



JOB DESCRIPTION

1. INTRODUCTION

- 1.1 **NAME OF POST HOLDER:**
- 1.2 **Post Title:** **STUDENT SUPPORT CENTRE COORDINATOR**
- 1.3 **Post Purpose:** The postholder will work under guidance and the overall supervision of the SENCo and Deputy Headteacher. Work may be carried out with individuals or groups in the classroom or outside.
- 1.4 **Reporting to:** SENCo & Deputy Headteacher.
- 1.5 **Responsible for:** Teaching Assistant support.
- 1.6 **Liaising with:** Teaching staff.
- 1.7 **Working Time:** 37 hours a week term time only. 8.15am – 4.00 pm Monday -Friday
- 1.8 **Salary/Grade:** New Scale Point 6 pro rata
- 1.9 **Disclosure level** Enhanced

2. Responsibilities

2.1 The role of the Student Support Centre

The Student Support Centre at Studley High School (or SSC) is an integral part of the provision we offer for some, identified pupils, at Studley High School. It is primarily a small base for pupils highlighted as having additional needs and can provide:

- A short-term strategy for pupils with extreme anxiety (as recommended by external agencies).
- A base for small group work and 1:1 intervention (English and Maths).
- A support strategy for targeted pupils at break and lunch, to improve their social and emotional skills.

It is also a 'stepping-stone' strategy to support pupils who have been removed from lessons for various reasons (i.e. to meet physical needs and/or disabilities or for behavioural reasons).

2.2 The role of the SSC Coordinator

The SSC Coordinator remains a part of the SEND team and contributes to classroom practice through their Teaching Assistant role, weekly and at timetabled points. They also take an important role in overseeing the SSC alongside our SENCo and our Senior Pastoral Manager.

Key roles include:

2.2.1 When working with any pupil placed in the SSC:

- Meet and greet with pupils in the SSC at the start of day and before their departure home.
- Oversight of any pupil placed in the SSC (supported by SENCO and Senior Pastoral Manager) by ensuring that work is provided in a timely manner.
- Understanding barriers to children's learning and behaviour exhibited in the classroom, and disseminating relevant information to staff.
- Attend relevant courses as agreed or directed by the SENCo.



- Support all recommendations made by external professionals and the SENCo for individual pupils.
- Liaise with the SENCo and Senior Pastoral Manager regularly in regards to key pupils.

2.2.2

When working with pupils placed in the SSC as part of their SEND provision:

- To support the reintegration of pupils from the SSC back into the classroom following removal from lessons for 1:1 or small group purposes.
- Support the SENCo with key SEND administration required.
- Flexibility to support classroom needs through Teaching Assistant role.

2.2.3

When working with pupils placed in the SSC as part of a behavioural intervention/pathway:

- Liaise with relevant Pastoral Managers and Head of House regarding any pupil placed in the SSC for behavioural reasons.

3. STAFFING:

- 3.1** To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- 3.2** To continue personal development in the relevant areas including subject knowledge and teaching methods.
- 3.3** To engage actively in the Performance Management Review process.
- 3.4** To work as a member of a designated team and to contribute positively to effective working relations within the school.

4. COMMUNICATIONS & LIAISON:

- 4.1** To communicate effectively with Heads of subjects, Heads of House, Pastoral Managers, SENCO, associate staff and Leadership group.
- 4.2** To follow agreed policies for communications in the school.

5. SCHOOL ETHOS:

- 5.1** To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- 5.2** To support actively the school's corporate policies.
- 5.3** To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.

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

6. SIGNATURES:

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed

Signed

Dated

Dated

[Associate Staff]

(Headteacher)