



# CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

## Job Description

### **Student Services Co-ordinator**

**Location:** Cannock Chase High School, Hednesford Road, Cannock WS11 1JT  
**Line Manager:** Deputy Headteacher (Inclusion)  
**Job Grade:** Grade 6  
**Hours of Work:** 37 hours, term time only (39.2 weeks)

#### **Statement of Purpose**

The post holder will co-ordinate student services provisions and facilities and be a first point of contact and link for all external agencies working with our students. Responsibilities will also focus on the school's provision for student mental health and wellbeing, signposting students and families to appropriate mental health support, both in school and externally.

Reporting to the Deputy Headteacher (Inclusion), the postholder will work closely with colleagues (including the Senior Deputy Designated Safeguarding Lead) across the school as Deputy Designated Safeguarding Lead (DDSL).

#### **Main Duties & Responsibilities**

##### Student Services

- Day to day running of Student Services and facilities.
- Oversee student services interventions that take place in school. Develop pathways to support for more vulnerable young people with mental health or other needs, coordinating the delivery of specialised interventions within school and liaising with external agencies such as CAMHS, Mental Health Support Teams or other local community provision.
- Oversee provisions related to external agencies, ensuring that they are recorded, updated and reviewed at relevant intervals.
- Liaise with agencies, manage intervention appointments and room bookings.
- Oversee Student Services voluntary staff when required.
- Be a first line of contact and link for external agencies working with CCHS students; sharing appropriate information with external agencies in line with information sharing guidelines.
- Supporting with the referrals of students to external partners such as alternative provisions.
- Supporting with the quality assurance of alternative provisions in liaison with the Deputy Headteacher (Inclusion).
- Attend/arrange external agency and internal meetings, such as:
  - Professional meetings;
  - Multi Agency meetings;
  - Mental Health Lead Network meetings;
  - Provision Review meetings with key agencies;
  - CCHS Inclusion Panel (assisting with the recording of actions during the meeting).
- Keeping records up-to-date with all engagements with agencies, parents/carers and students and ensuring records of meeting agendas and outcomes are communicated to relevant pastoral staff.
- Support admission processes, such as the issuing of de-registration letters and school exit forms in cases of Elective Home Education, OR1 forms when students leave the school and Child Missing in Education processes.

- Submit external agency referrals as required.
- Provide information advice and guidance to parents/carers and students; provide signposting where required whilst maintaining a high level of engagement, especially for higher Tier 2, Tier 3 and Tier 4 cases.
- Hold external agencies to account using the escalation policy when required.
- Alongside the Safeguarding Team, draw up risk assessments for cases where there is a risk to the young person harming themselves and disseminate to all relevant parties.
- Work with pastoral staff to advise of appropriate provision and make necessary referrals.
- Monitor support to ensure that drift is limited and that support is effective.
- Seek appropriate support where need arises, identify gaps in the schools' provision, source relevant external expertise in response to these gaps where no feasible internal solutions exist and keeping up-to-date with local agencies and support offered.

### Mental Health Provision

- Provide specialist support, including Mental Health First Aid to young people with Mental Health concerns/Emotional Wellbeing Concerns, using evidence-based practice.
- Liaise with NHS staff regarding hospital admissions with reference to mental health.
- Work with CAMHS to ensure effective recovery in complex cases.
- Contribute to the completion of an annual Mental Health Audit.
- Contribute to the review of the Mental Health Policy when required.
- Coordinate the Mental Health Ambassador Programme.
- Monitor whole school wellbeing and plan interventions when required.
- Work with the PHSE lead to inform PHSE programme.
- Deliver assemblies on key topics throughout the year to all year groups.
- Coordinate activities for Mental Health Week.
- Access necessary training to acquire new knowledge and maintain an accurate understanding of the landscape of best practice in school mental health and wellbeing.
- Contribute to the development of effective mental health and wellbeing provision in line with the government guidance.

### Deputy Designated Safeguarding Lead

- Act as a point of contact with safeguarding partners.
- Liaise with Senior DDSL and the Deputy Headteacher (DSL) to inform them of ongoing issues, especially those enquiries under Section 47 of The Children Act 1989 and those involving the police.
- Liaise with staff including teachers, curriculum services staff, business and site services staff and, notably, the SENDCo/DSL on matters of safety and safeguarding and welfare, including online and digital, in deciding whether to make a referral so that the child's needs are considered holistically.
- Promote supportive engagement with parents and carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Senior DDSL and other relevant strategic leads, promoting the educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced and identify the impact that these issues might be having on a child's attendance, engagement and achievement.
- Be fully familiar with the process for providing early help and statutory intervention, including criteria for action and local children's social care referral arrangements.
- Be alert to the specific additional needs of vulnerable children including those with SEND, LAC, and young carers in relation to peer-on-peer abuse, online bullying exploitation and radicalisation and other forms of abuse and the specific support that they may require.

