

Student Guidance Officer



LBR 6. (Pt.26-Pt.28)

Full Time Salary range: £30,699 - £31,731 per annum

Actual Salary range: £26,059 - £26,935 per annum

Term time only. Hours: 36 hours per week (8.00am to 4.00pm)

Line Manager: Mellisa Greenfield, Assistant Head

OUTLINE RESPONSIBILITIES:

- (1) With the rest of the Pastoral Support Team, to promote the highest standards of behaviour and of social and emotional wellbeing
- (2) To provide a first response to urgent situations involving students
- (3) To conduct any necessary investigations or interviews, keeping appropriate records
- (4) To liaise with colleagues / parents / outside agencies as appropriate to provide ongoing support to students in particular difficulties
- (5) To support individual students in the implementation of agreed strategies
- (6) To supervise the internal exclusion of students including providing support to reduce repeat exclusions
- (7) To be a visible presence around the school site
- (8) To line manage the Student Guidance Assistant (SGA) and further support colleagues as/if required
- (9) To promote and facilitate good punctuality and good lesson attendance
- (10) To serve as a DDSL (Deputy Designated Safeguarding Lead), maintaining Level 3 safeguarding training & providing confidential support, as necessary, to the DSL.
- (11) To be a certificated First Aider and to provide first aid as required (as part of the First Aid Team)
- (12) To be aware of and comply with all school policies and procedures, in particular those relating to Mental Health, Safeguarding and Child Protection, Behaviour, Equal Opportunities and Health and Safety and Risk Assessments.
- (13) To carry out other duties and tasks that may reasonably be requested

PERSON SPECIFICATION:

- (1) Ability to maintain a high level of professional confidentiality
- (2) Confidence in dealing kindly but firmly with young people, recognising varying needs, exercising judgement in making decisions (following established procedures) and alerting the appropriate Assistant Headteacher (AHT) or other Senior Leadership Team (SLT) member as necessary
- (3) The key qualities of: calmness, discretion, flexibility, dependability and self-reliance
- (4) Diligence, excellent personal organisation, reliable observation of deadlines and the ability to work well within a team
- (5) Experience of working in a public service environment (social work, education, police, or equivalent) is desirable though not necessarily essential
- (6) Comfortable familiarity with standard ICT applications including Word, Excel and Outlook
- (7) Good written and oral communication skills
- (8) Within the guidelines of established school policies and practice, the ability to use initiative and the judgement to know when this is, or is not, appropriate

YOU WILL NEED:

- Integrity and sensitivity
- The ability to multitask and prioritise
- Coolness under pressure
- The ability to communicate appropriately and effectively in varying contexts

- A well-developed sense of humour and proportion
- A commitment to the promotion of equality

The above and the detail overleaf indicates the wide-ranging nature of the job which demands flexibility and strong organisational and interpersonal skills. This post will appeal to someone who would enjoy working in a busy but friendly environment and would take an interest in the many aspects of school life.

The job description may be amended at any time after consultation with you.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Student Guidance Officer

MAIN RESPONSIBILITIES:

*This job has 3 main aspects: 1. A range of **routine** tasks (active and administrative); 2. Dealing with **individual incidents / issues / cases** as and when they arise; 3. Maintaining the sort of positive relationships with students which are conducive to the provision of **mentoring** where this is helpful and appropriate.*

The SGO is supported by a Student Guidance Assistant (SGA).

1. Routine

- 'See & be seen' – be a visible presence around the school & where most needed
- Working with the DSL to responding to emergency safeguarding situations including mental health emergencies.
- Responding to messages requesting emergency support including students non-attendance to lessons
- Initial response to incoming calls and emails related to safeguarding concerns.
- Monitoring daily *Smoothwall* internet reports and *Tootoot* notifications
- Providing Ad-Hoc support to students at before or after school and at break and lunchtimes.
- Proactive use of *CPOMS* (Safeguarding and Child Protection software) to record incidents, observations and communications.
- Supervising students working in the Pastoral Support Office if referred there by the relevant AHT or Heads of Year.
- Managing the support provision for students by arranging Counsellor Appointments, Pastoral Support Staff Appointments and Appointments to other Support Provision available to the school.
- Making use of Specific Student Support Plans and developing these with Assistant Head Teachers or Heads of Year.
- Providing regular appointments for identified students to provide well-being or other support as required.
- Being aware of school refusal cases and working with the AHT or Head of Year proactively to engage with these students and where appropriate their families
- Providing Headteacher & Deputy Headteacher with incident / case reports as requested
- Uploading meeting notes, formal statements, correspondence etc. to *CPOMS*
- Working with the DSL to facilitate the transfer of safeguarding records for students joining or leaving the school.
- Working with the DSL to make referrals to CAMHS, CPAT, CAF and other external agencies.

- Communicating with parents as required.
- Production of a Weekly Student Bulletin
- Supporting the organisation of the Year 11 Prom

2. Incidents / Issues / Cases

2a Identification

In dealing with students, to be alert to signs of:

- Physical ill health
- Mental ill health
- General unhappiness or anxiety
- Bullying
- Suspicious or uncharacteristic behaviour
- Personal or group animosities
- Possible safeguarding issues
- E-safety issues
- Signs of racial tension or homophobic or transphobic language or behaviour
- Possible signs of radicalisation or other exploitation

2b) Initial Response

- First response to classroom disruption
- First response to apparent disappearance of student (report of register anomaly, pupil failing to return from washroom etc.)
- First response to report of critical situation involving a student including a mental health crisis
- (As appropriate,) responding to community complaints re student behaviour
- First Aid intervention, when necessary

2c) Management

Immediate:

- Reporting to / seeking instruction from Headteacher, Deputy HT or Senior Staff
- Taking steps to locate / remove / isolate / separate / calm student (s) in question removing any risks to safety
- Conducting any necessary investigation / interviews, taking appropriate notes or statements
- In all cases seeking to restore situation to normality with minimum possible interruption of learning

Ongoing:

- Input in developing follow up response including referral to outside agencies, discussions with parents and developing Specific Student Support Plans.
- Input in the implementation of any plan and the evaluation and review of it, this may include administration of daily reports.

- Keeping relevant colleagues regularly updated on situation of students with identified welfare issues or ongoing attendance to lessons or behaviour issues
- Supporting students in implementing agreed strategies for the management of debilitating conditions or states of mind (e.g. anxiety, low self-esteem)

3 Informal mentoring

Seeking to contribute to proactive but sensitive support for:

- School refusers
- Potentially vulnerable LGBT+ students
- Students with known mental health concerns
- Young carers
- Looked After Children (LAC) and Previously Looked After Children
- The bullied and the bullies
- Cases of fragile self-confidence or self-esteem
- Vulnerable SEND students
- Students undergoing a personal crisis: (e.g. bereavement or domestic insecurity)

Points of external liaison:

Internal	External
HT & DHT	Family
AHT (Safeguarding & Student Welfare)	Social workers
AHT (Attendance)	Education and Welfare Officer (EWO)
SENCO & SENDO	Police
E-safety officer (Network Manager)	CAMHS
School Business Manager	Neighbours, general public, local businesses
Heads of Year	Core group meetings and Child Protection panels
School nurse	Bus Company
Form Tutors	CPAT
School Counsellors	CAF
Lunchtime supervisors	REWT
Site staff	MHST