



The Birley Academy
A L.E.A.D. Academy

Candidate Information Pack

Student Support Officer

The Birley Academy





Welcome from the Headteacher

I am very proud to be the Headteacher of The Birley Academy and feel honoured and privileged to work with our pupils, parents, carers, colleagues and community to be part of the team who are making The Birley Academy a brilliant place to learn and work.

I am passionate about working with our staff in school and with colleagues across L.E.A.D. Academy Trust to ensure that the education we provide our pupils is of the highest quality, studying a broad range of subjects complemented by a clear personal development and wider curriculum offers.



Victoria Hall, Headteacher

About The Birley Academy

At The Birley Academy our vision is simple; we challenge ourselves and each other to be our best selves, demonstrating our school values every day, in all situations. We want to be the school of choice in our region, showcasing excellent teaching and providing our pupils with an exemplary education and school experience.

Our values of Courage, Ambition, Respect, Kindness and Integrity have been developed with our staff and pupils to help all to succeed in life and achieve our academy vision together.

We are dedicated to providing a transformative educational experience that prepares students not only for academic success but also for a life of purpose, responsibility and fulfillment.

As part of L.E.A.D. Academy Trust, we are committed to providing the highest quality education, enabling every pupil to reach their full potential. We work with all stakeholders including parents, local businesses, community leaders and our partner primaries to represent and best meet the needs of our pupils.



Benefits of being part of the Trust



Annual leave

Teachers enjoy up to 13 weeks annual leave during school holidays. This is in addition to any bank holidays or statutory holidays.

Support staff benefit from an enhanced holiday allowance, starting at 26 days up to a maximum of 36 days, pro-rata for term time only staff. The allowance is dependent on the role and amount of service increasing after 5 and 10 years service.



Competitive salary

All Trust roles (except apprentices) offer a minimum hourly rate above National Living Wage, with salary progression.



Pension scheme

Teacher's Pension Scheme or LGPS, with generous minimum employer contribution of 17.4% plus life cover.



Online GP service

24/7 access to online GP consultations, providing advice, diagnosis, referrals, and ongoing support for all staff.



Flu vaccinations

Free seasonal flu vaccinations for employees who are not otherwise eligible, ensuring health and wellbeing.



CPD

Individual development plus high quality professional development through the L.E.A.D. Teaching School Hub for teachers.



Employee Assistance Programme

Free 24/7 support for employees, offering counselling and resources for emotional, financial, and legal issues.



Free eye test

Free eye test every two years for regular computer users, reimbursed through expenses to promote wellbeing.



Occupational Health

FREE services available to support employee well-being and promote a healthy work environment.



Physiotherapy services

Access to free physiotherapy to aid recovery, support physical health, and promote overall employee wellbeing.



Access to discounts

Exclusive discounts and cashback on travel shopping, insurance and utilities through the Blue Light Card, Discounts for Teachers and Teacher Perks.



Travel expenses

Business travel expenses reimbursed at the HMRC maximum mileage rate to support staff travel needs.



Student Support Officer

Location:	The Birley Academy, Sheffield, S12 3BP
Salary:	SCP 12 – 17 FTE (41 weeks per year, 37 hours per week)
Closing date:	1st June 2025
Interview date:	TBC
Start date:	TBC - Following satisfactory vetting checks

Job purpose:

- To provide targeted support for students facing barriers to education, including attendance issues, social and emotional mental health challenges, and emotionally based school avoidance (EBSA). The Student Support Officer will work directly with students, both one-to-one and in small groups, to help them engage positively with school life.

Key Responsibilities:

Student Support & Intervention:

- Work with students on a one-to-one basis and in small groups to address barriers to learning and school engagement.
- Provide targeted interventions to support students with social and emotional mental health (SEMH) needs.
- Develop and implement strategies to support students experiencing emotionally based school avoidance (EBSA).
- Build positive and trusting relationships with students to encourage their engagement with education.

Job Description



Attendance & Engagement:

- Work closely with students, families, and staff to identify reasons for poor attendance and implement supportive interventions.
- Monitor and track attendance concerns, providing early intervention for at-risk students.
- Support reintegration plans for students returning to school after absence.
- Encourage and motivate students to develop a positive attitude toward school and learning.

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Emotional Wellbeing & Pastoral Care:

- Provide a safe and supportive space for students to discuss challenges affecting their wellbeing.
- Use mentoring and coaching techniques to help students develop resilience and emotional regulation strategies.
- Work alongside external agencies, including CAMHS, social services, and educational psychologists, to provide specialist support where necessary.
- Deliver workshops and small-group sessions on key topics such as confidence building, emotional regulation, and coping strategies.

Communication & Collaboration:

- Work closely with Heads of Year, pastoral teams, and SEN staff to ensure joined-up support for students.
- Communicate effectively with parents/carers to provide updates on student progress and offer guidance.
- Keep accurate records of student interventions, progress, and outcomes.
- Contribute to the development of whole-school strategies to promote student wellbeing and engagement.

