



Job Description

Name:

Job Title: **Child Welfare Officer**

Band: **Scale 8**

Responsible to: DSL – Director of Inclusion

Responsible for: Working with the Headteacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources in order to achieve them and monitor progress towards them.

JOB PURPOSE

- To support the Governing Body, Executive Head Teacher and Headteacher in ensuring the delivery of a high quality and effective education service to the local community
- To enable outstanding progress and attainment by ensuring that attendance of all year groups is good and at least in line with the national average
- To be clear on the school policy and contribute to review and update
- To support the vision and strategic direction of Hylands by providing outstanding pastoral care that reduces barriers to learning
- To enable outstanding progress and attainment by ensuring that attendance of all year groups is good and at least in line with the national average
- To be accountable to the Senior Leadership Team for the safety and behaviour of learners within year groups

KEY RESPONSIBILITIES

- To challenge, support and inspire every individual to achieve their best
- To cultivate a stimulating environment where everyone feels valued, safe and success is celebrated
- To work collaboratively to ensure high standards of behaviour, teaching and learning across the school
- To provide a range of opportunities so that all students can achieve their full academic potential
- To promote excellence through a caring, supportive environment
- To lead the Safeguarding of all year groups through the promotion and co-ordination of effective teamwork leading to high standards
- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager



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Specific Responsibilities

- Take a lead safeguarding role within the school and assist the DSL and pastoral team as required
- Represent the school at external safeguarding and welfare meetings such as ICPC, Core, CP and CiN conferences
- Assist in training and support of staff in regards to their duty to safeguard students
- Work with the DSL to ensure that safeguarding measures are current, robust and in line with statutory guidance
- Engage in the ACEs programme to support disadvantaged students.
- Liaise with the Heads of Years regarding the pastoral welfare of students
- Be responsible for the implementation of the school's systems, procedures and policies in relation to safeguarding and behaviour in particular
- Work with appropriate staff to develop individual action plans to improve attendance with individual learners where their attendance gives cause for concern
- Work to raise the profile of improved attendance and behaviour throughout the school
- To make referrals to and to liaise and collaborate in multi-agency work with other practitioners, educational colleagues, local agencies and community groups
- To establish constructive relationships and communicate with other agencies/professionals to support the safeguarding, achievement and progress of learners, including attendance at meetings, writing of pre-meeting reports etc
- To attend meetings and engage in development activities and training as required by the school
- Support learners and encourage positive attitudes to learning in and around the school
- Support the anti-bullying work in school
- Create a positive and ambitious pastoral team ethos
- Lead, facilitate and front assemblies as necessary
- Assist the Deputy Head and Assistant Head's in helping to develop policies and procedures with particular regard to safeguarding/pastoral provision for all learners
- Ensure that communication is effective within the safety, behaviour and inclusion team
- Participate in Hylands' daily duty rota
- Carry out Staff Support duties and support Heads of Year and learners throughout the day
- Attend liaison events and effectively promote Hylands at open days/evenings and other events
- Meet regularly with SLT member/s responsible for safeguarding and pastoral work
- Promote and safeguard the welfare of the children and young people that you are responsible for or come into contact with
- Any other reasonable duties as requested by the Line Manager, Headteacher or member of the SLT that is not specified in this job description
- Contribute to the pastoral care of all students
- Contribute to the promotion of the school's corporate identity and a sense of belonging (through assemblies, visits, Year events, social functions etc)
- Encourage and motivate students' involvement in key events (e.g. induction, options, interviews, career guidance etc).



