



Job description

JOB TITLE:	Student Support Centre (SCC) Manager and Deputy Designated Safeguarding Lead (DDSL)
SALARY CODE:	Clapton Support Staff Range, Scale PO1, Points 28 - 31 (Pro Rata)
RESPONSIBLE TO:	Deputy Headteacher Engagement and Inclusion
RESPONSIBLE FOR:	Student Support Centre
HOURS OF WORK:	This post is term time only (195 days) The working hours are: Monday, Wednesday, Thursday and Friday 8am-3:45pm, Tuesdays 8am-4:45pm These timings constitute a 37.25 hour working week and include a 30-min lunch break, hour week. These hours may be reviewed in consultation with you. <i>For 2026-2027 there is an extended 2 week October half term so there will be a need to work another 37.25 hours across the academic year. These hours will be directed by the academy</i>

POST RESPONSIBILITIES

- To coordinate all aspects of the day-to-day running of the Student Support Centre (SSC), including SSC systems, staff induction and support student learning.
- To support with the reintegration of students back into lessons from the SSC, making that space a hub of mindfulness, self-reflection and supported independent learning
- To create SSC data reports, share analysed SSC data and identify and implement appropriate intervention strategies to avoid repeat placements in the SSC under the direction of the Deputy Headteacher
- To implement the academy Behaviour for Learning policy and assist in the Senior Staff on Duty (SSOD) system.
- To plan, deliver and evaluate one-to-one and group mentoring sessions, workshops and mediation for a caseload of identified students as required.
- To coordinate and administer, with the Assistant Headteacher (Behaviour), suspension placements for students from other schools at CGA, including liaising with schools to obtain relevant student information, informing staff of placements and completing appropriate risk assessments.
- To develop and promote strategies under the direction of the Deputy Headteacher to support students' behavioural, emotional and social development needs.
- To work closely with relevant staff to identify and address the needs of students requiring help to overcome barriers to learning, including, but not limited to, behaviour, attendance, punctuality and emotional support.
- To cover various behaviour duties and detentions, including break time, lunch time and before and after school.
- To attend inclusion panel meetings to inform decisions made to support identified students.
- To lead restorative conversations and deliver staff training on restorative practice and behavior systems.
- To support behaviour clinics to empower staff and ensure they implement policies with confidence.
- To maintain accurate student records for individual casework and draft reports to evidence impact.
- To follow academy policies and procedures, i.e. Health and safety, Child Protection and Equality, and undertake relevant risk assessments where necessary.
- To act as a qualified First Aider and attend relevant training.
- Undertake the role of Deputy Designated Safeguarding Lead (DDSL), supporting the DSL in safeguarding and child protection arrangements across the Academy.
- To complete home visits, where required, to support the wider pastoral team.



Additional duties and tasks will be negotiated and agreed at the time of appointment and annual review (following the first annual cycle) at the direction of the Academy Business Leader.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the academy in relation to the post holder's professional responsibilities and duties.

The post holder will be expected to carry out all duties in the context of and in compliance with all the academy's policies and procedures and in compliance with Clapton Girls' Academy Equal Opportunities Policies and Code of Conduct. All the above duties are to be carried out in line with current Health and Safety legislation.

ACCEPTANCE OF THE JOB DESCRIPTION BY POST HOLDER

I can confirm my acceptance of the Job Description as outlined above

NAME:

SIGNED:

DATE:



Person specification – Student Support Centre (SSC) Manager

QUALIFICATIONS

	ESSENTIAL	DESIRABLE
5+ GCSE's A*- B, including English and Maths	✓	
Further relevant qualification/ willingness to obtain or enhance qualifications and training for the post	✓	

EXPERIENCE

	ESSENTIAL	DESIRABLE
Experience of working within an educational environment or with young people	✓	
Experience of supporting students with Special Educational Needs and wider emotional needs	✓	
Proven track record of successfully supporting young people to engage with learning	✓	
Experience of working with young people with challenging behaviour	✓	
Experience of handling confidential information appropriately	✓	
Experience of running targeted small group work, workshops or intervention with young people	✓	
Experience of recording, tracking and monitoring the impact of interventions	✓	
Experience of working with students/ families to set short term goals for individual students and supporting students in achieving these	✓	
Experience of working with safeguarding processes and systems	✓	

KNOWLEDGE AND SKILLS

	ESSENTIAL	DESIRABLE
Excellent interpersonal skills	✓	
Good administrative and organisational skills	✓	
Ability to prioritise workload and work to given deadlines	✓	
Knowledge of the range of support/agencies available for students	✓	
Ability to work independently, showing initiative, and as an effective team member.	✓	
Ability to be effective in the face of difficult situations and pressure	✓	
Knowledge of the principles and strategies involved in giving advice and guidance to young people, including the place of confidentiality and sharing information	✓	

PERSONAL QUALITIES AND ATTRIBUTES

	ESSENTIAL	DESIRABLE
Proven tact and diplomacy when dealing with adults and young people	✓	
Reliable, honest and trustworthy	✓	
Able to remain calm and cope with the unexpected	✓	
Committed to being a role model for staff and students in relation to overall conduct, including dress code, attendance and timekeeping	✓	
A 'can do' attitude	✓	



Energy, enthusiasm and commitment	✓	
Committed to safeguarding, inclusion and promoting the welfare of children and young people	✓	
Willing to visit students' homes to build effective working relationships with students and their families	✓	