

**JOB DESCRIPTION**

**School Welfare Officer**

**Permanent**

**Salary Scale – Band 7 SCP 31 – Term Time Only plus up to 20 days as required**

Reporting to the Assistant Head Teacher.

**Overall Objectives of the Post:**

Under an agreed system of supervision provide support and deliver interventions for pupils who require particular help to overcome barriers to learning. Work effectively in partnership with parents, carers, school staff and other professionals and young people and their families. Be responsible for the delivery and evaluation of the effectiveness of parenting and community engagement programmes.

**Key Tasks of the Post:**

<b>Provide support and interventions to pupils. You will:</b>
Assist the Assistant Head Teacher in charge of safeguarding and attendance. To support all students with safeguarding support and be fully trained as a safeguarding student officer.
Support pupils by delivering targeted interventions on a 1:1 or small group basis to support SEMH/behavioural needs.
Deliver appropriate interventions/programmes to identified pupils.
Assist in the gathering of evidence to monitor and evaluate progress of identified pupils.
Provide information and advice to enable pupils to make choices about their own learning/behaviour and attendance.
Engage with pupils during extra-curricular activities e.g. breakfast clubs, break times.
Manage the supervision of pupils temporarily excluded from, or otherwise not working to, a normal timetable.
Attend to pupil' personal needs and provide advice to assist in their social, health and hygiene development.
Establish positive and productive working relationships with pupils.
Be sensitive to the needs of individuals, taking account of diversity issues such as age, language, gender, sexual orientation, race and disability.
Challenge and motivate pupils, promote and reinforce self-esteem.
<b>Provide support to parents, carers and families. You will:</b>
Encourage interaction and co-operation with other agencies and full engagement in activities.

Support the role of parents in pupils' learning through family activities by devising and implementing programmes of work with children and their families considering their identified needs.
Attend and contribute at meetings with family members and professionals working in partnership.
Be aware of appropriate signposting procedures and agencies that can support parenting interventions.
Provide appropriate support and advice for parents.
Establish constructive relationships with parents and carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home life and community links.
Undertake outreach duties to support families of vulnerable pupils.
Explore ways to reduce barriers to successful engagement / completion of parenting intervention and be inventive and resourceful in harnessing support from other agencies to increase the number of successful outcomes for children and their families.
<b>Provide support to school and the Leadership Team. You will:</b>
Comply with policy and procedures linked to safeguarding, health and safety, behaviour management, confidentiality and data protection, reporting all concerns to an appropriate person.
Establish constructive relationships and communicate with other agencies / professionals, to support achievement and progress of pupils e.g. school nurse.
Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
Attend and participate in regular meetings linked to our vulnerable children and families e.g. Early Help.
Keep accurate and up to date records of outcomes and report back to the Inclusion Manager and school care team.
Liaise between parents /carers/other agencies/managers/ teaching staff and teaching assistants.
Work as a supportive team member and as an individual.
Contribute to the overall ethos / work / aims of the school.
Participate in training and other learning activities as required.
Recognise own strengths and areas of expertise and use these to advise and support others.

All employees have a responsibility to undertake training and development as required. They also have a responsibility to assist, where appropriate and necessary, with the training and development of fellow employees.

All employees have a responsibility of care for their own and others' health and safety.

The above list is not exhaustive and other duties may be attached to the post from time to time. Variation may also occur to the duties and responsibilities without changing the general character of the post.

## PERSON SPECIFICATION

### School Welfare Officer

We shall be looking for applicants who can fulfil the following criteria:

Essential	Desirable	How Assessed
<b>Educational Attainment</b>		
<ul style="list-style-type: none"> <li>Professional qualification relating to education, social care, community development</li> <li>Accredited / qualified to deliver positive parenting programme and strengthening families / strengthening communities courses</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of further training / development</li> <li>Relevant SEND training CACHE L3 or HLTA or NVA 3 equivalent qualification or experience in relevant discipline</li> <li>Safeguarding qualifications and evidence of professional development</li> </ul>	Application form Interview Certificates
<b>Work Experience</b>		
<ul style="list-style-type: none"> <li>Experience of a range of SEND needs</li> <li>Experience of working with and supporting vulnerable children and their families involved in Early Help, Children in Need, Child Protection plans and Looked After Children</li> </ul>	<ul style="list-style-type: none"> <li>Experience of access to external funding</li> <li>Experience of developing and delivering training</li> </ul>	Application form Interview References
<b>Knowledge / Skills / Aptitudes</b>		
<ul style="list-style-type: none"> <li>Understanding of Child Protection and Safeguarding procedures</li> <li>Understanding of Vulnerable Pupils groups</li> <li>Understanding of attachment difficulties and emotional resilience</li> <li>In depth understanding of relevant policies / code of practice and awareness of current relevant legislation</li> <li>Understanding of child development and learning</li> <li>Ability to relate well to children and adults</li> <li>Ability to self – evaluate learning needs and actively seek learning opportunities</li> <li>Excellent interpersonal skills</li> <li>Excellent communication skills both written and verbal</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of assessment tools relevant to showing impact in social, emotional and mental health</li> <li>Knowledge and understanding of community engagement</li> <li>Team Teach qualification or equivalent</li> </ul>	Interview References
<b>Disposition</b>		
<ul style="list-style-type: none"> <li>Committed to social inclusion and targeting vulnerable / disadvantaged/ disaffected children and adults</li> <li>Committed to the principals of, equality and diversity</li> <li>Flexible approach to work</li> </ul>	<ul style="list-style-type: none"> <li>Highly organised</li> <li>Able to deal with difficult issues and overcome barriers to service</li> </ul>	Interview References
<b>Circumstances</b>		
<ul style="list-style-type: none"> <li>Enhanced clearance from the Disclosure and Barring Service</li> </ul>		DBS Check