

Welfare Manager - Job Description

Grade 7

Purpose of role

This non-teaching role provides comprehensive pastoral and behavioural support for all students and to ensure a high standard of learning, behaviour and achievement for all.

The core purpose of the Welfare Manager is to:

Provide pastoral leadership and management across a key stage

Be responsible for promoting the ethos and success of the key stage within school

Develop a sense of identity, belonging, inclusion, support and intervention across the key stage.

Be the hub of communication about students in their key stage

Promote opportunities to celebrate success and to be part of the behaviour management process

Work closely with the Tutor Team, Students, Teaching Staff, Learning Support and relevant admin teams across the school

Work with the Learning Intervention Manager and Assistant Headteacher on assemblies and events.

Key Responsibilities

Leadership and day to day management

Establish a sense of security and belonging within the Key Stage Team and to develop student participation, involvement and responsibility

Take a leading role in developing the culture of the key stage and the school as a whole

Lead on effective communication within and across teams, including holding meetings

Monitor day to day rewards system and behaviour and seek opportunities to celebrate success

Aid in the management and facilitation of assemblies

Attend parents evenings and events as appropriate

Access and update student data on appropriate systems (Bromcom, CPOMs) ensuring information is shared appropriately

Communicate effectively with appropriate stakeholders to keep them fully informed about students who they are working with

Act as escalation for any negative behaviours, attendance and punctuality concerns

Monitor attendance patterns within the year group and key stage

Welfare and Inclusion

Ensure the successful integration of students into the school and lessons

Work closely with Learning Support, SENCO, Open Learning Centre Manager, Learning Intervention Managers and Curriculum Leaders to develop appropriate interventions

Create and maintain Early Help Assessments (EHAs) when necessary and Individual Behaviour Plans for students who are receiving intervention.

Establish and maintain supportive relationships with students with the clear aim of developing strategies which engage them with education and learning

Give students appropriate support, guidance and counselling and act as an advocate for students where appropriate

Safeguarding duties – liaise with Senior Lead over safeguarding issues

To hold a qualification in First Aid or willing to undertake the training.

Behaviour management

Develop high standards of behaviour of students in their key stage, maintaining policies and practices to promote positive student behaviour and achievement.

Monitor and proactively manage behaviour through modelling and sharing of appropriate behaviours and effective intervention for any patterns of inappropriate behaviour

Deal with any incidents of negative behaviour arising in accordance with School Policy including being on call where needed

Develop appropriate packages of intervention which address the needs of individuals and targeted groups of students.

Work with students, staff and home to promote the modelling and sharing of appropriate behaviours and effective use of behaviour management strategies

Manage the Internal Alternative Provision (IAP) including supervision of students and ensuring appropriate access to learning whilst in internal exclusion

Manage any interventions in place to support improvement in behaviour in accordance with school policy and systems

Maintain standards of school uniform

Working with external agencies

Liaise with a network of external agencies to ensure effective intervention for students causing concern

Set up, lead and coordinate multi agency meetings as required

Work with other schools to share best practice

Negotiate with other schools for provision for students with fixed term exclusions

Take Lead professional role in dealing with social care and other agencies as appropriate

Liaise with the Educational Welfare Officer on matters relating to attendance

Manage work of external agencies such as: School Nurse, CAMHS, School Counsellor

Consult and liaise with multiple external agencies to provide expert intervention

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not have been identified.

Job holders 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.

Notwithstanding the detail in this job description, in accordance with the school's Flexibility Policy the job holder will undertake such work as may be determined by the Head Teacher/Governing Body from time to time, up to or at a level consistent with the Principal Responsibilities of the job.

1 RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES

Employees directly supervised by jobholder

N/A

Other Employees supervised by jobholder (not in a direct line relationship)

**No and
FTE**

Levels / grades

Types of work

Where based

What does the supervision of these employees involve? (Demonstrating, guiding and training)

N/A

Does the job involve supervision, direction or management of people who are not employees? *eg contractors, students on secondment*

No and FTE

Levels / grades

Types of work

Where based

What does the supervision of these employees involve?

Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees? **Yes**

If yes, give details

Provide information and raise awareness of the role of the learning mentor/pastoral manager and the contribution made to educational achievement. Provide advice and support to professional teachers on the incorporation of learning/behaviour support within classroom and educational activities.

