

Thorpepark Academy

JOB DESCRIPTION and PERSON SPECIFICATION

**SERVICE AREA:** Thorpepark Academy      **POSITION NO:**

**SECTION:**      **GRADE:** 6

**JOB TITLE:** Emotional Well Being, Behaviour and welfare officer      **DATE PREPARED:** 22/6/2015

**EVALUATION DATE:**      **JE NUMBER:**

**DIGNITY AT WORK:** To show, at all times, a personal commitment to vulnerable children at Thorpepark academy. To treat all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promote the schools equal opportunities in employment policy. .

**PURPOSE:**  
The work under an agreed system of supervision taking a lead role within the school to address the emotional needs of the pupils who need particular help to overcome barriers to learning.

<b>PRINCIPAL ACCOUNTABILITIES:</b>	
<i>Please note decision making must be included within the Principal Accountabilities</i>	
1.	To promote and safeguard the welfare of children and young people.
2.	Take a lead role in managing and delivering pastoral support to pupils, including those who are new to the school.
3.	Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable.
4.	Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development.
5.	Ensure comprehensive assessments of pupils to determine these in need of particular help.
6	Assist teachers with the development and implementation of individual Education/Behaviour/Support/Mentoring plans.
7.	Establish productive working relationships with pupils, acting as a role model.
8.	Arrange and develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.
9.	Take a lead role in managing the speedy/effective transfer of pupils across phrases/integration of those who have been absent.
10.	Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
11.	Challenge and motivate pupils, promote and reinforce self-esteem.

12.	Provide feedback to pupils in relation to progress, achievement, behaviour, attendance, etc.
13.	Manage liaison with feeder schools and other relevant bodies to gather information.
14.	Manage record keeping systems and processes in line with the school.
15.	Take a lead role in the development and implementation of appropriate behaviour management strategies, including at breakfast club, playtimes and lunchtimes.
16.	Establish constructive relationships with parent/carers, exchanging information facilitating their support for their child's learning, behaviour and emotional wellbeing.
17.	Visit pupils/parents at home when required.
18.	Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
19.	Contribute to the overall ethos/work/aims of the school.
20.	Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
21.	Attend and participate in regular meetings and training
22.	Recognise own strengths and areas of expertise and use these to advise and support others.
23.	Participate in training and other learning activities as required.
24.	Support the role of parents in children's personal development and learning and contribute to/lead meetings with parents to provide constructive support and advice.
25.	Work with other agencies to develop individual education plans for SEMH and learning difficulties.
26.	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the Academy, as your employer and you as an employee. In addition to the employer's overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the Academy's Health and Safety policy.

**GENERAL:**

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the Academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Academy.

**DIMENSIONS:**

**All sections should be completed – if there aren't any state 'none'**

1. **Responsibility for Staff:**  
None.
2. **Responsibility for Customers/Clients:**  
None.
3. **Responsibility for Budgets:**  
Reports to the Business Manager regarding income and expenditure.
4. **Responsibility for Physical Resources:**  
None.

**WORKING RELATIONSHIPS:**

All sections should be completed – if there aren't any state 'none'

**1. Within Service Area/Section:**

Head of School and all staff associated with Thorpepark Academy.

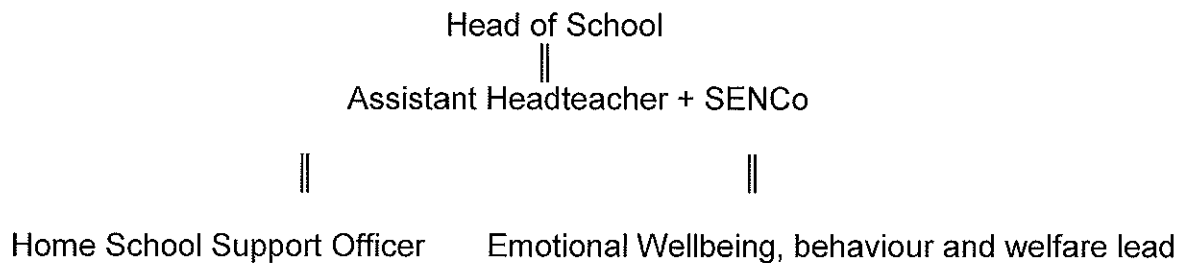
**2. With Any Other School Areas**

Based at Thorpepark Academy but could work across VENN Academy Trust.

