



**JOB DESCRIPTION/PERSON**

**SPECIFICATION**

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| <b>Job Title:</b>       | Intensive Support Officer  |
| <b>Responsible to:</b>  | Group Head of Safeguarding |
| <b>Responsible for:</b> | N/A                        |

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| <b>1.</b> | <b>Job Purpose:</b>   |
| 1.1       | To enable students to overcome individual barriers to learning and to be a point of contact for young people and vulnerable adult protection issues within the institute.   |
| 1.2       | To provide a complementary service to existing staff and to others providing services outside college, to target help at students who need it most especially those suffering multiple disadvantage. To play a key role in supporting Looked after children, young carers and young parents.  |
| 1.3       | To be a point of contact for virtual schools and to contribute to the PEP process across all placing authorities.   |
| 1.4       | To ensure students access the help that they need and to enable the college to improve attendance and raise standards of behaviour. The following areas will be pertinent to this role:<br><br>Mental Health<br>Social, Emotional, Behavioural Difficulties<br>Information, advice and guidance<br>Positive engagement activities<br>Learning disabilities and difficulties<br>Safeguarding<br><br>Specialist Skills and knowledge will include:<br><br>Extensive experience of safeguarding children and young people<br>Knowledge and understanding of Keeping Children Safe in Education<br>Mental Health<br>Multi-agency working<br>Child looked after and Care Leaver<br>Early help processes<br>Social, Emotional, Behavioural Difficulties<br>Information, advice and guidance<br>Positive engagement activities |

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|  | Learning disabilities and difficulties<br>Excellent IT skills to ensure detailed and comprehensive record keeping. |
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| <b>2.</b> | <b>Key Responsibilities:</b>  |
| 2.1       | To promote safeguarding to students and staff in the Institute. Acting as a point of contact for safeguarding or child protection incidents, referring on as necessary and communicating effectively with staff.  |
| 2.2       | To provide, collate and monitor regular, accurate and timely data on safeguarding and child protection incidents and outcomes.  |
| 2.3       | To complete Early Help assessments where necessary and liaise with key staff working in partnership with statutory and voluntary agencies on behalf of the young person as appropriate.   |
| 2.4       | In conjunction with staff and external agencies as appropriate to participate in the comprehensive assessment and intervention for individuals or small groups of students in need of extra help to overcome barriers to learning, and to develop a 1:1 mentoring relationship with the identified students.  |
| 2.5       | To maintain accurate records of work with each assigned student, which are updated, monitored and reviewed on a regular basis and to liaise, on a regular basis, with the designated line manager to report of progress with assigned students.   |
| 2.6       | To promote speedy and effective transfer of student information as they move from one phase to another in order for a smooth transition.  |
| 2.7       | To work closely with the local community and business mentors and take an active role in coordinating and supporting the work of voluntary mentors working with students both in and out of college to meet the needs of the young person in a focused and integrated way and to develop a knowledge base of the range of activities, courses, opportunities, organisations and individuals that can be drawn upon to provide extra support for students. |
| 2.8       | To network with other Learning Mentors and share best practice and to participate in training in order to keep up to date with possible sources of support and strategies for working with young people.  |

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| <b>3.</b> | <b>Specific Duties:</b>   |
| 3.1       | Maintain a caseload of learners who need support or short term interventions.                             |
| 3.2       | In conjunction with the learner and other key staff set, monitor and review targets set for the learner.  |
| 3.3       | Establish, maintain and develop professional working relationships with colleagues and external partners. |
| 3.4       | Liaise with teaching or other support staff on behalf of learners.  |
| 3.5       | Liaise with external agencies and professionals on behalf of learners, where appropriate and with         |

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|     | consent.  |
| 3.6 | Provide a point of contact for learners in crisis and with potential safeguarding concerns  |
| 3.7 | Contribute to the planning and delivery of a range of awareness activities to promote key college strategies such as anti-bullying, mental health, equality and diversity and to celebrate difference |
| 3.8 | Contribute to the planning and delivery of a range of activities encouraging motivation and personal development  |
| 3.9 | Contribute to the development of promotional materials and disseminate these to staff and learners via a range of media   |

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| <b>4.</b> | <b>Budget Responsibility:</b>  |
| 4.1       | The post holder is not a budget holder under the Institute Group's accounting systems. However, the post holder will be required to observe and comply with the financial regulations of the Institute Group at all times. |
| 4.2       | The Post Holder may be responsible for administering petty case for emergency situations in relation to learner need   |

