

# JOB DESCRIPTION

|                        |   |                         |                  |
|------------------------|---|-------------------------|------------------|
| <b>Position Title:</b> | <b>Student Support Officer</b>            |                         |                  |
| <b>Reports to:</b>     | <b>Head of Sixth Form</b>                 | <b>Cost Centre:</b>     |                  |
| <b>Department:</b>     | <b>Supporting Learning</b>                | <b>Job Code:</b>        | <b>Term time</b> |
| <b>Location:</b>       | <b>St Benedict's Catholic High School</b> | <b>Evaluated Grade:</b> |                  |

## 1. JOB PURPOSE:

To integrate learning mentor support and processes with other provision within the school and elsewhere in order to provide support and guidance to students and their families, in order to promote effective participation, enhance individual learning, achievement, progress and aspirations.

To provide information, advice and guidance specifically for Key Stage 5 students, and to co-ordinate the student leadership group for the sixth form.

## 2. ACCOUNTABILITIES:

### Organisation

- To assist with the operational management of the sixth form centre on a day-to-day basis.
- To manage, deliver and evaluate the effectiveness of information and guidance for Key Stage 5 students.
- To assist the Head of Sixth Form in planning and organising university visits and industry visits and, where directed, supervise such visits with a teacher.
- To assist with the UCAS applications process, and to provide access to information about universities.
- To monitor attendance and punctuality for Key Stage 5 students and, using own judgement, devise, implement, deliver and evaluate interventions to improve attendance and punctuality for groups of students or individual students.
- To develop using own judgement, deliver and evaluate time-bound action plans to groups of students or individual students who are underachieving, based on relevant data.
- To facilitate transition of students between Key Stages. Including managing the Applica application process.
- To facilitate, with other colleagues as appropriate, access to specialist support services to support identified outcomes.
- To assist with teachers, with the early identification of signs of disengagement of individual students in their learning and/ or progress judgement and to deliver and evaluate time-bound action plans.
- As directed, assist with the identification of common areas of concern with regard to progress of either groups of students or individual students and assist with the communication with Heads of Departments.
- To establish effective professional dialogue with parents, teachers and other professional colleagues.
- Participate in, as directed, strategies and actions specifically related to the Behaviour and Standards Policy, Health and Safety Policy and Child Protection Policy, and maintain

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accurate records.

- Supervise detentions for students.
- To represent the Head of Sixth Form at meetings or events as directed.

## Administration

- Produce interventions plans and evaluations to improve progress and achievement of groups of students or individual students based on accurate and current data.
- Maintain manual and computerised records/management information systems and file appropriately.
- Maintain accurate attendance registers and update as appropriate for Key Stage 5 students.
- Produce lists/information/data/ reports as required and with regard to assessment, targets, interventions and outcomes.
- Contribute to data analysis and tracking.
- Produce displays and assist with the production, with other staff, of marketing materials.
- Undertake typing and word-processing and other IT based tasks specific to the role.
- Take accurate notes of meetings and communications with parents, staff and other agencies.

## Resources

- Operate relevant equipment/ ICT packages (e.g. SIMS, CPOMS, Teams, word, excel, databases, spreadsheets, Internet)
- Provide advice and guidance to staff specifically, but not exclusively, in relation to intervention plans, post- 16 options and the UCAS process.

## General

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/ work/ aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Occasional attendance at meetings outside normal hours.
- Flexible working times required, sometimes outside the traditional school day. Including GCSE and A Level results day.

## Development

- Take responsibility for own ongoing personal development and growth of expertise.
- Participate in training and other learning activities and performance development as required.
- Other duties and responsibilities as requested by the Headteacher.

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## 3. QUALIFICATIONS, EXPERIENCE, & SKILLS:

### Qualifications:

#### Essential

- Degree or other equivalent level professional qualification
- 5+ GCSEs including English and Maths at Grade C/ 4 or above

#### Preferred

- Degree in Youth Work/ Social Work/ Education
- Evidence of further training in school-based support
- Level 2 Safeguarding qualification

### Previous Experience:

#### Essential

- Previous experience of working with young people in a school environment or similar

#### Preferred

- Working knowledge of relevant policies/codes of practice & awareness of relevant legislation

### Job Specific Skills:

#### Essential

- Good numeracy/literacy skills
- Excellent verbal and written communication skills
- Effective use of ICT packages including SIMS
- Use of relevant equipment/ resources
- Ability to relate well to children and adults
- Ability to manage own workload
- Ability to analyse data to produce reports and to inform decisions
- Work constructively as part of a team, understanding school roles & responsibilities and your own position within these
- Ability to identify own training & development needs & cooperate with means to address these

#### Preferred

- Participate in training and development opportunities

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## 4. JOB DIMENSIONS:

### Managerial & Supervisory Accountability

- None

### Financial Accountability

- None

### Additional Work Context Information

- Responsible for interventions which may involve arranging and monitoring the effectiveness of additional support from other agencies
- This post may include home visits

|                             |                 |   |                   |   |
|-----------------------------|-----------------|---|-------------------|---|
| Number of Staff Supervised: | Direct Reports: | 0 | Indirect Reports: | 0 |
|                             | Total:          | 0 |                   |   |

## 5. APPROVALS:

|                |  |      |  |
|----------------|--|------|--|
| LINE MANAGER   |  | Name |  |
| Signature      |  | Date |  |
| HEAD OF SCHOOL |  | Name |  |
| Signature      |  | Date |  |
| EMPLOYEE       |  |      |  |
| Signature      |  | Date |  |