


Name		<b>Alec Reed Academy</b> <b>Job Description</b>
Date drafted	July 2014	
Date reviewed	July 2019	
		<p>The purpose of this Job Description is to set out in general terms the management, purpose and responsibilities of a specific job at the ARA.</p> <p>It is not intended to be a comprehensive listing of every task that an ARA employee might be called upon to undertake.</p> <p>Neither is it a legal document, although it may be referred to in Contracts of Employment.</p>

### MANAGEMENT DETAILS

Job Title	<b>SaFE Worker (Post 16)</b>
Location/work base	Year Base Office
Grade	
Reporting to:	The Governing Body through the Principal
Line Manager	Associate Principal through the Assistant Principal Post 16
Posts directly supervised:	N/A
Staff or contractors indirectly supervised	Form Tutors of the year group

### THE MAIN PURPOSE OF THE JOB

The main purpose of the job is to support all students in the year group to make at least expected measures of progress across their curriculum areas.

#### Outcomes

To create an environment in which:

- Students achieve outstanding examination outcomes
- Students achieve outstanding Behaviour for Learning and therefore impact positively on their attainment
- Effective systems are in place to support the day to day pastoral management of post 16
- Students have their wider personal development and transitions from KS4 to post 16 supported
- Students have key interventions adapted for their strengths and needs through timely CYP/Multi-agency/other agency referrals

#### Targets

Performance Targets will be set and agreed as part of the annual cycle of Appraisal and review.

## **SPECIFIC RESPONSIBILITIES AND TASKS**

To be read with reference to the ARA employment contract terms and conditions, a copy of which is available from the HR department.

### **To achieve outstanding examination outcomes across all key stages**

- Set high standards and promote a purposeful, disciplined and thriving learning environment within the year group
- Put into practise the agreed CYP referral programmes and interventions that minimise under achievement by those students that show indications that they are at risk of failure to make expected measures of progress
- Ensure that student successes are fully recognised and celebrated within post 16

### **To support outstanding student Behaviour for Learning and the resulting positive impact on student attainment**

- Get to know all students in post 16 as well as possible through closely monitoring both Classcharts as well as visiting tutor groups on a weekly if not daily basis
- Be available for students throughout each scheduled student break time, lunchtime, prior to form time and after school when not involved in other duties, detentions or meetings
- Conduct analysis of data on student Behaviour for Learning on a weekly basis and complete a weekly year group report/analysis and send to post 16 staff. Report/analysis to contain the following:
  - Achievement points
  - Individual student behaviour concerns and current information/interventions and support
  - Names of the most vulnerable students – social care involvement etc (confidential)
  - Attendance concerns and any relevant actions
  - Students on daily monitoring
  - Students on tutor report
  - Students referred to CYPExclusions
  - New starters
  - Students off role

### **To run effective systems to support the day to day pastoral management of post 16**

- Provide feedback to students in relation to progress, Behaviour for Learning, attendance and punctuality etc. Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school community links
- Inform Director of post 16 and StudentHeads of Year 12 and 13 of any curriculum management concerns regarding students
- Liaise with the Director of post 16 and then communicate with parents of students at risk of exclusion/underachievement as a result of poor Behaviour for Learning, on at least a fortnightly basis
- Keep accurate records of all communication with parents/carers and any other pertinent information relating to students within post 16 Communicate effectively with staff over student issues
- Maintain regular contact with all parents/carers over post 16 issues

- Lead on parental engagement in regard to parental attendance to Parents Evenings /meetings etc
- Take steps to prevent bullying and support victims of bullying
- Investigate and act on all relevant incidents
- Actively support the use of Restorative Justice
- Monitor attendance and punctuality (including attendance and punctuality to class and any truancy) and review on a weekly basis – include this information in the weekly year group report/analysis
- Be the first port of call for students needing to visit the medical welfare officer during the school day
- Monitor, in partnership with the medical welfare officer, the healthcare plans of students with medical conditions in the year group
- Liaise with other schools to support new starter placements and student transfers
- Ensure that new starters to the year group are successfully inducted by:
  - Providing a student 'buddy' to assist the new starter to settle in
  - Communicate information to staff through the weekly post 16 report/analysis
  - Conduct a progress check following a two week 'settling in' period and share this information through the weekly post 16 report/analysis
- Take a lead role in supporting the reintegration of those who have been absent
- Strive for consistency

**To promote the wider personal development of students and support the transition from KS4 to post 16**

- Assist in the personal development of students towards, values, attitudes and behaviours of a type necessary to take full advantage of the educational opportunities and learning processes offered to them by the Academy
- Ensure all students are aware of the wider learning and development opportunities available to them through clubs, societies etc
- Support post 16 with additional student initiatives eg charity events, activity days, trips, Sports Day and form time activities
- Support with Parents Evenings and the Options Pathways process at KS4 to post 16
  - Support with distribution of examination results on results day and with Year 11 to Year 12 enrolment in August
  - Support the Director of Post 16 to ensure maximum retention from Year 11 to Year 12 throughout the academic year and on results day

In addition the Post 16 SaFE Worker will:

- Provide timely and effective operation of administrative support to the Director of Post 16; and Leadership Team when required
- Promote a positive working environment for students, ensuring that behaviour is in line with the Academy's Behaviour Policy
- Under the direction of the Director of Post 16 and in conjunction with the Marketing & Communications Officer, produce the Post 16 Course Brochure and Prospectus
- Co-ordinate:
  - Bursary payments
  - UCAS support to Director of Post 16 including the administration and guidance for students
  - Volunteering Programme
  - Enrichment
  - Liaison with work experience co-ordinator
- Support with distribution of examination results on results day and with Year 11 to Year 12 enrolment in August
- Support the Director of Post 16 to ensure maximum retention from Year 11 to Year 12 throughout the academic year and on results day

- Co-ordinate the arrangements for interviews for internal and external candidates

### **Adapt intervention to the strengths and needs of all students through timely CYP/Multi-agency/other agency referrals**

- Make appropriate referrals to internal and external agencies on issues affecting learning and progress including issues affecting emotional, social, mental and physical (including sexual) health
- Lead on all Safeguarding issues within post 16 and refer these where necessary following liaison with the Academy Safeguarding Officer
- Collect and supply work for any student excluded from the Academy
- Arrange and develop 1:1 mentoring arrangements with students and provide support for distressed students individually or in small groups
- Attend and participate in meetings
- Participate in training and other learning activities
- Recognise own strengths and areas of expertise and use these to support others

### **Other**

- Maintain confidentiality at all times in respect of Academy-related matters and to prevent disclosure of confidential or sensitive information
- Be present at the start of all internal and external examinations and to contact any late comers/non attenders
- Oversee supervisory duties in accordance with the published duty schedule
- Follow all Academy policy procedures
- Any other reasonable duties, administration or services required

### **Key Measures of Success**

- Outcomes at end of Year 11 or Year 13
- Termly progress rates across all year groups to be at least in line with expected progress measures
- Parental attendance at Parents Evenings and Progress Days
- Retention rates (mobility)
- Attendance and punctuality measures each year
- The completion and successful communication of the weekly year group report/analysis
- The regular and effective use of the CYP referral process
- The correct wearing of uniform by students in the year group

### **Review**

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that over time the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibilities entailed. Consequently, the Academy will expect to revise the job description from time to time and will consult with the post holder at the appropriate time.