

Job Profile

| Walton High School | |
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| Post Title | Grade |
| Welfare Manager | Grade 7 (Term time only) |

Statement of Purpose

Under the direction of senior staff, co-ordinate the support provision for pupils who need help in overcoming barriers to learning and developing their potential by raising standards of behaviour for learning.

Support to Pupils

- To be a first response for everyday student problems.
- To investigate reported incidents of poor behaviour.
- To contact parents in informing them of individual students' behaviour as part of effective lines of communication between school and home.
- To liaise with the relevant staff on actions to be taken.
- To administer appropriate sanctions.
- Work directly with individuals or groups to raise self-esteem and confidence of students with a view to improve personal and social skills.
- To work with individual students on a 1:1 basis and with small groups in order to improve behaviour and remove barriers to learning
- Supporting parents and students in crisis, liaising with identified personnel.
- To arrange for units of work and/or specific skills development with individual pupils to be provided.
- To monitor behaviour the progress of these pupils.
- Organise and provide appropriate work and supervision to these pupils and be responsible for them until an appropriate member of staff is available.
- Investigate incidents by taking statements, interviewing students and making recommendations to the Year Co-ordinators. Make contact with parents/carers as required.
- To co-ordinate detentions, liaising with parents, students and staff.
- Participate in the school's detention system.
- To liaise with parents, outside agencies, education welfare and the police with regard to confidential/sensitive information and complex issues.

Support Organisational Management

- To provide information, reports and analysis on student behaviour.
- Monitor attendance of students.
- Monitor behaviour/progress of pupils, including oversight of the Bullying Log
- May act as the Deputy Child Protection Officer.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the school day.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the postholder and the relevant trade union before submitting for re-evaluation.

Person Specification
Behaviour Support Manager
Level 3

| Essential Criteria | Measured By |
|---|-------------|
| Experience <ul style="list-style-type: none"> • Experience of working in an education setting committed to the inclusion agenda. • Experience of working with pupils demonstrating challenging behaviours. | AF/I |
| Qualifications/Training <ul style="list-style-type: none"> • NVQ 3 or equivalent qualification in a relevant discipline. | AF |
| Knowledge/Skills <ul style="list-style-type: none"> • Ability to remain calm in situations of high tension. • Ability to work constructively as part of a team. • Ability to relate well to children and to adults. • Ability to plan and develop systems. • Full working knowledge of relevant policies/codes of practice/legislation. • Good ICT and record keeping skills. • Ability to communicate effectively both orally and in writing. • Good communication skills. • Good organising, planning and prioritising skills. • Methodical with a good attention to detail. | AF/I |

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| <p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener • Takes responsibility and accountability • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations • Is committed to the provision and improvement of quality service provision • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive • Communicates effectively • Has the ability to learn from experiences and challenges • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. | <p>AF/I</p> |
| <p>AF - Application form</p> | <p>I - Interview</p> |

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***