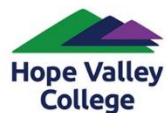


Applicant Pack

To be read in conjunction with our 'Join our staff' brochure



Outstanding Achievement for All

Job Advert



Silverdale School is an extremely popular and high achieving 11-18 comprehensive in the south west of Sheffield and is the founding school of Chorus Education Trust. The school has an excellent record of student achievement at both KS4 and KS5. At its heart is one of the country's largest Teaching Schools, the Sheffield



Teacher Training Alliance. The school sits within a new building with a full complement of facilities.

In 2020 it was named the Sunday Times Top State Secondary School in the North of the Decade, in recognition of its sustained success.

Silverdale School is part of Chorus Education Trust, and as such all appointees may be required to work at any Trust site in the future.

You can view the school website at: www.silverdale-chorustrust.org

Emotional Wellbeing Support Officer

Permanent - 37 hours per week / 52 weeks per year

Grade 5, SCP 15-20, £25,803 to £30,296 per annum

To start: 1st September 2024

About this vacancy

We are seeking to appoint a committed, empathetic and student-centred colleague to support the emotional health and wellbeing of our students.

The successful candidate will work with some of our most vulnerable students supporting them in accessing the help they require to feel safe and well and to achieve within Silverdale.

Duties, within the inclusion team, will include working with mental health and wellbeing intervention such as our innovative PT20 programme, liaising with key stakeholders regarding student wellbeing and providing safeguarding support, as part of the safeguarding team.

To apply

The full application pack is available from www.chorustrust.org/vacancies and completed Chorus Trust application forms are to be sent to Blake Foster (Business Support Services Manager) at: recruitment@silverdale.chorustrust.org

Please note that CVs and Sheffield City Council application forms will not be accepted. Applicants are welcome to discuss any aspect of the role with Richard Horton, Deputy Headteacher

Deadline for applications: **11.59pm on Sunday 19th May 2024.**

Interviews to be held: **week commencing 3rd June 2024.**

The successful candidate will be required to complete a Disclosure & Barring check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

At Chorus Trust we are committed to the Safeguarding of all our pupils, please visit our website to access our Safeguarding & Child Protection policy <https://www.chorustrust.org/policies>

Job Description: summary

| | |
|---|---|
| Post title: | Emotional Wellbeing Support Officer |
| Profile: | LD3.5 |
| Grade: | 5 |
| Grade spinal point range: | 15-20 |
| Accountable SLT post: | Deputy Headteacher |
| Line Manager of post holder (if different): | Safeguarding Manager |
| Staff to be supervised or line managed by post holder: | Currently none, but this post could be required to supervise a small team in the future |
| Post holder will work with: | Students and other Teaching and Support staff as well as external agencies |
| Holiday and sickness relief by/for: | By and for other pastoral and support staff |
| Purpose of job: | To assist in the support of pupils with emotional health, wellbeing and safeguarding |
| | This post may work across the Trust schools. |
| Version revised: | December 2022 |

Job Description: duties

The post holder must at all times carry out his/her responsibilities within the spirit of the School and Trust policies and within the framework of legislation relating to Academies and Education, with particular regard to the statutory responsibilities of the Trust and the Governing Body of the School.

These include but are not limited to:

Specific duties and responsibilities

To work under the agreed systems of supervision within the school, assisting pupils, staff and stakeholders with safeguarding needs and emotional health and well-being, coordinating alternative provision for those students who require this. The postholder will play an important role at the School, with a focus on vulnerable groups including CLAs and will work closely with the inclusion team to provide wellbeing support for students. This will include, but not be limited to:

SOCIAL, EMOTIONAL, HEALTH & WELLBEING

- To assist students and families in identifying mental health issues.
- To support the identification of the support required by individual students including support for the student, family, from internal and from external providers and resources.
- To support students and families experiencing mental health issues via in school provision.
- To assist in establishing, developing and enhancing an effective one to one and group wellbeing support service.
- To ensure actions plans with groups and individual students and others are assessed and modified through appropriate and agreed processes, including monitoring and following up on issues identified with a senior manager.
- To contribute to the design and implementation of mental health awareness in the curriculum in conjunction with the Inclusion Manager.
- To communicate and liaise with staff regarding students with mental health and emotional well-being concerns.
- To raise awareness of how and where support can be accessed with students, staff and families.
- To assist with evaluating and reporting on the effectiveness of mental health and wellbeing and safeguarding in conjunction with the Inclusion Manager and DHT, including the collection of information and data pertaining to students.
- To supervise and support students in 1 to 1's and in small groups.

