**JOB DESCRIPTION –STUDENT SUPPORT LEADER (Salary: Band 7: Point 12 to 17)**

The pro rata salary for:  SCP 12 is £19,077

                                   SCP 17 is £21,062

**Responsible to:** Progress Leader

**As a colleague at Parkside School you will:**

* Work with pupils across the full age and ability range, aiming always for the highest possible standards of pupil achievement, personal development and well-being.
* Develop and foster links with the school’s partners, stakeholders and other outside agencies.
* Support the vision and values of the school
* Act as a role model to students
* Put the well-being, development and progress of students first
* Demonstrate respect for diversity and promote equality
* Work effectively as part of whole-school teams
* Cooperate professionally with other colleagues
* Take responsibility for maintaining the quality of teaching practice
* Help students to become confident and successful learners
* Strive to establish productive and supportive partnerships with parents/carers
* Demonstrate honesty, integrity and uphold public trust and confidence in the teaching profession
* Promote and be committed to the aims, objectives and values of Parkside School

**As an SSL at Parkside School you will:**

SUPPORT FOR STUDENTS

* Work alongside Progress Leaders to deliver an attainment focused quality framework for pastoral provision within each year group.
* Attend to pupils’ personal needs and provide support to assist in their social, health and hygiene development.
* Provide proactive student needs assessments to identify those students requiring additional support.
* Work closely with form teachers and mentors on delivering support plans to improve student behaviour, attendance, attitude and attainment potential.
* Provide support for distressed pupils and provide one to one engagement with them where necessary.
* Take a lead role in managing the transfer of pupils across phases and transition.
* Provide information and advice to enable pupils to make their right choices about their learning, behaviour and attendance.
* Provide feedback to students in relation to their progress, achievement, behaviour and attendance etc.
* Monitor attendance sheets on a weekly basis and follow up with individual students and staff.
* To work with the ‘pastoral manager’ to promote involvement in the student council and work with members of the student council to support their initiatives.

SUPPORT FOR TEACHERS

* Manage liaison with feeder schools and other relevant bodies to gather student information.
* Support student’s access to learning using appropriate strategies and resources.
* Monitor and evaluate students on Action Plans through observation and planned recording.
* Provide objective and accurate student achievement feedback to other staff, as required.
* Manage record keeping systems and processes.
* Develop constructive relationships with parents and carers, exchanging information, facilitating their support for their child’s attendance, access and learning.
* Delivering the relevant admin support for the Progress Leader in support of the pastoral goals
* To work with the Progress Leader and pastoral staff to address issues for students. This will include meeting with and liaising with parents and carers.
* To liaise with the SENCO, EMAG and other in school teams in support of the goals of the pastoral function.

SUPPORT FOR THE SCHOOL

* Comply with the policies and procedures relating to child protection, health, safety and security, confidentiality, data protection, reporting all concerns to appropriate person.
* Be aware of and support the difference and ensure that all pupils have equal access to opportunities to learn and develop.
* Contribute to the overall aims and ethos of the school
* Attend and participate in regular meetings
* Participate in training and other learning activities as required.
* To consolidate, uphold and contribute to the School’s Equal Rights Policies.
* To assist in organising and delivering parents meetings.
* To support and actively contribute to the school’s discipline and rewards system.

MANAGEMENT

* Reports to the Progress Leader/ SLT and relevant staff
* Liaise between managers/teaching staff.
* Liaise between the school and outside agencies. Hold/be part of regular team meetings with staff/stakeholders.

**Other Specific Duties to include:**

* Participating in the duties schedule
* Work within the school and the local community and any stakeholders to underpin, support and reinforce the school values and ethos.
* Support safeguarding issues of our students by undertaking assigned duties pro-actively.
* Work with all stakeholders to progress academic achievement of students at Parkside school
* Work with Pastoral and Faculty teams (under SLT direction) to implement/manage the Behaviour & Attendance and Safeguarding policies of the school as appropriately deployed.
* Make home visits (support Beh & Att and social cohesion with residents).
* Work with staff, parents and community to ensure equality of provision for all.
* Use, manage and analyse data to record incidents/outcomes/strategies to promote improve B&A and academic attainment.
* Mentor/counselling of students needing support within school, ensuring achievement for all (liaise with PL s, HoF, Alternative Curriculum staff).
* Supporting initiatives aimed at implementing the school behaviour policy, e.g., high presence on corridors
* Facilitating external and internal examinations.
* Assist in exam invigilation.
* Undertake First Aid Training / Duties
* Any other duties (including break/lunch) at the discretion of the Headteacher.
* Admissions of students into year groups, establishing appropriate personalised timetable and support.
* As and when appropriate minibus driving training will be undertaken (school dependent)

RANGE OF DECISION MAKING

To make decisions using initiative where appropriate within established working practices and procedures. The post holder will be expected to use good common sense and initiative in all matters relating to:

* The conduct and behaviour of individual and small groups of students.
* Targeting young people within a specific year group who are underachieving and consult appropriate staff or relevant agencies.
* The correct use and care of materials by individual and small groups of students.
* The safety, mobility (if required) and hygiene and well-being of the students.

