

Support Assistant – Learner Welfare Band 1	Typically reports to
36.25 hours per week. Term time only (i.e. 38 weeks) 8.00 - 15:45 pm Some flexibility in hours may be required.	Head of Learner Welfare
Purpose of the role (job statement)	
<p>To assist the Governors and Headteacher in creating, establishing and delivering a vision for the school to ensure that every child succeeds and supports others so that the school fulfils its statutory attendance, child protection and exclusion obligations.</p> <p>The support assistant works under the supervision of the Head of Learner Welfare and is based in the Hub – a well being centre that provides a safe and supportive environment for vulnerable students within a mainstream school setting.</p> <p>This post – holder will support a team to:</p> <ol style="list-style-type: none"> a) Promote positive attitudes towards regular school attendance and engagement in learning on the part of pupils and their parents/carers and to derive maximum benefit and opportunity from their education. b) Ensure that children who live with, experience or begin to develop well – being / behavioural / social / emotional issues, receive solution focused early intervention, to prevent crisis, protect and improve educational achievement, minimise persistent absenteeism and promote growth. 	
Principal Responsibilities	
<p>In addition to carrying out key duties particularly assigned by the Head teacher the post holder will:</p> <ol style="list-style-type: none"> 1. Assist in the implementation of the aims and objectives of the school. 2. Maintain and develop the distinctive ethos and character of the school in accordance with the directions given by the Governors and Head teacher. 3. Support the school to fulfil its statutory attendance, child protection and exclusion obligations under current legislation. 4. Provide encouragement and support for students’ learning, maintaining high expectations at all times. 5. Support the Hub team with record keeping and other relevant administrative roles. 6. Ensure the health and safety of colleagues and young people. 	
Specific Responsibilities	
<p><u>Direct work</u></p> <ul style="list-style-type: none"> ● Support the school and the pupil to facilitate an improvement in school attendance, punctuality, engagement and attitude to learning. 	

- Oversee the day to day running of the Hub, keeping up to date daily records and administration tasks.
- Support key transition points in a vulnerable child's life including KS2-3 transition, option choices, KS4-5 transition.
- Work alongside welfare and pastoral teams to ensure vulnerable pupils fulfil their potential.
- Support pupils with their learning and liaise with teaching staff and departments to meet individual academic needs.
- Respond to the needs of pupils who use the hub throughout the day, identifying what additional support may be needed and informing appropriate welfare and pastoral colleagues and student services.
- Run a daily breakfast club and create a positive and fun environment so that pupils start their day well
- Attend relevant meetings if and when required, and provide necessary paperwork to support the welfare team.
- Oversee the Stretford High Food Bank half termly collections
- Undertake any other duties commensurate with the grading of the post, as directed by the Headteacher.
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Line management and supervision

- The support assistant will have supervision from the Head of Learner Welfare.
- Training needs will be supported through the school appraisal process.
- Opportunities for external training will be supported.

Person Specification

<p>Qualifications:</p> <ul style="list-style-type: none"> • Relevant qualification in child welfare (e.g. social care / teaching / TA) • 5 GCSE, grade C or above • Willingness to undertake any relevant training. 	<p>D</p> <p>D</p> <p>E</p>
<p>Skills/Abilities:</p> <ul style="list-style-type: none"> • Interpersonal skills • Team working skills • Time management skills • Communication skills in speech and writing • Skills in recording information and data • Basic ICT skills • Committed to children's best interests • Ability to inspire and motivate young people to learn • Ability to work flexibly • Ability to build trusting relationships with others • Willingness to reflect on own practice and continually develop • Ability to work unsupervised for short periods of time 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>



Experience: Working with young people with social, emotional and / or behaviour difficulties Working within schools / education settings	D D
June 2020	