

## THE SYDNEY RUSSELL SCHOOL

### JOB DESCRIPTION - Targeted Support Officer

**SCALE:** Scale 5

**HOURS:** 35 hours per week. Normal working hours will be 08.30-16.00 but there may be a need to be flexible on some.

**RESPONSIBLE TO:** Associate Assistant Vice Principal (Assistant Vice Principal during maternity leave)

**START:** April 2026

#### **PURPOSE OF JOB:**

We are seeking an enthusiastic and committed individual to join our Pastoral and Inclusion team, with a key focus on Targeted Support (TS). The core purpose of the role is to support students in improving their behaviour and engagement, ensuring they meet the school's high expectations for conduct, learning, and personal development. The successful candidate will play a central role in enhancing the TS provision, working closely with students, staff, and parents to deliver consistent, high-quality support. Through effective guidance and positive interventions, you will help students make sustained improvements, enabling them to thrive academically and socially within a culture of high standards and accountability.

#### **MAIN ACTIVITIES AND RESPONSIBILITIES**

- Enhance and develop the Targeted Support (TS) provision over time, ensuring it meets the evolving needs of students.
- Serve as TS Form Tutor for a key stage, including:
  - Supporting investigations into behavioural incidents and determining appropriate sanctions.
  - Working closely with parents, including making phone calls and holding meetings.
  - Leading form time, break, and after-school sessions to help students regulate and reflect on their behaviour.
  - Developing strategies and personalised targets to improve behaviour and engagement.
  - Monitoring and reviewing progress, liaising with teachers and pastoral staff to ensure consistent support.
  - Support students with successful reintegration out of TS, working with teaching staff to ensure a smooth and sustained return.
  - Maintain accurate and timely records of all communications and interventions on school systems (e.g. Bromcom/MyConcern/Edukey), ensuring a clear audit trail.
- Provide administrative support to the wider TS team, including making phone calls home and booking meetings.
- Proactively plan tutorial activities to address common student challenges and equip them with strategies to overcome barriers to learning and behaviour.

- Develop and maintain Individual Education Plans (IEPs) for all TS students, regularly reviewing them and liaising with teachers to ensure consistent implementation.
- Contribute to the assessment and review of TS students with additional needs, including providing evidence and reports to support referrals and applications for Education, Health and Care Plans (EHCPs)
- Facilitate mediations between TS students and staff, or between TS students themselves, to resolve conflicts constructively.
- Lead on Restorative Justice course delivery and collaborate with colleagues to develop resources and new courses.
- Oversee attendance support for TS students, including first-day calling.
- Act as the first point of contact for TS students who are dysregulated, providing support to help them manage their behaviour, follow instructions, and re-engage safely with school routines.
- Manage administration for Rapid Response and Early Help referrals.

## **OTHER DUTIES**

- Act as a Student Marshall when required, supervising during breaks and lesson changeovers, managing incidents, and intervening to prevent escalation.
- Serve as an Inclusion Coordinator when required, supervising designated inclusion and relocation areas and overseeing after-school detentions.
- Implement school policies on Equal Opportunities, Anti-Bullying, Child Protection, and Behaviour, reporting concerns through the appropriate channels.
- Be flexible in responding to the needs of the school, including duties beyond normal working hours where necessary.

We expect our Targeted Support Officer to:

- Maintain high expectations of students and support them in meeting behavioural and personal goals.
- Make clear to students what is expected of them, consistently reinforcing positive behaviour.
- Reward and praise students when they demonstrate the right choices and effort.
- Build positive relationships with students, valuing their efforts and achievements.
- Make time to get to know individual students, understanding their needs and motivations.
- Apply behaviour management strategies consistently, separating the behaviour from the individual.
- Be flexible and prepared to adapt approaches to influence positive behaviour change.
- Collaborate effectively with colleagues to enhance TS provision and resolve issues.
- Engage confidently and constructively with parents, keeping them informed and involved in their child's progress.
- Remain professional and composed, resetting relationships after incidents and reporting concerns promptly.
- Always report incidents in writing and keep their Line Manager informed of situations that may escalate, allowing timely intervention.
- Demonstrate loyalty to the students and staff, maintaining integrity and consistency in all interactions.

The nature of the role is such that flexibility and self-motivation are crucial to success.

## **Person Specification – Targeted Support Officer**

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Level 2 or equivalent qualification in English and Maths</li> <li>• Outstanding record of attendance and punctuality</li> </ul>	
Experience	<ul style="list-style-type: none"> <li>• High skill/aptitude levels in dealing with young people</li> <li>• Excellent interpersonal skills</li> <li>• Effective use of ICT</li> <li>• Good communication skills (written and oral) Experience of working with secondary-age students in a pastoral capacity</li> </ul>	
Personal qualities, skills & characteristics	<ul style="list-style-type: none"> <li>• Excellent communication skills with a strong command of written English with accurate spelling, punctuation and grammar</li> <li>• Ability to establish positive relationships with young people.</li> <li>• Ability to work effectively as part of a team.</li> <li>• A passion for helping young people.</li> <li>• Ability to work under pressure.</li> <li>• Good organisational skills, the ability to be flexible and prioritise.</li> <li>• High expectations of self and others</li> <li>• Reliability, integrity, resilience and tenacity</li> <li>• Evidence of a commitment to equal opportunities policies and an understanding of their effective operation within schools.</li> </ul>	
Knowledge / special aptitudes	<ul style="list-style-type: none"> <li>• Knowledge and understanding of diversity and equality requirements</li> <li>• An ability to work as part of a team</li> <li>• An ability to work in a fast-paced environment and to be flexible to meet the needs of the school</li> <li>• High levels of integrity, trust and work-ethic</li> <li>• Self-confidence and calm approach when dealing with challenging and difficult circumstances</li> <li>• An ability to be reflective and self-critical</li> <li>• An understanding of how important a pleasant and positive working environment is to our young people</li> <li>• An ability to understand and follow instructions from your Line Manager</li> <li>• The ability to prioritise and use own initiative when appropriate.</li> <li>• An attention to detail and ability to complete written reports when required</li> <li>• A willingness to undergo training and development on a regular basis</li> </ul>	Understanding of behaviour management strategies, restorative approaches and pastoral care

## REVIEW ARRANGEMENTS

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that over time the nature of individual jobs will change, existing duties may no longer be required, and other duties may be gained without changing the general nature of the duties or the level of the responsibility entailed. Consequently, the school will expect to revise the job description from time to time and will consult with the post holder at the appropriate time.

### **CONDITIONS OF EMPLOYMENT**

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (The contract). The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body:

- To uphold the school's policy in respect of child protection matters
- Will be subject to the National Agreement on Pay and Conditions of Service, supplemented by local conditions as appropriate and all relevant statutory and institutional requirements
- The post holder may be required to perform any other reasonable tasks after consultation
- This Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed
- This Job Description is not necessarily a comprehensive definition of the post. It may be subject to modification at any time after consultation with the post holder
- All staff will be expected to participate in the school's performance management scheme.