**3. With External Bodies to the School**

Face to face or telephone contact with members of the public.

Enquires from external organisations.

**ORGANISATION CHART:**

	<i>Tick relevant level for each category</i>						<b>Supporting Information (if applicable)</b>
	<b>Not applicable</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>	<b>Very High</b>	<b>Intense</b>	
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).			X				Dealing distressed children who may have behavioural problems.
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).			X				Dealing with children with behavioural problems on a day to day basis.
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day to day office environment.				X			Dealing with children who have difficult home circumstances and who may make distressing disclosures.

<b>PERSON SPECIFICATION</b>		Tick relevant column		List code/s*
		Essential	Desirable	How identified
<p><b>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</b></p> <p><i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i></p>				
<b>1.</b>	<b>Qualifications:</b>			
	GCSE English and maths Grade A-C (or equivalent –eg certificate in adult Literacy/ Numeracy Level 2)	Y		A/F
	Level 3 Teaching Assistant qualification or higher		Y	A/F
	Safeguarding Level 1	Y		A/F
	Any other qualifications relevant to the role		Y	A/F
<b>2.</b>	<b>Relevant Experience:</b>			
	Experience of working with children across the primary age range	Y		A/F I
	Experience of working with vulnerable children and supporting children with emotional and behavioural difficulties	Y		A/F I
<b>3.</b>	<b>Skills (including thinking challenge/mental demands):</b>			
	Motivation to work with children and young people.	Y		I/R
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	Y		I/R
	To have a positive attitude to personal development and training	Y		I/R
	Ability to form strong working relationships with families that offers both challenge and support			
	Organising their time and working to deadlines	Y		I/R
	To have an openness to learning and change	Y		I/R
<b>4.</b>	<b>Knowledge:</b>			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people.	Y		I
	A knowledge and commitment to working in line with Restorative Practices		Y	A/F
	Knowledge of behaviour procedures within the trust	Y		I
	Knowledge of the range of issues that adversely affect children and families causing emotional distress; an understanding and knowledge of how to provide in-school support or where to access outside support		Y	I
	Knowledge of the ways in which emotional distress manifests it self in children		Y	I
<b>5.</b>	<b>Interpersonal/Communication Skills:</b>			
	<b>Verbal Skills</b>			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.	Y		I/R
	Have good interpersonal skills	Y		I/R
	Ability to establish professional, effective working relationships and liaise with outside agencies.	Y		I

<b>PERSON SPECIFICATION</b>		<b>Tick relevant column</b>	<b>List code/s*</b>	
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	To be able to remain impartial	Y		I
<b>Written Skills</b>				
	To produce reports on request to support professional meetings and support plans.	Y		A/F I
	Record keeping, information retrieval and dissemination of data/documentation, to the relevant people		Y	I
	Good writing skills including ICT and keyboarding skills		Y	A/F
<b>6.</b>	<b>Other:</b>			
	To maintain confidentiality of clients on a need to know basis.	Y		A/F
<p>The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.</p>				
<b>7.</b>	<b>Competencies:</b>			
	The competencies listed below are <b>all</b> essential requirements for working at Hull Schools in any post; however, those that have been ticked as essential have been identified as key competencies for this role and will be measured as part of the selection process. <b>They are not required to be addressed in the candidate's application form.</b>			
	Leading forward		N/A	
	Improving services		N/A	
	Analysis and decision making		N/A	
	Making things happen		N/A	
	Communicating with impact		N/A	
	Collaboration		N/A	
	Developing self and others		N/A	
<b>8.</b>	<b>Additional Requirements:</b>			
	None		N/A	
<b>9.</b>	<b>Disclosure of Criminal Record:</b>			
	The successful candidate's appointment will be subject to the Academy obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service.	Y		DBS Disclosure
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	Y		AF(after short listing)
	If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF(after short listing)