



## JOB DESCRIPTION

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| <b>Job Title:</b>                                             | Student Welfare Officer                                                                                                                                           |
| <b>Salary:</b>                                                | TPAT Point 8                                                                                                                                                      |
| <b>Responsible to:</b>                                        | Headteacher, SLT for Attendance & Designated Safeguarding Lead                                                                                                    |
| <b>Direct Supervisory Responsibility for:</b>                 | None                                                                                                                                                              |
| <b>Important Functional Relationships: Internal/External:</b> | TPAT, Local Monitoring Committee, Teachers, Support Staff, Students, Parents/Carers, Local Authority Teams, External Professional Agencies, Volunteers & Visitors |

### Main Purpose of the Job:

Work with and support individuals and groups of students with pastoral, emotional and behavioural difficulties.

Provide high quality mentoring, support and guidance for student welfare and promote high standards of behaviour and engagement of students in learning.

Assist in the provision of specialised support for student's mental health and emotional wellbeing, through one to one or small group interventions, including through the incorporation of TIS strategies.

Assist in promoting and developing good social skills between students and help to resolve friendship and social issues around the school.

Provide specialised support for students who are experiencing a bereavement and lead on bereavement support, including communication and support strategies.

Work with parents and outside agencies to ensure the health and wellbeing of students.

Assist in supporting class teachers and teaching assistants with the creation and implementation of plans and strategies to support the development and education of students.

This job description is not intended to be a complete list of duties and responsibilities but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the service. The post holder will undertake any other duties at the request of SLT or the DSL, appropriate to the grade of this post.

### Main Duties and Responsibilities:

#### Working with Children and Parents

- Maximise students' learning, academic and social progress through consistent application of the school's ethos and policies. Provide effective support and intervention to remove barriers to learning, evaluating student progress and adapting the programme of intervention and support as required. Provide information, advice and support for other staff in intervention programmes eg tutors, teachers, SENDCO, Heads of Department.
- Be responsible for scheduling group and individual support sessions.

- Monitor and promote each student's personal and social development.
- Ability to listen actively, show empathy, and build positive relationships with students, staff, parents / carers and external agencies.
- Skill in assessing situations, making sound decisions, and finding solutions to student challenges.
- Ability to manage a varied workload, prioritise tasks, and meet deadlines.
- Implement school policies to support the welfare, attendance and education of students including target, vulnerable and disadvantaged students, especially around key transition points into the school and between key stages.
- Capacity to handle stressful situations, challenging behaviour and emergencies with a calm and professional demeanour.
- Understanding of student welfare policies, safeguarding procedures and mental health issues is required, along with knowledge of relevant legislation and support services.
- Work with students, developing positive relationships and providing appropriate support.
- Assist in supporting children's mental health and wellbeing by helping them to deal with friendship and social issues.
- Use relevant information to identify priority students and to plan appropriate and effective intervention programmes. Evaluate the effectiveness of this intervention using a range of data and adapt intervention programmes considering progress made.
- Contribute to the creation of a well-ordered environment based on high expectations of behaviour according to the school's Behaviour Policy, ensuring that every child is 'ready to learn'. Implement effective intervention to ensure that barriers to learning are removed.
- Assist in developing home / school links, which encourage good communication between the school and families.
- Promote a positive ethos through the effective use of praise: recognising and celebrating student progress and achievement. Promote high self-esteem and good relationships through use of the school's praise systems and by providing opportunities for students to make positive contributions within the school and within the local and global community.
- Assist in promoting and facilitating parental understanding of a child's needs.
- Communicate clearly, effectively and promptly with parents and keep them fully informed of their child's progress and welfare, promoting positive and cooperative partnerships between the school and parents, supported by external agencies where appropriate. Keep accurate and up to date records of communication with parents and external agencies.
- Assist in supporting and advising parents sensitively to help them improve their parenting skills and create an appropriate home environment in which children feel safe, and which encourages the development of their self-esteem and resilience.
- Initiate and lead multi-agency support for vulnerable students.
- Signpost and, where appropriate, refer parents to services delivered by external agencies as well as making referrals to external agencies such as the MARU.
- Work with outside agencies as and when required to support their work with children and families at the school.
- Make referrals to other agencies, such as social services, educational psychologists, health professionals or the careers service as and when appropriate and in line with school procedures.
- Make home visits or meet pupils and parents in school to provide ongoing support, encouraging parents to maintain good relationships with the school.
- Work with families whose children are at risk of suspension from school or those that have persistent absences from school.

- Help arrange alternative education for pupils who are excluded from school.
- Undertake administrative tasks such as writing up case notes, sending letters to parents and assisting in the preparation of court reports.
- Advising on child protection issues and assisting in the preparation of reports on pupils with special educational needs.
- Provide first aid support for students as needed and to undertake any necessary first aid training.

