**MOULSHAM HIGH SCHOOL**



**JOB TITLE:** Student Support Lead (Band 4 Points 19-24)

**ACCOUNTABLE TO:**  SENCO

 **The Student Support Lead is accountable for:**

* The academic progress of LAC students.
* The pastoral care of SEND and LAC students.
* The behaviour for learning of SEND and LAC students.
* The efficient management of the Student Support Centre.

 **The Student Support Lead is responsible for:**

* Monitoring the academic progress of LAC students, ensuring that appropriate intervention is put in place where needed and monitoring the impact of this.
* Leading PEP reviews for LAC students and their carers/parents.
* Supporting the SENCO in monitoring the academic progress of SEND students by completing the One Plans, SEND profiles and SEN passports for students in Years 7 and 8.
* Primary Liaison for LAC students and for SEND students with social, emotional, medical, behaviour needs.
* Liaising with appropriate outside agencies.
* Liaising with other schools when LAC students transfer in or out.
* Acting as the first point of contact for parents, staff and LAC/SEND students when pastoral issues arise, offering support as appropriate.
* Liaising with the Standards and Progress Leaders regularly to ensure that there is effective communication regarding individual students.
* Promoting a high level of attendance and punctuality for LAC/SEND students, actively dealing with concerns when they occur and meeting with the Attendance Officer regularly.
* The effective safeguarding of all LAC/SEND students.
* Sharing good practice with staff to ensure that the behaviour of LAC/SEND students is of the highest possible standard, both in and outside of the classroom.
* Monitoring the quality of the behaviour of LAC/SEND students both in and outside of the classroom, tracking rewards and sanctions, celebrating successes and taking appropriate action when there are concerns.
* Liaising with the appropriate SPL re suitable sanctions and implementing these, including making first contact with parents.
* Managing the referral of students to the Student Support Centre, including: entry/exit criteria, target setting for improving progress and/or behaviour and ensuring that an appropriate curriculum is followed by students while they are working there.
* Creating a learning environment in the Student Support Centre in which students feel safe and where effective learning/support can take place.
* Providing continuity for LAC/SEND students by always being their first point of contact on going into the Student Support Centre.

**The Student Support Lead will also:**

* Attend Parents’ Evenings to provide parents/carers with feedback on their child’s progress.
* Performance manage members of the Student Support team.
* Participate in the recruitment of student support staff.
* Attend all Year 11 progress 8 meetings.
* Line Manage LSAs.

**All staff at Moulsham High School:**

* Participate in the performance management and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with their line manager.
* Comply with individual responsibilities, in accordance with the role, for health and safety in the workplace.
* Ensure that all duties and services provided are in accordance with the school’s Equal Opportunities Policy.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out other appropriate duties within the context of the job, skills and grade.

The governing body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Moulsham High School welcomes applications from those of all backgrounds, faiths and ethnic groups.

**This job description is not necessarily a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the postholder.** (January 2020)

**MOULSHAM HIGH SCHOOL**



**Student Support Lead**

 **(Band 4 – Points 19-24)**

All criteria listed as ‘Essential’ must be demonstrable at the point of interview. It is hoped that those listed as ‘Desirable’ will be achieved within a reasonable period of being in post, if not already acquired on appointment.

|  |  |  |
| --- | --- | --- |
|  | **Essential**  | **Desirable**  |
| **EXPERIENCE/QUALIFICATIONS** |  |  |
| Successful and substantial experience of working in a pastoral and/or SEND team in a secondary school.  | √ |  |
| A minimum of 5 G.C.S.E.s at Grade C (Grade 4 from 2017) or above, including English and maths.  | √ |  |
| Experience of working with outside agencies. |  | √ |
| Experience of supporting Looked After Children, including working with the Virtual School.  |  | √ |
| **KNOWLEDGE/SKILLS** |  |  |
| Knowledge and understanding of the SEN Code Of Practice. |  | √ |
| Good working knowledge of ICT to support administrative/organisational effectiveness.  | √ |  |
| Ability to communicate clearly both in writing and verbally.  | √ |  |
| Ability to implement the school’s behaviour policy effectively.  | √ |  |
| Knowledge of effective strategies to achieve inclusion for students most at risk of social exclusion.  |  | √ |
| Ability to make a proactive contribution to the support provided for SEND and Looked After Students and their families/carers. | √ |  |
| Ability to establish a rapport and respectful professional relationships with SEND and Looked After Students, their families/carers and other appropriate adults.  | √ |  |
| A thorough, up-to-date understanding of Child Protection procedures and the ability to implement these effectively.  | √ |  |
| Ability to analyse student progress data, recognise underperformance  |  | √ |
| An understanding of the tools that can be used to assess students’ social, emotional and learning needs. |  | √ |
| **PERSONAL QUALITIES**  |  |  |
| Good organisational skills, including being able to prioritise and meet deadlines.  | √ |  |
| The ability to work as part of a team.  | √ |  |
| The ability to remain calm under pressure.  | √ |  |
| A strong commitment to own professional development.  | √ |  |
| **GENERAL** |  |  |
| A good attendance/punctuality record. | √ |  |
| Professional dress.  | √ |  |

January 2020