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- Support, promote and organise educational activities related to safeguarding
- Willingness to support occasional out-of-hours extra-curricular activities
- Contribute to the mentoring of students identified on the ACE disadvantaged student programme
- Promote regular attendance and punctuality, actively dealing with both
- Have overall supervision of some students' attendance, lateness and uniform
- To serve as a named Child Protection Person when necessary and keep updated with the relevant training
- To organise and run Intervention Sessions to target identified vulnerable students
- To liaise with and organise the mentoring and counselling professionals within school
- To organise and support the Peer Mentoring programme
- To support the DSL with the offer of providing on-site training and opportunities to Student Social Workers from feeder Universities

Health and Safety and Student Safeguarding

- Have due regard for the school Health and Safety policy and Safeguarding policy and any such issues particular to their subject
- Follow school procedures for reporting Health and Safety incidents or near misses
- Familiarise yourself with fire regulations and procedures
- Have due regard for student safety and report any concerns to the appropriate school body
- Complete relevant annual TKAT on-line training courses

Notes

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Signed: _____ Post Holder
 _____ Line Manager
 _____ Headteacher



APPENDIX 1: Person Specification

General heading	Detail	General Examples	Specific examples (where appropriate)
Qualifications & Experience	Specific qualifications & experience	Relevant to post, include experience of working with children where relevant	No formal qualification required, but good standard of education. Need relevant experience of working with students aged 11-19, although more specific for separate year groups.
	Knowledge of relevant policies and procedures	e.g. First Aid, Financial Procedures, School procedure/policies – Some policies procedures are covered in relevant sections below e.g. H&S, Behaviour Management, Child Protection	Need to have detailed knowledge and understanding of all school procedures and policies, especially Safeguarding, Behaviour and Discipline, Attendance, Equal Opportunities, Equality and Inclusion policies.
	Literacy	Level of literacy required, including qualification level where required	High level of literacy required – although no formal qualification. Post holder is expected to write to parents and outside agencies following the Communication policy.
	Numeracy	Level of numeracy required, including qualification level where required	A level of numeracy which allows for interpretation of baseline data such as attendance, attitude to learning and achievement.



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	Technology	Ability to uses equipment e.g. photocopier, IT packages etc.	Must be ICT literate, with an ability to use common school ICT equipment for logging, monitoring and communication.
Communication	Written	Form filling, letter writing, report writing, email writing.	<p>Ability to write detailed reports.</p> <p>Ability to write routine letters.</p> <p>Ability to write detailed referral forms to outside agencies.</p> <p>Ability to write reports for exclusions and for individual student risk assessments.</p>
	Verbal	Ability to exchange information clearly, presentation skills, training etc.	<p>Listening Skills.</p> <p>Ability to exchange routine verbal information clearly with children and adults.</p> <p>Ability to exchange complex and sensitive information in a firm and non-ambiguous way.</p> <p>Ability to express own views and opinions.</p> <p>Ability to deal with complex emotional issues.</p> <p>Ability to read and respond to non verbal communication in both students and adults.</p>
	Languages		



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	<p>Negotiating</p>	<p>Requirement for consultation, and negotiation.</p>	<p>Ability to consult effectively with students and adults.</p> <p>Ability to motivate/encourage/empower students/adults.</p> <p>Ability to communicate and adjudicate between students and adults.</p> <p>Needs a non judgemental approach.</p> <p>Advising staff on how to work with students, providing negotiating and conciliatory skills on behalf of students with staff and parents.</p> <p>Meet with parents and prospective students to promote the school either individually or at events.</p>
<p>Working with children</p>	<p>Behaviour Management</p>	<p>Knowledge level of behaviour management policy plus any specialist skills.</p>	<p>Ability to manage the behaviour of cohorts of students or individual or groups of students in many different settings, e.g. the classroom, on the playground, in corridors, in assembly, on trips – as large groups or as individuals. N.B. sometimes this requires the management of students in cross age groups such as playground duty and area monitoring between lessons.</p>



