


JOB DESCRIPTION

Job title:	Sixth Form Learning and Wellbeing Officer		
Reports to:	Head of Sixth Form	Grade:	7
1.	MAIN PURPOSE OF JOB To work alongside the Head of Year as part of the Sixth Form team on day-to-day issues in the school. To provide support to post-16 students to maximise their educational achievement and their social and emotional well-being. To be the lead welfare contact for students, teachers, parents/carers and external partners.		
2.	KEY TASKS: <ul style="list-style-type: none"> To work within the Sixth Form's pastoral team, under the guidance of Head of Year and Assistant Headteacher (Sixth Form) as well as other Senior Leadership Team staff. To support in the effective running and function of the Sixth form daily, through the monitoring of safeguarding, health and safety, and attendance. Act as a first aider to support pupils when needed. To work collaboratively with teaching staff, Sixth Form Leaderships, SENCO, post-16 tutors, parents and external agencies to assist in the early identification of students most in need of support and to monitor the interventions in place. To act as a mentor and support to identified post-16 students. To intervene at an early stage, liaising with appropriate staff, to support students showing signs of disengagement, absenteeism, underachievement and social exclusion. To compile, implement, monitor and evaluate personal intervention plans (Pupil Profiles) to maximise student progress, achievement and social and emotional well-being. To secure the best outcomes for underperforming students, those at risk of harm or with additional needs and those in danger of dropping out of full-time education. To work alongside the other Learning and Wellbeing Officer to coordinate and prioritise student need across the sixth form. To work with SEND team as well as the Exams Officer to remove barriers to students' learning and assessment. To assist with data collection and evaluation on a regular basis to monitor and improve attendance, punctuality, underperformance and well-being. To work with the Sixth Form leadership team, prospective students/parents and relevant institutions to ensure Post-16 transition information is collated, shared and acted upon. To contribute to Sixth Form induction to secure strong outcomes for students with learning as well as social, emotional and mental health needs. To lead on the Career Ready Programme as part of the Enrichment programme. To be committed to Continuing Professional Development and to keep up to date with national and local issues which effect the social, emotional and mental health of young people and issues relating to their education. To take a proactive approach towards managing their own work and caseload. This may occasionally require working outside normal office hours, including 'twilights'. To maintain up to date records (e.g. CPOMS) in accordance with agreed procedures and to provide written and verbal reports for monitoring and evaluation purposes. 		

	<ul style="list-style-type: none"> • To attend training and participate in supervision sessions and Performance Development Reviews / Appraisal procedures in line with school policy • To follow all school policies and procedures, in particular those relating to safeguarding, inclusion and health and safety. • The post holder will be expected to maintain appropriate levels of confidentiality, including handling sensitive information, in line with data protection policies
3.	SUPERVISION / MANAGEMENT OF PEOPLE Supervision of students.
4.	CREATIVITY & INNOVATION <ul style="list-style-type: none"> • Innovation and creativity is essential on a day to day basis to allow the Job Holder to provide responsive and effective service that is personally focused on the needs and circumstances of students. • The Job Holder will be involved in developing new ideas and adapting or improving policy, practice and procedure. • The Job Holder will develop, adapt and co-ordinate a range of evidence-based interventions that will address the presenting behaviour and assessed need. • The ability to demonstrate initiative and reflective practice is crucial in the planning, facilitation, reviewing and evaluation of student interventions. • The Job Holder needs to be able to respond sensitively to the individuals and unforeseen/unexpected situations and complexities that might occur. • The Job Holder will need to demonstrate effective communication and interpersonal skills to advocate on behalf of students with other agencies – while acting (within safeguarding parameters) in the best interests of the student and their family/carers.
5.	CONTACTS & RELATIONSHIPS <ul style="list-style-type: none"> • Promote a collaborative, flexible and creative approach to problem-solving. • Communicate clearly and in a timely way with stakeholders. • Network effectively with community and school-based staff to support the educational achievement, attendance and the social and emotional well-being of students. • Be compassionate in meeting the needs of children, young people and their parents/carers. • Promote and maintain the safety, privacy and dignity of all children and young people, acting in line with safeguarding and legal requirements to share information where required. • Liaise with professionals and agencies to ensure students receive appropriate and timely interventions. • Act as a key point of contact and establish positive working relationships with families, parents/carers of students with emotional, social and mental health problems.
6.	DECISIONS – discretion & consequences <ul style="list-style-type: none"> • To analyse data relating to attendance and achievement to identify students requiring intervention. • To use judgement when delivering interventions to determine the best course of action and when to escalate issues to more senior staff or outside agencies. • To plan and evaluate intervention that will improve outcomes for students. • To be aware of their own limitations and scope of practice. • The post holder will abide by school and relevant statutory codes of practice. • The post holder is responsible for organising / time management of their workload. • The post holder is accountable to the Assistant Headteacher for day-to-day practice.

7.	RESOURCES – financial & equipment <i>(Not budget, and not including desktop equipment.)</i> <ul style="list-style-type: none"> Responsible for the health and safety of office equipment used in the work setting.
8.	WORK ENVIRONMENT - work demands: The work is unpredictable and subject to interruption. physical demands: School based. working conditions: No unpleasant working conditions. work context: Risk of abuse from some students and parents
9.	KNOWLEDGE & SKILLS <ul style="list-style-type: none"> Previous experience of working with adolescents with social, emotional and mental health needs in an education, healthcare or community setting. Current qualification in healthcare/emotional well-being/mental health. Knowledge of 11-18 educational and adolescent developmental issues. Knowledge of psychological/ development issues experienced by young people and of working with families. Able to work collaboratively with students and their families/carers. Able to engage with children and young people and work effectively in distressing and challenging circumstances Detailed understanding of Safeguarding and its application in practice. Able to promote at all times a positive image of children and young people with emotional and mental health needs. Experience of using systems to identify underperformance and in implementing appropriate interventions. Demonstrates understanding of the importance of sound research/evidence based interventions when planning / delivering interventions for students to prevent/address emotional and mental health needs and well-being to improve progress, attendance and personal development. Ability to successfully work as a team member across a range of disciplines. Excellent communication skills and time manager, able to negotiate competing demands and work to tight timescales. Able to adopt good administrative practices. Able to work independently and to respond positively to guidance and direction. Ability to remain relentlessly positive.
10.	Position of Job in Organisation Structure <div style="text-align: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;">Head of Sixth Form</div> <div style="margin: 10px 0;">  </div> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto; color: red;">Sixth Form Learning and Wellbeing Officer (X2)</div> </div>