#### **Co-ordination and Liaison with Others**

- Liaise on a regular basis with the Senior Mental Health Lead, DSL, DDSL and SENCO to discuss work carried out with vulnerable children and their families, and review to ensure the support and assistance is having a positive impact.
- Work closely with the DSL, Behaviour Lead and Pastoral Team to identify priority students and plan appropriate and effective intervention for students. Evaluate the effectiveness of this intervention using the Boxall profile.
- Create an environment / space where students are able to reflect and be calm and feel supported and valued with accessible resources to support a range of needs to remove barriers to learning and engagement.
- Contribute to the school's duty rota including on-call, reset room and detention rotas as required for the organisational effectiveness of the school.
- Support the safeguarding of students within the school by working closely with students, parents, the safeguarding team and external professionals.
- Liaise with Social Workers, Family Workers and other external agencies to assist with and support the safeguarding of students at the school.
- Contribute to policy review by providing advice and feedback to the leadership team as required. Assist in making a significant contribution to the evaluation and improvement of the pastoral team and school.
- Keep up to date with knowledge of national and local developments in student advice, support and wellbeing and developments in HeadStart and student mental health. Share this knowledge with staff to provide high quality, well informed, support for students.
- Meeting with school staff, pupils and parents to identify problems and possible solutions.
- Advising parents & carers about their legal responsibility to ensure their children receive an education up to the age of 16 and assist the Headteacher in acting through the magistrates' court if necessary.
- Help families to receive all the benefits and help they are entitled to, for example financial help with school meals, transport and clothing.
- Attend meetings as required to support the safeguarding of students at the school.
- Develop links with agencies that provide and promote learning opportunities for parents and carers.
- Keep careful, consistent and high-quality up-to-date records of meetings, following the school protocols.
- Support and assist the safeguarding team in delivering outstanding levels of safeguarding and support the development of the safeguarding culture at the school.

#### **Safeguarding**

- Undertake in full the role of Deputy Designated Safeguarding Lead (see separate job description).

#### **General Responsibilities applicable to all staff**

- Always demonstrate and promote the values of Truro and Penwith Academy Trust.
- Contribute to the overall ethos and aims of the school.
- Always follow and adhere to all agreed Child Protection and Safeguarding policies and procedures.
- Make a positive impact on our students' lives and contribute to shaping a brighter future.

- Play a full part in the life of the school community and support its vision and ethos to encourage all staff and students to follow this example.
- Work effectively with other members of staff to meet the needs of students, prioritising students' needs.
- Act as a role model and set high expectations of conduct and behaviour.
- Appreciate and support the role of other professionals.
- Always have a clear sight of how this role impacts on the school's students.
- Work with professionalism in line with the Trust's Code of Conduct.
- Be aware of and always comply with all policies and procedures, especially those relating to child protection, health, safety and security, confidentiality, data protection and copyright, reporting all concerns to line manager.
- Always be a positive influence on the climate and culture of the school and a positive role model.
- Model good management practice across the Trust.
- Be aware of and support difference, ensuring equal opportunities for all.
- Actively promote the safety and welfare of our children and young people.
- Administer basic first aid and assist in the dispensing of medically prescribed controlled drugs in line with school procedures (only if trained to do so); recording on SafeSmart as required.
- Attend liaison events and effectively promote the school at open days/evenings and other events.
- Act as a Trust team member and provide support and cover for other staff where needs arise, inclusive of work at other sites within a reasonable travel distance.
- Be aware of and comply with all School and Trust policies and procedures.
- Undertake mandatory training, professional development, learning activities and appraisal procedures as appropriate.
- Attend and participate in relevant meetings and Trust based INSET as required.
- Responsible for your own self-development on a continuous basis; taking responsibility for your own CPD.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Always maintain the utmost confidentiality with regards to all reports, records, personal data relating to staff and students and other information of a sensitive nature acquired while undertaking duties for the Trust, with due regard to General Data Protection Regulations.
- Carry out any other reasonable instructions commensurate with the post to support the work of the Trust and its Academies.

### Job Description

This job description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post. This job description does not form part of your contract of employment.

The post-holder may be required to undertake such work as may be determined by their line manager from time to time, up to or at a level consistent with the main responsibilities of the job.

This job description may be amended at any time in consultation with the post-holder.

### Special Conditions of Employment

Truro and Penwith Academy Trust is committed to safeguarding and promoting the welfare of children and young people, ensuring a culture of valuing diversity, and ensuring equality of opportunities, and expects all staff and volunteers to share this commitment. The post-holder is required to follow all the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The post-holder must take appropriate action if they have concerns, or are made aware of the concerns of others, regarding the safety or well-being of children or young people.