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			<p>Understanding and implementation of school sanctions and rewards policy.</p> <p>Ability to use physical presence in a positive manner.</p> <p>Develop good body language skills to manage confrontational situations and keep control of a situation.</p>
	SEN	<p>General - understand and support the differences in people.</p> <p>Any specific skills, knowledge or qualification.</p>	<p>Understand and support the differences in children and adults and respond appropriately.</p> <p>Attend meetings with the SENCO to discuss the welfare needs of students.</p> <p>The ability and knowledge to discuss individual needs with outside agencies.</p>
	Curriculum/School organisation	<p>Knowledge level of the school curriculum.</p> <p>Any specific skills, knowledge or qualification.</p>	<p>General understanding of the school curriculum.</p> <p>Working knowledge and experience of supporting the national curriculum and other learning programmes, especially Character and Culture and RHSE curriculums.</p> <p>An awareness of religious/cultural differences is essential.</p>
	Child Development	<p>Level of understanding required of the</p>	<p>Basic understanding of the way in which students develop</p>



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		way in which children develop	<p>Understanding of different developmental stages and the impact of experience on these developments.</p> <p>Understand and support students in transition.</p> <p>Refer students to outside agency support when developmental support is required.</p>
	Health & Wellbeing	General and any specific requirements to promote and support physical and emotional wellbeing.	<p>Understand and promote the value of emotional and physical wellbeing in adults and students and colleagues.</p> <p>Refer students to outside agencies as appropriate.</p> <p>Take responsibility for own wellbeing.</p>
Working with others	Working with partners	Ability to forge networks/links with internal and external partners.	<p>Understand and value the role of parents and carers in supporting students.</p> <p>Know when, where and how education and support services can be accessed.</p>
	Relationships	Ability to form appropriate and productive relationships with relevant groups – children, colleagues,	<p>Ability to establish rapport and respectful and trusting relationships with students, their families and carers and other adults using appropriate communication styles.</p> <p>Ability to build open and honest relationships.</p>



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		governors, parents etc.	Ability to counsel students, staff and parents on welfare and safeguarding issues relating to students.
	Team work	Requirements to work within team and/or independently.	<p>Work effectively as part of a team.</p> <p>Ability to work independently.</p> <p>Know when and how to seek support.</p> <p>Know when and how to hand over control.</p> <p>Knowledge of own position within a team environment and the boundaries which apply.</p> <p>Be able to lead team meetings when required.</p>
	Information	Following/giving instructions, requirements to provide information.	<p>Knowledge and use of the Children and Families Hub form and interaction channels.</p> <p>Knowledge of the SET procedures.</p> <p>Help with the planning process for the whole school plan for safeguarding provision and review on a regular basis.</p> <p>Ability to record and report observations in an appropriate manner.</p> <p>Ability to distinguish between option and fact.</p>



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Responsibilities	Organisational skills	Requirements of the post	<p>Ability to be proactive and initiate action</p> <p>Be part of groups/committees who consider implementation of school policy e.g. uniform and e-safety.</p>
	Line Management	Any line management, supervisory requirements.	Train new staff under the management of the DSL.
	Time Management	Requirements of the post.	<p>Ability to juggle a myriad of tasks and issues – often needing response immediately and without planning.</p> <p>Need to find time to keep meticulous record and to keep them updated, whilst communicating actions and decisions to all other appropriate parties.</p> <p>Operate an ‘open door’ approach for both students and staff so prioritisation is key.</p>
	Creativity	Requirements for initiative, original thinking, creativity, innovation etc.	<p>Ability to be flexible in ideas and thoughts, constantly finding new methods of supporting students to achieve their best.</p> <p>Use of strategic thinking skills when devising pastoral and safeguarding support plans.</p>



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			Tactical thinking used day to day with regards to problem solving.
General	Equalities	General and any specific requirements.	Demonstrate commitment to treating all people fairly.
	Health & Safety	General and any specific requirements.	Knowledge and practical commitment to the school's Health and Safety policy.
	Child Protection	General and any specific requirements.	Understand what is meant by safeguarding and the different way in which children can be harmed. Understand and comply with children protection procedures. Understand and comply with specific school procedures. Regularly keep Child Protection training up to date.
	Confidentiality/Data Protection	General and any specific requirements.	Understand and comply with procedures and legislation relating to confidentiality.
	CPD	Demonstrate commitment.	Attend outside CPD at least once a year and internal CPD as and when required.