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Financial responsibility

**Value of the
financial resource
(p.a.)**

**How often is the
duty performed?**

Does the jobholder develop policy or provide advice and information which impacts on financial resources?

No

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of jobholder	How often is the responsibility exercised?
Pupil records and information plans	<p>Access to confidential pupil records, e.g. past results, assessments, medical background, health and family issues etc which inform the preparation of personal action and pastoral support plans by the jobholder.</p> <p>Maintain and update pupil assessment and progress records for each child worked with to a standard to meet school requirements and Ofsted inspection and audit.</p>	<i>Daily</i>

Does the jobholder develop policy or provide advice and information which impacts on physical resources?

No

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

Task/Duty

Determine, plan and prepare an intervention programme and the resources needed in conjunction with the pupil, parents and school staff in order to prescribe specific achievable targets and evaluate pupil performance against agreed step changes in expectations.

This can involve referral or working closely with external agencies that may also be working with the child. Engage in one to one, class withdrawal and group work mentoring activities including the provision of short-term support for under achievement in a single subject area. Record progress and development, review effectiveness and introduce modifications to the plan, identify when additional support is no longer required, and agree the exit strategy with the pupil, parent and school staff.

Create and maintain Early Help Assessments when necessary.

Communicate effectively with appropriate stakeholders to keep them fully informed about students who they are working with.

Who benefits?

Pupils and parents

Pupils, school staff and parents

How they benefit?

The support of children and their families particularly in the areas of school attendance, punctuality and behaviour management.

The delivery of mentoring programmes, which help the pupil to understand their responsibilities, consequences of their actions and impact upon fellow pupils.

Assist children to improve self-confidence and motivation in order to facilitate re-integration and achieve the most appropriate learning and development outcomes.

To ensure that everyone has the relevant information to ensure that the child is fully supported.

Establish and maintain supportive relationships with students with the clear aim of developing strategies which engage them with education and learning.

Pupils

Assist children to improve self-confidence and motivation in order to facilitate re-integration and achieve the most appropriate learning and development outcomes.

Does the Jobholder develop policy or provide advice and information which impacts on people?
YES

If Yes, give details:-

5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Specialist	An understanding of the underpinning principles of child development, age appropriate physical, intellectual, emotional and social development profiles of children and differentiated rates of progress, pupil assessment and intervention techniques. A working knowledge of Key Stages and school expectations of pupils at each level, behaviour management,	Identify learning and development needs, determine, plan, prepare and negotiate an appropriate programme of intervention with supporting resources. Understand the specific needs of the pupils, assist the seamless transition between key stages and different schools, adopt appropriate mentoring techniques, evaluate and review progress and provide support for	NVQ level 4 or equivalent related experience supported by the Certificate in Learning Mentoring. Experience, in-service

	punctuality and school attendance mentoring strategies.	curricular activities across the range of the school timetable.	training and briefing
Organisational and service based knowledge	Understand role and input of other services/agencies and external professionals. Develop links with work, further education and vocational training providers	Liaise with other professionals to engage services within the community and provide complementary input to pupils' development	Experience, networking and briefing
School policies and procedures	An understanding of school practices and procedures which impact on children	The policies and practices of educational institutions and their implications for children and young people transferring into them	Experience, briefing and in-house training
Legislation	Understanding of the relevant sections of legislation covering school admissions, registration and attendance, child protection, physical restraint, data protection, confidentiality and information exchange protocols between agencies and educational institutions for young persons	Compliance with school standards and legislative requirements including the legal responsibilities and limits of authority in relation to non-attendance.	Experience, briefing and in-house training

How long would it take for a jobholder to become fully operational?

3 years to acquire basic experience/NVQ 4 + six months to achieve learning mentoring certificate + an additional 2 years experience in appropriate setting, including one year in post = circa 5 years in total

6 MENTAL SKILLS

- a) **What sort of situations/problems does the jobholder typically have to deal with?**
Give two examples of typical problems solved on a regular basis.

Example The referral of a pupil bullying and intimidating other pupils in school.

Determine the seriousness and nature of the bullying by interviewing pupil(s) and/or parent complainant(s), and also the offending pupil. Subject to the seriousness of the incident, plan, prepare and negotiate an appropriate action plan with the pupil and parent(s) etc, in order to help the offending pupil to understand the impact and consequences of their actions upon others. Review, monitor and record progress and development, determine when mentoring support and intervention is no longer required.

