

ROLE PROFILE FORM NOADSWOOD



Role Profile Form Number: 02310

1. DEPARTMENT: House Leader

2. SECTION: Guidance

3. GROUP/SPECIALISM:

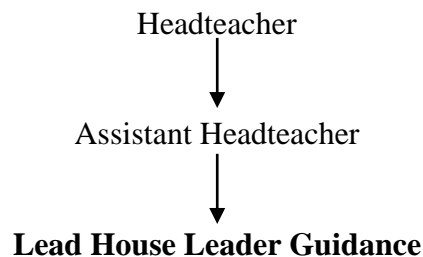
4. ROLE TITLE IN FULL: House Leader Guidance

5. REPORTS TO: Lead House Leader Guidance, Assistant Headteacher and all Senior Leadership Team

6. ROLE PURPOSE:

To remove barriers to pupils' learning of inappropriate behaviour and of poor attendance and punctuality by providing pupils with effective support and guidance so that their learning and that of others is enhanced by high standards in these areas. To work effectively with parents and a range of agencies to achieve the same.

7. ORGANISATION



8. Accountabilities

- Investigating all pupil behaviour issues that arise and coming to an effective outcome which makes appropriate use of all school support, policies and procedures, including use of rewards, support packages and sanctions in liaison with relevant staff, agencies and parents.
- Organising after-school detentions.
- Attending and making necessary preparations for House Team meetings and taking appropriate follow up action.
- Maintaining appropriate Pupil Behaviour Records.
- Preparing drafts on written communications with parents and outside agencies.

- Providing effective support and guidance for all pupils with particular emotional and vulnerable needs.
- Providing effective support and guidance in order to maintain high standards in the wearing of pupil uniform and in respect of school policies or other aspects of pupil appearance (e.g. jewellery and hairstyles)
- Making full use of the capability of the SIMS pupil information system (behaviour, attendance, mentoring, assessment data).
- Attending all relevant meetings, including House Leaders and House Team meetings
- Analysing records of pupil behaviour and utilising results effectively to impact positively for them.
- Maintaining accurate records of pupil behaviour, attendance and punctuality and analysing this information to coordinate the appropriate award of rewards.
- Providing 'same day' follow-up telephone calls notifying parents/carers and securing the reason(s) for pupils' non-attendance or poor punctuality.
- Providing effective mentoring (one to one) and small group monitoring support and incentives for improving attendance.
- Effective liaison with the Senior Leadership Team who have lead responsibility for attendance, punctuality, behaviour and high expectations for pupils.
- Making use of all school policies and procedures in order to achieve and maintain high standards of attendance and punctuality.

9. Key Decision Making Areas in the Role

- Assessment of emotional or social difficulties attributing to poor behaviour, punctuality or attendance.
- Making judgements regarding when to refer students to ELSA, counselling, other external agencies for more specialised intervention as appropriate.
- Deciding on appropriate support and advice for individual students according to their specific circumstances or difficulties experienced.
- Determining appropriate types, level and criteria for the award of rewards and sanctions in liaison with Senior Leadership Team.
- Determining strategies for encouraging high expectations, appropriate behaviour and improving punctuality and attendance.

10. Role Dimensions – financial (e.g. budgets) and non-financial units (e.g. workload, customers/staff)

- No budgetary responsibility
- Approximately 200 – 300 pupils in each House
- Team of colleagues and Senior Leadership Team

11. Main Contacts – external/internal customer contacts and purpose

- Pupils (daily) – to assess social and emotional needs, behavioural difficulties and attendance and punctuality, provide support and guidance.
- Teachers and Senior Leadership Team (regular) – to liaise over individual pupils' progress and support.

- Parents – communication (phone/email/texts) and meetings at the school to discuss pupils' behaviour, attendance and punctuality
- External agencies (Education Welfare, Social Services, pastoral team etc)

12. Working Conditions – environmental and physical factors, physical effort or strain and frequency of occurrence.

- School and classroom based learning environment
- Likelihood of encountering challenging behaviours

13. Role requirements for operational effectiveness.

- Knowledge and understanding of the problems and issues families/parents face which affect behaviour, attendance and punctuality, particularly of those pupils with challenging behaviour(s)
- Knowledge of child development
- Experience of working with children and young persons
- Excellent communication skills which enable positive resolutions of difficult situations
- Ability to listen effectively and to respond with the expectation of a positive outcome
- High level of self motivation and the ability to work on own initiative
- Ability to work as part of a team and to establish excellent working relationships
- Experience of working with key agencies to resolve situations
- Excellent knowledge of child protection / safeguarding procedures

14. Context/Additional Information

- This role has a highly confidential component and requires the postholder to gain and maintain the trust and confidence of pupils and their families. The postholder may be afforded access to child protection / family sensitive information and will be required to treat this accordingly.
- The postholder may experience stress as a result of working with individuals with a diverse range of complex and demanding behaviours, for which there will be regular line management and Senior Leadership Team support.
- This role requires a high degree of integrity and a full understanding of the confidentiality of the issues with which the role holder will be dealing