RESPONSIBILITY FOR ASSETS, MATERIALS ETC

* To maintain the confidential nature of information relating to the school, its students, parents and carers.
* To be responsible for the safe keeping of office equipment and computer hardware and software and for ensuring that computer data is backed up to the agreed schedule, ensuring compliance with the requirements of the Data Protection Act.

CONTACTS

* Internal at all levels, Parents/Carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies.

SUPERVISION AND GUIDANCE

* Responsible to the Progress Leader, but expected to seek guidance from appropriate sources and perform delegated duties with minimum supervision.
* To liaise closely with key Pastoral Staff and other relevant services eg, Education Social Work Service. To work as part of the Child Protection Team under the guidance of the Senior named Child Protection Officer.

**PERSON SPECIFICATION – SSL**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Ess**  | **Des**  | **MOA**  |
| **KNOWLEDGE/QUALIFICATIONS**  |  |  |  |
| NVQ Level 4 or equivalent qualification or experience in relevant discipline.  | **\***  |  | A/C  |
| GCSE English and Maths (A-C) or equivalent eg. Adult Literacy/Numeracy at level 2.  | **\***  |  | A/I  |
| Social work, youth work, counselling, teaching or mentoring qualification and or experience.  |  | **\***  | A/I  |
| Full understanding of the range of support services/providers available to schools and young people.  | **\***  |  |  |
| Working knowledge of national curriculum and other relevant learning programmes  | **\***  |  |  |
| **EXPERIENCE**  |  |  |  |
| Experience working with children of relevant age, assisting in their development.  | **\***  |  | A/I/O  |
| Experience of working with support and subject staff.  | **\***  |  | A/I  |
| Experience of working as part of a team.  | **\***  |  | A/I  |
| Experience of working with students with additional needs.  | **\***  |  | A  |
| Recent relevant experience of working with young people whose learning may have been impeded due to a range of circumstances. | **\***  |  |  |
| Recent and appropriate experience of enabling families/carers to access support agencies.  |  | **\***  |  |
| **SKILLS**  |  |  |  |
| Ability to plan effective actions for students at risk of underachieving.  | **\***  |  | A/I  |
| Ability to self-evaluate learning needs and actively seek learning opportunities.  | **\***  |  | A/I  |
| Ability and willingness to utilise ICT to aid teaching and learning  | **\***  |  | A/I  |
| Strong communication skills and the ability to relate to people at all levels  | **\***  |  | A/I  |
| Ability to apply highly effective behaviour management strategies  | **\***  |  | A/I  |
| Ability to demand the highest standards, using flair and creativity to engage, enthuse and challenge pupils of all abilities, needs and backgrounds  | **\***  |  | A/I/O  |
| Effective organisational, personal management, leadership and time management skills  | **\***  |  | A/I  |
| Work independently and be a team player  | **\***  |  |  |
| Ability to identify existing and potential barriers to learning and engage in strategies to overcome these.  | **\***  |  | A/I  |
| Ability to ensure consistency of provision across all tutors  | **\***  |  | A/I  |
| **BEHAVIOUR AND OTHER RELATED CHARACTERISTICS**  |  |  |  |
| Commitment to continuing own professional development  | **\***  |  | A/I  |
| Commitment to promote innovations that raise pupils’ levels of attainment and progress  |  | **\***  | A/I/O  |
| Work in ways that promote equality of opportunity for all  | **\***  |  | A/I  |
| Commitment to abide by and uphold the policies on Equal Opportunities, Health and Safety and Child Protection at Parkside school  | **\***  |  | A/I  |
| Self-awareness, empathy, managing feelings, motivation, social skills  | **\***  |  | A/I  |

|  |
| --- |
| Key: A = Application C = Certificate I = Interview O= observation  |

**N.B. We will require an enhanced DBS check for the successful candidate**