- Fully understand the importance of and procedures for data sharing in line with Data Protection Act 2018 with reference to sharing information with other agencies, including safeguarding partners.
- Be able to understand and support school with the requirements of the Prevent duty and provide support and advice to staff on protecting children from the risk of radicalisation.
- Be able to understand the unique risks associated with online safety and be confident that they have the relevant up-to-date knowledge to ensure that children are kept safe in school.
- Link with safeguarding partner arrangements to ensure staff are aware any of training opportunities and the latest local policies.

#### Wider Responsibilities

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Ensure compliance with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure high standards of behaviour, personal presentation - with regards uniform, attendance and punctuality - by each student and ensure that the school Behaviour Policy is adhered to at all times.
- Be prepared to undertake First Aid qualification and contribute to the First Aid responsibilities in the school.
- Undertake relevant training to the role, which may include de-escalation of conflict, behaviour management, classroom practice, etc.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at break/lunchtimes.
- Recognise own strengths and areas of expertise and use these to advice and support others.
- Appreciate and support the role of other professionals valuing differences of opinion and approach.
- To establish constructive relationships and communicate with other agencies/professionals in a positive manner.
- To assist with students' needs as appropriate, during the school day.
- Any other duties which are required and commensurate with the post.

#### General Services

- Provide regular updates to the Leadership Team and Governing Body.
- To provide occasional out of hours support for parents' evenings and other key events.
- Assist the Leadership Team in the event of an evacuation or drill.

Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task may not have been identified. All staff will be expected to accept reasonable flexibility in working arrangements and comply with any reasonable request from their line manager, undertaking work or tasks of a similar level that is not specified in this job description.



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A C H I E V E M E N T F O R A L L

## Person Specification Student Services Co-ordinator

Factors	Essential or desirable	Measured by
<b>Experience</b>		
<ul style="list-style-type: none"> <li>• Experience of working effectively with relevant external agencies.</li> <li>• Experience in safeguarding in a school or other relevant organisation and building relationships with children and their parents, particularly the most vulnerable.</li> <li>• Demonstrate evidence of developing and implementing strategies to help children and their families.</li> <li>• Experience in supporting students and/or families with their mental health.</li> <li>• Experience of handling large amounts of sensitive data and upholding the principles of confidentiality.</li> </ul>	Desirable Desirable Desirable Desirable Desirable	AF/I AF/I AF/I AF/I AF/I
<b>Qualifications</b>		
<ul style="list-style-type: none"> <li>• GCSE English and Maths</li> </ul>	Essential	Certificates
<b>Knowledge and Skills</b>		
<ul style="list-style-type: none"> <li>• Awareness of local and national agencies that provide support for children and their families.</li> <li>• Knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies.</li> <li>• Ability to work with a range of people with the aim of ensuring the safety and welfare of children.</li> <li>• Excellent record keeping skills and attention to detail, to produce reports, take minutes of meetings, and document safeguarding concerns.</li> <li>• Good IT skills, including previous use of education sector packages relating to safeguarding, MIS and record keeping.</li> <li>• Effective communication and interpersonal skills.</li> <li>• Ability to build effective working relationships with staff and other stakeholders.</li> </ul>	Desirable Essential Essential Essential Essential Essential Essential	AF/I AF/I AF/I AF/I AF/I AF/I AF/I
<b>Personal Qualities</b>		
<ul style="list-style-type: none"> <li>• Commitment to ensuring the safety and welfare of children.</li> <li>• Commitment to upholding and promoting the ethos and values of the school.</li> <li>• Integrity, honesty, and fairness.</li> <li>• Ability to work under pressure and prioritise effectively.</li> <li>• Commitment to always maintaining confidentiality.</li> <li>• Commitment to equality.</li> <li>• Has the ability to learn from experiences and challenges.</li> <li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> </ul>	Essential Essential Essential Essential Essential Essential Essential Essential	AF/I AF/I AF/I AF/I AF/I AF/I AF/I AF/I