WELLBEING SUPPORT FOR STUDENTS

- Effectively support identified vulnerable students in order to prevent exclusion and disaffection/disengagement from mainstream provision.
- Ensure that record keeping in relation to individual casework and team activities is maintained to the required standard and statistical data is readily available for monitoring and evaluation purposes.
- Attend student reviews as appropriate.
- Make recommendations regarding referrals for additional services and support to meet the needs of the students.
- Support good attendance by being involved in early interventions including daily contact with home, and other strategies in line with the school attendance policy.
- Contribute to referral processes for external services and support.

SAFEGUARDING

- Refer or support other staff to refer safeguarding concerns to the relevant agencies.
- Support the Designated Safeguarding Lead in ensuring the Trust's safeguarding policies are known, understood and used appropriately.
- Ensure safeguarding processes are carried out in accordance with national statutory requirements and local processes as a Designated Safeguarding Deputy.

SUPPORT FOR STUDENTS

- In conjunction with other professionals, assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning as part of the plan, do, review cycle.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Develop and implement learning support profiles, ICPs and my plans as appropriate.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- Use specialist skills/training/experience to support students.
- To act as a keyworker for individual or groups of students.

SUPPORT FOR THE TEACHER

- Liaise with teachers with regard to identified students' SEMH needs.
- Observe, monitor and evaluate pupil responses/engagement to learning activities.

- Provide objective and accurate feedback and reports as required. Liaise with teachers with regard to identified students SEMH support strategies.
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence.
- Liaise sensitively and effectively with parents/carers and participate or lead feedback sessions and meetings with parents/carers where appropriate.

Support for the Trust / School (applies to all roles)

- 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 and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Take an active part in all key school events such as open evenings etc.
- From time to time, to meet the needs of the school, you may be asked but not automatically expected to work hours additional to your normal working hours. The school will give you as much notice as possible and you will be paid/recompensed for such work. Examples where this might be required are for example; relevant key school events such as Open Evenings, exam results days, trips, clubs, training etc.
- Assist with the clerical duties of the administration team as required from time to time and as appropriate to your role.
- Contribute to the overall ethos/work/aims of the Trust/school.
- Participate in relevant training, other learning activities and performance management as required.
- Ensure display boards and leaflet displays, etc are kept up to date and in good order as appropriate and required.
- To undertake any other duties and responsibilities, commensurate with the level of the post, as may be determined after negotiation between management, the postholder and appropriate trade unions.
- Team responsibilities - All pastoral support staff are considered part of the overall support team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.

Changes to these duties

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the Governing Body or Board of Trustees and/or Senior leadership team as required. Trade Union representation will be welcomed in any such discussions.

Person Specification

Job title: Emotional Wellbeing Support Officer

| REQUIREMENTS | Essential | Desirable | Assessment method A = application I = interview R = reference |
|--|------------------|------------------|---|
| Knowledge, experience and skills | | | |
| Experience of child protection and safeguarding concerns. | ✓ | | A / I |
| Experience in student well-being and mental health. | | ✓ | A / I |
| Skills in building positive and open relationships with young people. | ✓ | | A / I |
| Knowledge of working with external stakeholders to support safeguarding and inclusion. | | ✓ | A / I |
| Qualifications | | | |
| Excellent literacy/numeracy skills and standard of education – to include English and Maths at GCSE (or equivalent) at Grade C or better | ✓ | | A |
| Relevant Safeguarding Training (SCC) | ✓ | | A |
| Other skills | | | |
| Ability and willingness to undertake professional development. | ✓ | | A / I |
| Ability to use own initiative to work flexibly and respond positively to a range of situations | ✓ | | A / I |
| Ability to work effectively as part of a team. | ✓ | | A / I |
| Maintain strict confidentiality of information | ✓ | | A / I |
| A knowledge of effective well-being interventions and experience of utilising trauma informed practice and/or therapeutic intervention. | | ✓ | A / I |

| Interpersonal skills | | | |
|---|---|--|--------------|
| Strong interpersonal skills with the ability to motivate others to ensure deadlines are met | ✓ | | A / I |
| Ability to foster good relations with a range of colleagues at all levels | ✓ | | A / I |
| Child protection | | | |
| A commitment to the responsibility of safeguarding and promoting the welfare of young people. | ✓ | | A / I |