Example Plan, prepare and deliver a pupil attendance programme.

Make contact with parents and arrange a home visit to discuss and establish the reasons for pupil non-attendance and truancy. Take a lead role in negotiating, agreeing and establishing a part-time timetable, start date and identified targets with the pupil, parents and school teaching staff to facilitate re-integration in school. This may also involve liaison with other external professionals, for example education welfare officers, social workers etc particularly for children out of school for long periods.

- b) **Give an example of the most difficult or demanding situation/problem the jobholder has to solve.**

Example: Pupil behaviour which disrupts teaching and classroom learning.

Establish with the class teacher ways of working which will complement lesson activities and agree roles and responsibilities in order to address a range of behavioural situations in the classroom. Identify and target offending individual and groups of children throughout the lesson activity and provide proactive and intuitive support for the class teacher as follows:

- Intercept and redirect pupil misbehaviour
- Assist individual and groups of pupils by reiterating the intended task and suggesting different approaches to tackling the learning exercise
- Assist with differentiated activities and provide different levels of curriculum support commensurate with pupils' ability

Encourage and motivate pupils through recognition of achievement, and role model behaviour which promotes positive learning.

- c) **Approximately how often would the example in (b) occur?**

Weekly

Give details below of the mental skills required in the job and reasons why they are needed.

Mental Skill	Why Needed?
Planning and research	Review and research records of pupil background, e.g. past results, assessments, medical background, health and family issues etc which inform the preparation of personal action and pastoral support plans.
Analysis	Establish the reasons for pupil referrals through classroom observation, research, interview and assessment in order to identify learning and development needs and determine the appropriate level of intervention.
Judgment	Review effectiveness and introduce modifications to intervention programmes; adjudge when specified targets and step changes in expectations have been achieved and determine when and how support may be withdrawn

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Persuasion and negotiation	Negotiate and agree action plans, intervention programmes and realistic pupil targets.	Pupils, parents, carers, teaching staff, Head of Year etc
Caring and advisory	Interpret, understand and respond to pupils' special requirements including family issues. Provide advice on a range of drugs, alcohol, education, sex and family matters.	Pupils, parents and carers

Tact and sensitivity	Agree the parameters of individual and group work with teaching staff; carefully handle information confided by parents, sensitive pupil, gender, age, sex and ethnic issues; tactfully discuss pupil issues where parents feel they may have failed	Pupils, parents, carers, teaching staff etc
Written	Prepare intervention programmes, compile reports including referrals to other agencies, maintain records of pupil assessment and progress	

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skill	Used for?	Any precision/speed requirements?
Keyboard Skills	Creating and maintaining records.	Yes

9 INITIATIVE AND INDEPENDENCE

Allocation of work

a) **How is work allocated to the jobholder? Pupil referrals are usually received from a variety of sources and/or school teaching staff but this can include self-referrals through class and individual pupil observation and parental requests for additional child support. Following referral, the jobholder is required to observe, interview and assess the pupil to identify learning and development needs in order to draw up and agree personal action and pastoral support plans in conjunction with the pupil and**

parents and other relevant school staff. The jobholder is also required to liaise with external organisations to engage, as necessary, services within the community, pupil onward referral and/or provide complementary input to pupils' development.

b) **What is a typical cycle for allocating work to the jobholder eg hourly, daily, weekly?**

Daily and weekly routines in accordance with ongoing caseload, together with ad hoc referrals.

Scope for initiative

c) **How much freedom/discretion does the jobholder have:**

to change the way work is done?

(e.g. recommending changes in policy, procedures, resources)

The jobholder is required to identify the most appropriate forms of learning mentor provision/pastoral provision/intervention together with supporting resources needed based on the assessed needs of each individual pupil. The jobholder also contributes to school development plans, formal attendance policies and behaviour management strategies, target setting and associated monitoring procedures.

to allocate their time to duties?

Organise and plan own workload to meet referrals, caseload, individual school and service requirements.

d) **What is the level of guidance/instruction available?**

School policies and procedures together with briefing and support from the jobholder's school line manager.

e) **What sort of direction, management or supervision is given to the jobholder?**

Annual appraisal and periodic supervision, daily meetings with teaching staff

f) Give three examples of problems or decisions the jobholder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?