Influence and Relationships:

- Foster strong relationships with the Senior Leadership Team, the wider school staff, L.E.A.D. Central Support, and external agencies.

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities. Job descriptions are reviewed periodically and update from time to time in line with requirements.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Qualifications and Attainments	Essential criteria	Desirable criteria
	<ul style="list-style-type: none">Minimum of GCSE (Grade A* - C or Grades 9 - 4), or equivalent, in English and Maths.	<ul style="list-style-type: none">Relevant qualifications in education, pastoral care, or student welfare (e.g., Level 3 Diploma in Supporting Teaching and Learning).Other training/qualifications: Safeguarding training, behaviour management training, or SEND-related qualifications.

Skills and Knowledge	Essential criteria	Desirable criteria
	<ul style="list-style-type: none">Excellent communication skills (written and oral) to effectively liaise with students, parents, staff, and external agencies.Strong organisational skills to manage year group activities, attendance, behaviour interventions, and welfare initiatives.Ability to analyse and interpret student data (e.g., behaviour reports, attendance trends, academic performance) to inform decisions and interventions.Basic report writing skills for preparing written updates on student progress, attendance, and welfare for leadership and parents.Team player with the ability to collaborate with staff and work within a multi-disciplinary environment.Strong time management skills with the ability to prioritise tasks and manage multiple deadlines.Excellent record-keeping abilities for maintaining detailed and confidential student records.Proactive self-starter with the ability to manage own workload, show initiative, and respond to challenges effectively.Ability to manage student behaviour consistently and proactively, using restorative practices and evidence-based approaches.	<ul style="list-style-type: none">Proficient in MS Office (Word, Excel, Outlook, PowerPoint) and familiar with educational management systems (e.g., SIMS, Behaviour Management Systems).

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Experience	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> Experience working with students in a pastoral or behaviour management role within an educational setting. 	<ul style="list-style-type: none"> Previous experience as a Head of Year, Tutor, or in a pastoral role with responsibility for student welfare, behaviour, and attendance. Experience of working with parents/carers to address attendance and behaviour issues and implement strategies for improvement. Proven ability to monitor and address behaviour using data and develop intervention strategies tailored to individual students. Experience of liaising with external agencies such as educational psychologists, social services, and local authorities to support students' welfare. Experience managing challenging student behaviour and implementing effective behaviour management plans. Experience in managing attendance concerns and working to reduce persistent and severe absenteeism.

Personal Attributes	Essential criteria
	<ul style="list-style-type: none"> Openness to learning and development to stay current with best practices in student welfare, behaviour management, and educational support. Positive attitude towards personal development and training to continuously improve skills and knowledge relevant to the Head of Year role. Commitment to promoting equality of opportunity, diversity, and inclusion within the school community. Strong interpersonal skills with the ability to build positive relationships with students, staff, and parents. Integrity, confidentiality, and empathy in managing sensitive student information and welfare concerns. Integrity, confidentiality, and empathy in managing sensitive student information and welfare concerns. Flexibility and adaptability to work with students from diverse backgrounds and varying needs.

Additional Requirements	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> Enhanced DBS check required. 	<ul style="list-style-type: none"> Driving licence and access to own vehicle (if required for travel to external agencies or other schools).



How to apply

Closing date: 1st June 2025
Interview date: TBC
Contact email: hr@birleysecondaryacademy.co.uk
Contact number: 0114 239 2531

Visit our websites vacancy page to apply for this position.

<https://www.birleysecondaryacademy.co.uk/vacancies/>

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.



About the Trust

L.E.A.D. Academy Trust was established by Diana Owen, CBE in 2011 using her considerable experience as an executive headteacher, National Leader of Education, Primary Strategy Consultant Leader, coach and mentor.

The Trust comprises 24 primary and 3 secondary academies across the East Midlands. All academies strive to achieve the highest standards of behaviour and conduct while providing outstanding teaching and learning.

Our values

The acronym L.E.A.D. embodies the four key principles at the heart of the Trust: strong leadership at every level; empowering everyone to aim high; providing the opportunity for all to achieve and constantly driving for improvement.



Lead



Empower



Achieve



Drive

“We are determined to bring about change and improvement to educational standards in the region by appointing visionary leaders who believe in the Trust’s vision and values and are committed to making a tangible difference to the lives of children and young people.”

Diana Owen, CBE Trustee and Chief Executive of L.E.A.D. Academy Trust.



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Primary
Academies



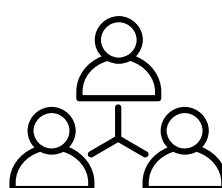
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Secondary
Academies



05

Geographical
Regions



11,500

Pupils



1,650

Staff



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A L.E.A.D. Academy

The Birley Academy

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