All offers of employment are conditional and are subject to satisfactory pre-employment checks including receipt of original qualification documents, two satisfactory references, health screening, proof of eligibility to work in the UK, Childcare Disqualification check, a Disclosure and Barring Service (DBS) check and online searches.

## PERSON SPECIFICATION – Student Welfare Officer

| Person Specification                   | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Desirable                                                                                                                                                                                                                                                                                                                                                                            | Recruiting Method                                     |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| <b>Education and Training</b>          | <p>Attainment of GCSEs grade C or above in English &amp; Maths (or able to demonstrate equivalent numeracy/literacy skills to a level 2 standard of education)</p> <p>Working towards Level 3 NVQ or Level 3 Diploma in specialist support for teaching and learning or equivalent experience</p> <p>Competent with standard office software like Microsoft Office, alongside strong written communication &amp; administrative skills</p> <p>Training in behaviour management techniques or willingness to learn</p>                                                                                                                            | <p>NVQ3 in a relevant area – Autism, ADHD, SEMH or equivalent qualification or experience</p> <p>Levels 2 &amp; 3 Diplomas in Health &amp; Social Care or Work with Parents</p> <p>Counselling or coaching training</p> <p>TIS or Thrive Practitioner status or equivalent experience in relevant strategies</p> <p>Level 3 Safeguarding Training</p> <p>First Aid Certification</p> | <p>Application</p> <p>Certificates</p>                |
| <b>Skills and Experience</b>           | <p>At least two years' experience of working with young people &amp; families in education / youth work / social work or a similar discipline</p> <p>Excellent listening &amp; communication skills &amp; an understanding of common family problems</p> <p>Ability to deal with private information &amp; sensitive issues</p> <p>Skilled in developing &amp; maintaining good relationships with young people &amp; adults</p> <p>Communicate clearly in speech &amp; writing</p> <p>Effective and efficient organisation, administrative skills &amp; time management</p> <p>Committed to continual personal and professional development</p> | <p>Relevant experience to include providing specialist support within certain areas of the curriculum or with specialist pupil groups</p> <p>Experience of working in a safeguarding team</p> <p>Experience of delivering training</p> <p>Experience of working with parents</p> <p>Experience of child protection / safeguarding electronic platforms</p>                           | <p>Application</p> <p>Interview</p> <p>Assessment</p> |
| <b>Specialist Knowledge and Skills</b> | <p>An understanding of the law about education and keeping children safe</p> <p>An understanding of de-escalation techniques, for example PACE, restorative practice, shared affect</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Knowledge of external support agencies and local authority systems</p>                                                                                                                                                                                                                                                                                                            | <p>Application</p> <p>Interview</p> <p>Assessment</p> |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                  |                                         |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
|                              | <p>Teamwork &amp; networking skills to work with a range of other agencies</p> <p>A commitment to maximising the academic, personal, social and emotional development of all students</p> <p>Leading by example with strong professional standards</p> <p>Willing to work within organisational procedures, processes and to meet required standards for the role</p> <p>Be resilient and demonstrate an ability to work well under pressure</p> <p>Ability to adapt to changing environments &amp; be flexible in your approach to work</p> <p>Excellent record of attendance and punctuality</p> <p>Critical thinking &amp; problem-solving abilities</p> <p>Enthusiastic, approachable with excellent interpersonal skills</p> <p>Clear understanding of inclusion</p> <p>Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people</p> <p>Committed to promoting equality of opportunity and inclusion</p> | <p>Up to date understanding around the latest research into childhood trauma, and ACE's</p> <p>Knowledge of a range of issues relevant to special educational needs and child development</p> <p>Awareness of the SEN Code of Practice and guidance on meeting SEN</p> <p>Practical skills relating to planning and utilising individual learning programmes</p> |                                         |
| <b>Behaviours and Values</b> | <p>Self-motivated and able to work constructively as part of a team and as a leader</p> <p>Calm &amp; confident approach in difficult situations</p> <p>Able to adapt approach to suit circumstances and audience</p> <p>Adopt a reflective approach towards professional decision making</p> <p>Ability to relate well to children and adults and to inspire others to excel</p> <p>Deeply committed to equality of opportunity, British Values and diversity</p> <p>Patience, empathy &amp; tact</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                  | <p>Application Interview Assessment</p> |

## JOB PROFILE

## additional to job description

**Job Title:**

Deputy Designated Safeguarding Lead

**Responsible to:**

Headteacher / SLT / Designated Safeguarding Lead

### Main Purpose of the Role:

To work closely with the Headteacher and Designated Safeguarding Lead (DSL) on all safeguarding matters and provide administrative support on such matters as required.