Expected problem	Nature of available guidance	Typical Frequency
Reluctance of a child to attend school	School policies and procedures and experience of the application of intervention techniques	Couple of times per week
Pupil behavioural issues	School policies and procedures.	Daily
Determine when to withdraw a pupil from class activities in order to reinforce the learning message outside of the group situation	Experience and knowledge of the pupil	Ongoing

Unexpected problem	Nature of available guidance	Typical Frequency
A pupil threatening to quit a training or work based placement	The requirements of the placement, knowledge of the pupil, level of parental support, and the views of the course/work based tutor	Few times per year

g) Give two examples of problems or decisions the jobholder would be expected to refer to their supervisor/manager. How often do these occur?

Problem or decision	Point of referral	Typical Frequency
Child protection and abuse issues	School child protection officer	Once or twice per year
Revisit and modify Personal Action and Pastoral Support Plans in consequence of a pupil's failure to meet identified targets and expectations	Head of House, parents and the pupil	Weekly

The referral of child health and family issues to external professionals	Social workers, Education Welfare Officers, Child and Adolescent Mental Health Services etc	Monthly
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10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
Pupil physical restraint	Couple of minutes	Annually	
Leaning, bending and stretching whilst checking work and keeping pupils on task	Short bursts	Throughout the working day	

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
<ul style="list-style-type: none"> Following referral, observe, interview and assess the pupil to identify learning and development needs in order to draw up and agree appropriate personal action and pastoral support plans in conjunction with the pupil, parents and other school staff Prepare for and engage in one to one and group work mentoring 	Concentration and attention to detail	Several hours	Weekly

activities adopting the appropriate techniques

- Maintain and update pupil assessment and progress records, review effectiveness with colleagues and introduce modifications to intervention programmes as necessary, determine when mentoring support and intervention is no longer required, and agree an exit strategy with all parties.
- Consult and liaise with external agencies including the compilation of referral reports

Several hours Weekly

Few minutes Several times daily

Few minutes Several times weekly

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

Nature of pressures / interruptions	Source	For how long?	How often?
Interruptions - an inherent part of the job	Pupils demanding immediate attention and the invasion of other's time, direct contact with teaching staff together with phone calls from parents and external organisations.	Few minutes	Throughout the working day
Deadlines	Prepare personal action and pastoral		

support plans, record pupil progress and targets with supporting documentation.

Conflicting demands

Prepare materials/resources for one to one and group work mentoring activities.

Balance the practical application of pupil support with parents' unrealistic expectations of their children.

Mentally switch between the differentiated needs of individual pupils making up the jobholder's caseload

If the jobholder is subject to any other form of mental demand, please give details below.

Not Applicable

12 EMOTIONAL DEMANDS

Nature of the task being performed by jobholder.

Behaviour / source of the emotional demand

Frequency (per day/wk/ month)

Pupils openly confiding sensitive personal and domestic details, and acting as a sounding board for parents.

Exposure to the details of: Domestic violence, drugs and substance abuse cultures, neglect and family issues.
The intimate and disturbing detail of

Several times monthly

	child abuse and protection issues.	Once or twice per year
The delivery of mentoring services for pupils who may be at risk of failure to facilitate their re-integration within education services.	The jobholder is required to interpret pupil behaviour, address individual needs and counsel inappropriate conduct and behaviour.	Daily

13 WORKING CONDITIONS

- a) **In what kind of places does the jobholder normally work (eg office, library, gardens, clients' homes)?**

If more than one, give approximate proportion of time in each.

Location of work	Proportion of time
School based.	80%
Attending meetings and visiting other schools.	20%

- b) **If the jobholder works outside, are they expected to work regardless of the weather or are alternative arrangements made eg work on other duties?**

Only applicable as normal part of pupils' curricular experience

- c) **What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)**

Working Condition or Behaviour from other people

How often does it typically occur?

How long does it last at any one time?

Redirect and defuse pupils' anger and behavioural issues - these skills are an integral part of the job.

Few minutes

Weekly

Parents' intimidating behaviour and emotional reactions to school evidence regarding their child, e.g. behaviour, attendance, punctuality etc.

Few minutes

Termly

d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.

Not applicable