

Job description

This document provides an overview of what the role will entail and should give you a good idea of what your day to day responsibilities will look like. You will also find a person specification at the bottom of this document which outlines the skills needed for, and the requirements of, the role you are interested in.

Post:	Welfare Support Worker
Responsible to:	Head of Additional Learning Support
Coordinates with:	Staff both within the department and across the college

Summary of responsibilities:

To provide support to a cohort of vulnerable students to ensure successful transitions, sustained engagement in learning and positive outcomes. The role also includes the delivery of additional learning support to students with a range of needs, both in and out of the classroom.

Tasks associated with principal responsibilities:

- Liaise and forge links with school contacts to gather information about the needs of prospective vulnerable students to ensure a successful transition attending transition interviews as required.
- Coordinate meetings with vulnerable students, parents/carers and other agencies to discuss and agree support arrangements.
- Visit vulnerable student applicants at school, prior to joining sixth form this may include being at transition Personal Education Plan (PEP) meetings
- Collaborate with admissions and ALS teams to identify and implement necessary support for prospective care-experienced students.
- Provide proactive welfare and emotional support to care-experienced students and young carers, and other vulnerable students.
- Work with progress and wellbeing mentors, ALS staff, curriculum staff, and student finance staff to address and remove barriers to learning.
- Liaise with external agencies to ensure students achieve their full potential.
- Lead the creation, development and implementation of Personal Education Plans (PEPs).
- Liaise and advise college staff on the challenges faced by care-experienced students and strategies to support them.
- Represent the college at external meetings, including Virtual School meetings, case conferences, and LAC/CLA reviews.
- Monitor attendance and progress of vulnerable students, ensuring interventions are documented and communicated.
- Support students in developing independent learning skills and preparing for adulthood, independent living, higher education, or employment.
- Maintain accurate records and provide clear feedback to students and colleagues.
- To be responsible for providing additional learning support to specific students who require support in and/or out of class and may have learning, social, physical, medical or mental health needs.
- To help students to develop independent learning skills, behaviours and attitudes and manage their own learning st
- To assist students to meet their specific physical/personal care/medical needs*.

- To listen to students and take a proactive approach to support them to overcome any barriers to learning.
- To provide examination invigilation/support to students in line with agreed access arrangements.
- To assist in monitoring/reviewing the effectiveness of the support provided for individual students, providing clear feedback for the student.
- To participate in department meetings, sharing good practice with other support workers and subject teachers.

* These duties only to be included after appropriate risk assessment and training have been undertaken.

General duties:

- Carry out additional tasks to support the work of the Additional Learning Support team.
- Promote equality and diversity, and college policies and the core values.
- Provide in-class support where required for vulnerable students.
- Be a member of the college first aid team.
- Be responsible for safeguarding and promoting the welfare of children, young people and vulnerable adults.
- Adhere to college policies and procedures, including data protection.

Terms and conditions

Salary	Points 8 to 11 of the Sixth Form Colleges Support Staff pay spine currently £20,639 to £22,433 per annum for full-time, college staff term time only.
Working hours	36.25 hours per week staff term time only. Some flexibility in the hours worked will be expected, this could include some work in the evenings and at weekends
Safeguarding	The Blackpool Sixth Form College is fully committed to safeguarding and promoting the welfare of all students, staff and visitors. All posts, including volunteers, are subject to enhanced DBS (Disclosure and Barring Service) clearance. All shortlisted applicants will be asked to complete a self-declaration of any criminal record or information that will make them unsuitable to work with children. Any offer of employment may be withdrawn should any information come to light that has not been included in the self-declaration. Please note that we reserve the right to review your online presence in line with the keeping children safe in education guidance.
Payment	Your salary will be paid on the last working day of each month by BACS transfer.
Health	Appointments to the college are subject to satisfactory health clearance. You will be required to complete a health questionnaire and may be asked to attend a medical if applicable.
References	Two references will be required on application; one must be your most recent employer. Should we not receive these references when requested from the referee you may be asked to follow these up or provide an alternative referee. The reference will request information about any disciplinary offences, including any relating to children and will ask about your suitability to work with children.

	Referees will be verified and will be contacted to validate the information contained within the reference.
Reviews	The post is subject to the successful completion of a 12 month settling in period. You will have reviews to assess your progress and set targets.

This job description is current at the date shown and may be amended from time to time after consultation.

Date of issue: February 2025

Person specification for Welfare Support Worker

Below you will find the skills needed for, and the requirements of, the role you are interested in. You will also see how we are planning to assess these, through your application (A) or in a task or at the interview (I) as part of the assessment. If something says we will be assessing it through your application, please make sure we know about it in your personal statement so that you have the best chance of being shortlisted.

	Assessed at...
Your qualifications...	
These are the qualifications you need to have to be considered for shortlisting, without these you won't be considered for appointment. You will need to bring your qualification certificates with you on the day of the assessment centre so we can take a copy.	
A degree in a relevant subject or significant experience of working with vulnerable groups	A
A*- C or 9 - 4 grade in GCSE English and Maths	A
Previous experience or continuing professional development relevant to the role	A, I
You've got...	
These are the essential things that you have so you can do the job, without these you won't be considered for appointment.	
Experience of engaging and supporting young people with a broad range of needs	A, I
The ability to effectively communicate with students, parents/carers, and external agencies	A, I
The ability to liaise effectively with colleagues	A, I
Confidence in engaging with students whose behaviours and attitudes may be a barrier to learning	A, I
Understanding of inclusion and how it applies within an educational setting	A,I
Ability to perform note taking on computer and scribing on paper.	I
Ability to maintain confidentiality at all times	I
A commitment to the safeguarding of staff and students, including the specific challenges faced by care-experienced students	A,I
A commitment to equality and diversity.	I
It would be good if you had...	

Whilst **not essential**, it would help in the role if you had any of the below.

Experience of completing Personal Education Plans (PEPs)	A
Experience of participating in multi-agency meetings	A
Experience of working with vulnerable students	A
An understanding of the learning process in a post 16 setting	A