

JOB DESCRIPTION
THE ROSELAND MULTI ACADEMY TRUST

Job Title:	Student Support Manager: Personal Development and Elite Pathways
Grade:	H (Points 1 – 6)
Employment:	37 hours per week (Monday to Friday), term time (38 weeks), plus one additional week per year Salary paid for 44.6 weeks per year School holidays will be classed as leave. Payment for leave has been included in the calculation of the annual salary, therefore, no leave should be taken during school term time unless specific prior approval has been obtained from the Chief Executive Officer
Responsible to:	CEO, CFO, Headteacher of Treviglas Academy, Leadership Team of Treviglas Academy, Chair of the Trust Board, Learning Leaders
Supervisory Responsibility:	None
Important Relationships:	Assistant Headteacher Behaviour & Inclusion, Learning Leaders, Wellbeing Team, Attendance Officer, Trust Board, Local Monitoring Committee, staff, students, other schools and colleges, parents/carers, visitors to the schools

Main Purpose of Job

- Support the smooth day to day functions of the school by working with key staff to ensure a safe and positive environment for our students to engage in their learning.
- Support the delivery of the school's Personal Development curriculum, with a particular emphasis upon behaviour, culture and wellbeing.
- Be a visible, relatable role model who can work with individual pupils or small groups to help them build confidence, resilience, and self-control.
- To use the values, discipline, and teamwork embedded in professional sport to support a positive school culture, helping to promote inclusion, engagement, belonging, and positive behaviour among students.
- Lead the Sports Performance Pathway with a focus on sporting excellence through the development of a programme that increases sporting aspirations and success.

Main Responsibilities

- To triage any student that is referred to you and quickly assess how best to support them.
- To use the student information systems to gain knowledge of a student and to accurately record the situation and necessary action to support the student.
- Provide mentorship and role modelling through engaging with students to promote positive behaviour, emotional wellbeing, and personal development using sporting values like discipline, respect, teamwork, and perseverance.
- To support the primary planning, delivery and management of a coordinated programme of high-quality, professional sporting activities, with a particular focus on the planning and implementation of the Newquay Sports Network (NSN) Primary Festivals.
- Work with vulnerable, disengaged, or at-risk pupils (eg SEND, EAL, FSM, or those with behavioural challenges) to help them feel included in school life through structured physical activities and mentoring.
- Support staff in managing behaviour by leading or assisting with structured physical activities as alternative provision, break/lunch clubs, or regulated timeouts.
- Deliver workshops or sessions focusing on resilience, leadership, communication, conflict resolution, and goal-setting through a sporting lens.
- Work closely with the behaviour and pastoral teams, SENCO, and teaching staff to tailor interventions for individual pupils or groups.

- Encourage active participation in physical activity to support physical and mental health, positive routines, and academic engagement.
- Assist or lead sports clubs, enrichment programmes, and after-school activities to foster teamwork and a sense of belonging.
- Contribute to the behaviour systems within the school, supporting in the school's Reflection and Reset Room to positively support students to re-engage in their learning where appropriate
- To support the transition and open events with a focus upon sport so that the sporting reputation of Treviglas is visible in the community
- To foster positive relationships with parents and carers and develop general strategies to re-engage when necessary.

Expectations

- All staff are expected to positively self-evaluate to ensure an outstanding education for our students.
- To know and engage in our school staff cultures and support each other in achieving outstanding education for our students.
- To lead in your role and engage in performance management and professional development opportunities.
- To work collaboratively with colleagues across The Roseland Multi Academy Trust to improve Trust wide systems.
- To attend induction training, training as appropriate and training relevant to the post, including safeguarding training.
- To undertake such other duties as are commensurate with the grade of the post, as may be reasonably required by your Headteacher.

Safeguarding statement:

The Roseland Multi Academy Trust is committed to safeguarding and promoting the welfare of children, and expects all staff to share this commitment. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Our Headteachers and Trustees act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence, including Disclosure and Barring Service (DBS) checks, barred list checks, online searches and prohibition checks, together with references and interview information. The level of DBS certificate required, and whether a check for any prohibition, direction, sanction, or restriction is required, will depend on the role that is being offered and duties involved. As the majority of staff will be engaging in regulated activity, an enhanced DBS certificate which includes barred list information, will be required.

PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE
<u>Relevant Experience</u>	<p>Passion for working with young people and making a positive impact.</p> <p>Ability to build trust and rapport with students from diverse backgrounds.</p> <p>Strong interpersonal and communication skills.</p> <p>Understanding of safeguarding and child protection.</p> <p>A commitment to inclusion and equity.</p> <p>Ability to communicate effectively with internal and external bodies.</p>	<p>Experience of working with students in a learning environment.</p> <p>Experience as a professional or semi-professional athlete.</p>
<u>Education & Training</u>	<p>Relevant qualifications in youth work, coaching, or mentoring.</p> <p>A GCSE qualification (or equivalent) at a good pass level in English and maths.</p>	<p>Level 3 qualifications or equivalent experience.</p>
<u>Special Knowledge & Skills</u>	<p>A commitment to safeguarding and equality.</p> <p>Ability to form and maintain appropriate professional relationships and boundaries with children and young people.</p> <p>Sound IT skills to maintain electronic information systems.</p> <p>First Aid qualification or willingness to undertake training in First Aid.</p>	<p>Knowledge of SEND, SEMH, or behaviour support strategies.</p> <p>Understanding of First Aid procedures (or willingness to undertake)</p> <p>Input data into spreadsheets and computer programs (SIMS & pupil tracking systems) and be able to analyse these results to identify trends.</p> <p>Experience of the school environment.</p>
<u>Any Additional Factors</u>	<p>Effective communication and interpersonal skills.</p> <p>Ability to build effective working relationships.</p> <p>Enjoy working with young people.</p> <p>Desire to continually develop professional expertise.</p> <p>Ability to manage competing demands.</p>	<p>Experience of working in partnership with parents and professionals.</p> <p>Driving licence (with the ability to drive a minibus)</p>