To assist the DSL in dealing with safeguarding concerns in a prompt and efficient manner.

Work with the Trust's Safeguarding Lead, as and when required.

Follow all guidance and recommendations in Keeping Children Safe in Education, Child Protection and Safeguarding policies and strategies.

### Main Duties and Responsibilities:

#### Key Responsibilities:

- Deputise for the Designated Safeguarding Lead (DSL) in their absence.
- Be on a duty rota supervising specified areas, as directed.
- Build positive and constructive relationships with outside multi agencies ensuring that the safeguarding of our children is supported and maximised.
- Triage referrals from staff and notify the DSL of cases that require immediate action [and take that action in their absence].
- Offer advice to staff about routine safeguarding issues and take appropriate action.
- Share information relevant to safeguarding issues with DSL and outside agencies.
- Make direct referrals with outside agencies including Children Services, Police in absence of DSL and Pastoral Team.
- Organise and update relevant training for staff on safeguarding and child protection in conjunction with Cornwall and Isles of Scilly Safeguarding Children Partnership framework.
- Support DSL to carry out staff induction training on safeguarding procedures.

#### Key Safeguarding Duties:

- Initiate MARU and Early Help referrals as required, liaising with agencies such as GPs with the safeguarding programme 'Learning Well Partnership' - with Police and Operation Encompass - with NHS services and hospital when necessary - and triage with Locality Link Officer from Social Services half termly ensuring updates.
- Support and signpost families with substance and drug misuse, those attending Addaction, those with mental health concerns (CAMHS), those with suicidal thoughts in an emergency, those with bereavement etc.
- Meet and support vulnerable students as directed by the DSL.
- Monitor absence / attendance for vulnerable children.
- Maintain relationships with identified children and collate information around the actual wellbeing and presentation of children at risk.
- Triage necessary safeguarding information by leading weekly meetings in school TIS (Trauma Informed School).
- Follow children missing in education procedures when necessary.

- Support DSL to work with all staff and LMC members ensuring that safeguarding training is up to date and that all aspects of safeguarding are represented for whole school.
- Support DSL to ensure that safeguarding procedures for all visitors to the school are adhered to rigorously.
- Undertake relevant training to include Child Protection & Safeguarding, Child Sexual Exploitation, FGM, County Lines, Drugs, Alcohol, and E-safety etc.
- Network with all school staff, outside agencies to ensure the best practice - recognising that the role continually demands updating and improving to secure its effectiveness to deliver the best possible outcomes for our children.
- Ensure that relevant staff members are advised on active child protection files and pupils for concern register as required.
- Correspond with families and carers directly, raising 'concerns' in a constructive manner ensuring that any safeguarding concerns are taken seriously and if necessary, referred to the appropriate agencies.

#### **Key Child Protection Duties:**

- Keeping accurate and up to date safeguarding records, including administration using MyConcern / CPOMS.
- Monitor entries to MyConcern / CPOMS and deal with concerns directly or triage to appropriate personnel based on agreed rules.
- Securely and immediately transfer child protection documents to other schools and to receive and chase up relevant child protection documents from other schools and counties.
- Update chronologies and child protection files ensuring all files remain up to date and are securely maintained according to GDPR and other legislation.
- Ensure that child protection meetings are held in accordance with the regulations that are laid out by child protection plans and then maintain the appropriate documentation once these meetings have been completed.
- Work with the Headteacher / SLT / DSL to review and submit 175/157 annual declaration of safeguarding compliance.
- Help to create training resources for safeguarding and support the DSL in the training of staff and volunteers.
- Distribution of information on safeguarding to staff and upkeep of safeguarding notice boards and displays.
- Recognise own strengths and areas of expertise and use these to advise and support others.

#### **Key Admin Duties:**

- Manage all paperwork and records dealing with queries and correspondence as appropriate.
- Maintain the utmost confidentiality and discretion in providing information for new and existing files.
- Review, update and amend policy documents concerning safeguarding as requested.
- Undertake research and obtain information to inform decisions.
- Carry out general administrative duties related to safeguarding, eg photocopying, filing, completion of standard forms, respond to routine correspondence etc.
- Answer and respond to routine telephone calls and emails from staff, parents / carers and outside agencies.
- Assist in analysis of safeguarding data, to include collating information and presentation of MyConcern / CPOMS reports for whole school evaluation.
- Play a major role in safeguarding initiatives and projects that may arise during the year.
- Liaise with the website coordinator and provide updates to relevant safeguarding pages on the school website.
- The post-holder may be required to undertake such work as may be determined by the DSL from time to time, up to or at a level consistent with the main responsibilities of the role.