

Job Description

Job Title:	Student Liaison Officer
Grade/Salary:	Grade 7 (Scale Point 18 – 23)
Reporting To:	Assistant Headteacher – Behaviour & Welfare

Job Purpose

- To provide leadership and operational management to an assigned pastoral group to raise attendance, standards and enforce excellent behaviour to contribute towards student's academic attainment;
- To contribute towards the strategic leadership of the pastoral system across the school;
- To lead and be responsible for the implementation, operational logistics and reporting on elements of the pastoral system;
- To support enrichment activities which contribute to students' emotional and academic development;
- To implement and develop programmes of support, working in collaboration with broader pastoral and SEN staff, by fostering strong relationships across the school community;
- To develop and support interventions which promote students' attitudinal and academic development as identified through evaluation and improvement planning, in conjunction with Key Stage Leaders;
- To liaise with staff, parents, colleagues across the Trust, other education institutions and multi- agency partners to support student's progress and overall development.

This role will work across all key stages in the school.

Key Responsibilities and Accountabilities

The post holder will:

- Provide leadership and management to a pastoral group ensuring that all learners are guided appropriately and that their progress is regularly monitored and reviewed;
- Quality assure processes and systems when working with other staff and agencies who support students (including Local Authority and Government Agencies, Health and Children's Services Voluntary Groups and Parent and Carer Organisations) to ensure effective communication concerning students' wellbeing;
- Record and maintain accurate student records, in line with GDPR regulations and Trust/school policy and procedures;
- Contribute in team meetings by sharing information and ideas to positively promote further development of pastoral provision;
- Provide guidance on Trust/school policy and procedures to tutors. Where there are areas of concern, or potential underperformance with a tutor(s), seek advice and support;
- Access, maintain and update a range of student and school records to assess students' progress and monitor the overall experience of students at the school to ensure equal opportunity for all, and that attendance and other key indicators are in line with school expectations;
- Act as a role model and actively demonstrate understanding of school policy and procedures for students, staff and parents;

- Lead on strategies that develop and improve the pastoral system through monitoring and evaluating the quality of sessions and student engagement, through data analysis, learning walks, surveys and other quality assurance methods;
- Develop intervention programmes across the school, working alongside and in conjunction with professional teaching staff, including delivering assemblies;
- Research, arrange and assess reward strategies that develop a culture of achievement and responsibility;
- Support and liaise with the key staff (i.e. Key Stage Leaders, Attendance Officer, Education Welfare Officer and Designated Safeguarding Leads) by contacting parents, making home visits and attending meetings with parents/carers of students who require intervention or other support;
- Remain informed around national initiatives and good practice that relates to pastoral leadership and management;
- Support and monitor specialist inclusion intervention strategies, and liaise with SEND staff and relevant outside agencies to support all students with special educational needs within the school;
- Create strong links with the wider community to enhance the curriculum and culture of achievement;
- Make decisions on internal exclusions in liaison with the Senior Leadership Team link.

Whole-school contribution

- Comply with, and assist, with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person;
- Ensure all students have equal access to opportunities to learn and develop;
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students;
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students;
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others, as well develop professionally.

Responsibilities for Resources

- Effective use of materials and resources

Responsibilities for Budgets and People

- None

Performance Management and Review

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required;
- The annual performance management process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust policy.

Core responsibilities and duties

All postholders are required to:

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place;
- Read, uphold and promote the safety and well-being of students as set out in the Trust safeguarding procedures;
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure equal opportunities for all;
- Contribute to the overall vision and values of the school/Trust;
- Appreciate and support the role of other professionals;
- Work effectively as part of team;
- Attend relevant meetings, as required;
- Participate in training and other learning activities and performance development as required;
- Treat all users of the school with courtesy and consideration;
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all;
- Be proactive in seeking appropriate advice and guidance where required;
- Flexible and willing to work between different sites as required.

The duties and responsibilities highlighted in this description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person Specification

			Assessed by:	
No.	Categories	Essential or Desirable	App Form	Interview or Task
Qualifications				
1.	5 or more GCSEs at Grade 4/Grade C or higher, including English and Maths (or equivalent grades/qualifications);	E	✓	
2.	Education to degree level or equivalent relevant experience;	D	✓	
3.	Understanding of Safeguarding and Child Protection issues;	D	✓	✓
Experience				
4.	Experience of basic technology, PC, internet, MS Office packages;	E	✓	✓
5.	Experience of successfully working with identified disaffected students, or groups of students (of a relevant age to the setting);	D	✓	✓
6.	Experience of monitoring and recording progress of learners;	E	✓	✓
7.	Previous experience of working with children of the relevant age range in a learning environment;	E	✓	✓
8.	Experience of working with or supporting SEN/D pupils;	D	✓	✓
9.	Experience of forging community/voluntary/ parent and partner agency links;	E	✓	✓
10.	Experience of dealing with the behaviours not conducive to learning and able to deal with a variety of situations;	E	✓	✓
11.	Experience of leading a team or a community project/area of school development;	D	✓	
Abilities, Skills and Knowledge				
12.	Work as an effective team member and apply directions/instructions;	E	✓	✓
13.	Innovative approaches to working with students, parents, the local community and multi-agency partners in relation to inclusion, behaviour and reward strategies;	E	✓	✓
14.	Understanding of student's welfare and pastoral needs;	E	✓	✓
15.	Full working knowledge of relevant policies/codes of practice legislation;	D	✓	✓
16.	Understanding of equal opportunities issues and the need to make reasonable adjustments, where required;	E	✓	✓
17.	Ability to participate professionally in meetings;	E	✓	✓

18.	Able to organise, lead and motivate a team, this includes holding performance reviews	D	✓	✓
19.	Ability to relate well to children and young people;	E	✓	✓
20.	Able to communicate effectively with young people and adults (parents, other staff). Able to negotiate and network through highly developed inter-personal written, verbal and presentation skills to a range of audiences, including SPRB's;	E	✓	✓
21.	Deal with student's personal and other crisis;	E	✓	✓
22.	Prioritise, plan and direct the workload of self and others, balancing long and short-term priorities;	E	✓	✓
23.	Able to use initiative and develop creative and imaginative solutions to solve problems;	E	✓	✓
24.	Set high standards and provide a role model for students and staff;	E	✓	✓
25.	Able to seek support, when required;	E	✓	✓
26.	Evidence of sound judgment skills;	E	✓	✓
27.	An excellent record of attendance and punctuality;	E	✓	✓
28.	Enjoyment in working with young people and families;	E	✓	✓
29.	Reliability, integrity and stamina;	E	✓	
30.	Respect confidentiality;	E	✓	✓
31.	Commitment to personal development and learning;	D	✓	✓
32.	Think clearly in emergency situations.	D	✓	✓