated Safeguarding Lead to provide the knowledge and skills required to carry out the role. This training should be updated at least every two years.
- 3.4 Support the DSL in all aspects of the role and deputise in her absence. When the DSL is unavailable, attend and contribute effectively to Child In Need meetings, Child Protection conferences, Early Help, and planning and review meetings; including those taking place out of normal working hours.
- 3.5 As part of the Safeguarding Team, respond appropriately and promptly to disclosures or concerns relating to the well-being of a child.
- 3.6 Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information.
- 3.7 Ensure all student safeguarding and SEND records and documents are properly maintained, filed and manually/electronically transferred when student leaves.
- 3.8 Liaise with the LA and follow up any referrals made.
- 3.9 Keep up to date with safeguarding and SEND guidance and policies.
- 3.10 Contribute to safeguarding and SEND training for staff as appropriate.
- 3.11 Upkeep of safeguarding and SEND notice boards and displays.

### **4. Inclusion and Well-being Team Member**

- 4.1 To work collaboratively with the school's Inclusion and Well-being Team
- 4.2 Provide vulnerable pupils and/or those referred to the Inclusion and Well-being Team by teaching staff with a suitable mentoring programme, which is appropriate for their individual needs.
- 4.3 Alongside other members of the team, act as a Mental Health Champion.
- 4.4 Liaise with parental queries and concerns in a professional manner as first responder. Supporting the promotion of positive relationships for parents and outside agencies.
- 4.5 To attend meetings with parents and carers as appropriate to ensure positive outcomes for all parties.
- 4.6 Engage with students during extra-curricular activities e.g. breakfast club, break/lunch times, after school clubs.
- 4.7 Contribute to the preparation of reports and other documents pertinent to the Inclusion and Well-being Team, e.g. ECM Risk Register, SEND register
- 4.8 To contribute to the organisation of charity and community work of the team.
- 4.9 Participate in training and professional development opportunities as required to fulfil the role.
- 4.10 Administer first aid to students & support the welfare of students who are ill or require medical attention.
- 4.11 Advise parents of grants, school meals, school journey, income support, admissions applications.

### **5. Facilities and Estate Management**

- 5.1 Be aware of and comply with policies and procedures relating to health and safety, security and

reporting all concerns in accordance with school procedures.

- 5.2 Support the safe environment for the stakeholders of the school to provide a secure environment consistent with the ethos of the school and its safeguarding commitments.

## **6. Relationships and Communication**

- 6.1 Respond to staff, student, parent and other stakeholder queries in a timely and professional manner.
- 6.2 Ensure excellent relationships with students, staff and parents to ensure that an effective service is provided to each of these stakeholders.
- 6.3 Liaise effectively with the Central Office of the Trust to foster working relationships and share good practice within the Star family of schools.
- 6.4 Undertake reception duties including answering telephone and responding to standard queries and dealing with visitors when required.

## **7. Other Responsibilities**

- 7.1 Work within school policies and procedures.
- 7.2 Contribute to the provision of an effective environment for learning.
- 7.3 Be aware of, and respect, the confidential nature of issues within the role.
- 7.4 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders.
- 7.5 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 7.6 Contribute to the wider life of the Trust, its schools and its community through out of hours and partnership work.
- 7.7 Carry out any such duties as may be reasonably required by the Trust, Principal or Vice Principal.

## **8. Records Management**

- 8.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

*This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.*



Star

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### PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
<b>QUALIFICATIONS</b>				
1.	NVQ Level 3 Teaching Assistant or equivalent	<b>D</b>	✓	
2.	GCSE in English and Maths at grades 'C' and above	<b>E</b>	✓	
3.	Evidence of continuous professional development	<b>E</b>	✓	
4.	First Aid (or a commitment to obtain)	<b>E</b>	✓	
<b>EXPERIENCE</b>				
5.	Working with children in a school setting.	<b>E</b>	✓	✓
6.	Contributing to development, monitoring and review of appropriate personalised pupil plans	<b>E</b>	✓	✓
7.	Working within a primary school.	<b>E</b>	✓	✓
8.	Supporting pupils who have specific SEMH difficulties	<b>D</b>	✓	✓
9.	Working with pupils who have physical disabilities	<b>D</b>	✓	✓
<b>ABILITIES, SKILLS AND KNOWLEDGE</b>				
10.	Ability to maintain positive relationships with pupils and other adults.	<b>E</b>	✓	✓
11.	Ability to work effectively within a team.	<b>E</b>	✓	✓
12.	Effective classroom and behaviour management skills.	<b>E</b>	✓	✓
13.	Ability to communicate effectively in community languages.	<b>D</b>	✓	✓
14.	Knowledge of strategies to support pupils with visual and/or hearing impairment(s).	<b>D</b>	✓	✓
15.	Good ICT skills for word-processing and use of learning software, including online resources.	<b>E</b>	✓	✓
16.	Knowledge of the primary curriculum.	<b>E</b>	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview /Task
<b>PERSONAL QUALITIES</b>				
17.	A passionate belief in the school's mission statement.	<b>E</b>	✓	✓
18.	A strong belief in the value of education in developing citizens.	<b>E</b>	✓	✓
19.	Highest levels of professional and personal integrity.	<b>E</b>	✓	✓
20.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	<b>E</b>	✓	✓
21.	Personal resilience, persistence and perseverance.	<b>E</b>	✓	✓
22.	Commitment to undertaking additional training where required.	<b>E</b>	✓	✓
23.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	<b>E</b>	✓	✓
24.	A strong commitment to the Trust value of 'Service'.	<b>E</b>	✓	✓
25.	A strong commitment to the Trust value of 'Teamwork'.	<b>E</b>	✓	✓
26.	A strong commitment to the Trust value of 'Ambition'.	<b>E</b>	✓	✓
27.	A strong commitment to the Trust value of 'Respect'.	<b>E</b>	✓	✓
28.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	<b>E</b>	✓	✓
29.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	<b>E</b>	✓	✓