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| <b>5.</b> | <b>Continuing Professional Development:</b>   |
| 5.1       | The post holder will proactively take part in the Institute Appraisal process   |
| 5.2       | The post holder will be expected to attend training and continuous professional development events and be responsible for their own professional updating |

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| <b>6.</b> | <b>Health and Safety:</b>  |
| 6.1       | <p>The post holder will be required:</p> <ul style="list-style-type: none"> <li>• To take reasonable care to safeguard their own safety and that of others with whom they work;</li> <li>• To cooperate with designated officers named by the Governors and/or the Principal and any other designated Institute manager to enable the Institute to comply with its obligations under Health and Safety legislation.</li> <li>• Not to interfere with or to misuse anything provided in the interests of health and safety or welfare.</li> <li>• To report immediately any defects in plant, equipment or the environment</li> </ul> |

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| <b>7.</b> | <b>Equality and Diversity:</b>  |
| 7.1       | The Group is committed to the provision of equal opportunities and strives to ensure that unfair discrimination does not occur. All employees have a duty to ensure unfair discrimination does not occur and to support the implementation of the Institute Groups' Equality policy as appropriate. |

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| <b>8.</b> | <b>Safeguarding Children and Vulnerable Adults:</b>   |
| 8.1       | The Group recognises that it has a statutory and moral duty towards safeguarding the welfare of children, young people and, if appropriate, vulnerable adults who participate in any Institute group activities and expects all staff to share this commitment. All safeguarding mandatory training and updating must be undertaken (see 5.2) |

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| <b>9.</b> | <b>Values:</b>   |
| 9.1       | The Institute Group values are an essential part of the Institute Group achieving its core purpose and it is an expectation that these are adopted in daily working. Our learners and customers are paramount. Strive to provide excellence in all we do. Working together, with mutual respect and support. Acting with integrity at all times. |

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| <b>9.</b> | <b>Group Policies and Procedures:</b>  |
| 9.1       | All staff are required to be aware of and comply with all Group Policies and Procedures which are accessed via the Virtual Learning Environment. |

### Note

This job description is current as at the date of your appointment. In discussion with your line manager your post description may be varied at any time to reflect or anticipate changes in or to the post and you may be required to undertake other duties commensurate with the grade of your post.

*Please see following page for Person Specification*

| Qualities                          | Specific Requirements   | E | D |
|------------------------------------|---|---|---|
| <b>Qualifications and Training</b> | Literacy Level 2 qualification or equivalent  | E |   |
|                                    | Numeracy Level 2 qualification or equivalent  | E |   |
|                                    | Relevant Level 2 qualification e.g. Youth work, mentor counselling skills certificate | E |   |
|                                    | Willingness to work towards a relevant Level 3 qualification e.g. Youth work, Mentor  | E |   |
|                                    | Relevant level 2 Safeguarding qualification or willingness to                         | E |   |

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|                              | work towards  |   |  |
| <b>Specialist Knowledge</b>  | <p>Knowledge and understanding of safeguarding for young people and vulnerable adults</p> <p>At least 1 years successful experience of working with disaffected and disengaged learners in an educational setting</p> <p>Knowledge of Further Education establishments and the specific support of FE learners</p>  | E<br>E<br>E                               |  |
| <b>Skills and Attributes</b> | <p>Excellent communication and interpersonal skills</p> <p>Willingness to develop self and others</p> <p>Good organizational and administrative skills</p> <p>Ability to work as part of a team</p> <p>Awareness of Equal Opportunities issues</p> <p>Ability to work to Quality Standards</p> <p>Awareness of duty to safeguard young people and vulnerable adults.</p> <p>Ability to build relationships of mutual trust and respect</p> <p>Ability to work with integrity at all times</p> | E<br>E<br>E<br>E<br>E<br>E<br>E<br>E<br>E |  |
| <b>Experience</b>            | <p>Experience of working with young people and adults with varying levels/ranges of abilities</p> <p>Experience of safeguarding of young people/ vulnerable adults</p> <p>Experience of implementing, tracking, recording systems and data analysis</p> <p>Good IT/administration skills</p> <p>Experience of delivering pastoral care</p> <p>Up to date CPD record</p>   | E<br>E<br>E<br>E<br>E<br>E                |  |

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| <b>Other</b> | DBS check carried out on appointment                 | E |  |
|              | Ability to work Saturdays and evenings when required | E |  |

Qualities identified and determined by:

*E = Essential*

*D = Desirable*