**Job Title:** Student Support Officer

**Pay Scale:** TBD

**Location:** The Birley Academy

**Line Manager:** Senior Pastoral Leader

**Job Purpose:**  
To provide targeted support for students facing barriers to education, including attendance issues, social and emotional mental health challenges, and emotionally based school avoidance (EBSA). The Student Support Officer will work directly with students, both one-to-one and in small groups, to help them engage positively with school life.

**Key Responsibilities:**

***Student Support & Intervention:***

* Work with students on a one-to-one basis and in small groups to address barriers to learning and school engagement.
* Provide targeted interventions to support students with social and emotional mental health (SEMH) needs.
* Develop and implement strategies to support students experiencing emotionally based school avoidance (EBSA).
* Build positive and trusting relationships with students to encourage their engagement with education.

***Attendance & Engagement:***

* Work closely with students, families, and staff to identify reasons for poor attendance and implement supportive interventions.
* Monitor and track attendance concerns, providing early intervention for at-risk students.
* Support reintegration plans for students returning to school after absence.
* Encourage and motivate students to develop a positive attitude toward school and learning.

***Emotional Wellbeing & Pastoral Care:***

* Provide a safe and supportive space for students to discuss challenges affecting their wellbeing.
* Use mentoring and coaching techniques to help students develop resilience and emotional regulation strategies.
* Work alongside external agencies, including CAMHS, social services, and educational psychologists, to provide specialist support where necessary.
* Deliver workshops and small-group sessions on key topics such as confidence building, emotional regulation, and coping strategies.

***Collaboration & Communication:***

* Work closely with Heads of Year, pastoral teams, and SEN staff to ensure joined-up support for students.
* Communicate effectively with parents/carers to provide updates on student progress and offer guidance.
* Keep accurate records of student interventions, progress, and outcomes.
* Contribute to the development of whole-school strategies to promote student wellbeing and engagement.

***Influence and Relationships:***

* Foster strong relationships with the Senior Leadership Team, the wider school staff, L.E.A.D. Central Support, and external agencies.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities. Job descriptions are reviewed periodically and update from time to time in line with requirements.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

**Student Support Officer Specification**

This job description lists the competencies expected of an experienced/fully trained post-holder. The two right-hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D = Desirable criteria)

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | E | D |
| **Qualifications and Attainments** | * Minimum of GCSE (Grade A\* - C or Grades 9 - 4), or equivalent, in English and Maths. | E |  |
| * Relevant qualifications in education, pastoral care, or student welfare (e.g., Level 3 Diploma in Supporting Teaching and Learning). |  | D |
| * **Other training/qualifications:** Safeguarding training, behaviour management training, or SEND-related qualifications. |  | D |
| **Skills and Knowledge** | * **Excellent communication skills** (written and oral) to effectively liaise with students, parents, staff, and external agencies. | E |  |
| * **Strong organisational skills** to manage year group activities, attendance, behaviour interventions, and welfare initiatives. | E |  |
| * **Ability to analyse and interpret student data** (e.g., behaviour reports, attendance trends, academic performance) to inform decisions and interventions. | E |  |
| * **Basic report writing skills** for preparing written updates on student progress, attendance, and welfare for leadership and parents. | E |  |
| * **Team player** with the ability to collaborate with staff and work within a multi-disciplinary environment. | E |  |
| * **Proficient in MS Office** (Word, Excel, Outlook, PowerPoint) and familiar with educational management systems (e.g., SIMS, Behaviour Management Systems). |  | D |
| * **Strong time management skills** with the ability to prioritise tasks and manage multiple deadlines. | E |  |
| * **Excellent record-keeping abilities** for maintaining detailed and confidential student records. | E |  |
| * **Proactive self-starter** with the ability to manage own workload, show initiative, and respond to challenges effectively. | E |  |
| * **Ability to manage student behaviour** consistently and proactively, using restorative practices and evidence-based approaches. | E |  |
| **Experience** | * **Experience working with students** in a pastoral or behaviour management role within an educational setting. | E |  |
| * **Previous experience as a Head of Year, Tutor, or in a pastoral role** with responsibility for student welfare, behaviour, and attendance. |  | D |
| * **Experience of working with parents/carers** to address attendance and behaviour issues and implement strategies for improvement. |  | D |
| * **Proven ability to monitor and address behaviour** using data and develop intervention strategies tailored to individual students. |  | D |
| * **Experience of liaising with external agencies** such as educational psychologists, social services, and local authorities to support students' welfare. |  | D |
| * **Experience managing challenging student behaviour** and implementing effective behaviour management plans. |  | D |
| * **Experience in managing attendance concerns** and working to reduce persistent and severe absenteeism. |  | D |
| **Personal Attributes** | * **Openness to learning and development** to stay current with best practices in student welfare, behaviour management, and educational support. | E |  |
| * **Positive attitude towards personal development and training** to continuously improve skills and knowledge relevant to the Head of Year role. | E |  |
| * **Commitment to promoting equality of opportunity, diversity, and inclusion** within the school community. | E |  |
| * **Strong interpersonal skills** with the ability to build positive relationships with students, staff, and parents. | E |  |
| * **Integrity, confidentiality, and empathy** in managing sensitive student information and welfare concerns. | E |  |
| * **Ability to remain calm and professional** in high-pressure situations and when managing student crises. | E |  |
| * **Flexibility and adaptability** to work with students from diverse backgrounds and varying needs. | E |  |
| **Additional Requirements** | * **Enhanced DBS check** required. | E |  |
| * **Driving licence and access to own vehicle** (if required for travel to external agencies or other schools). |  | D |

February 2025