

Our mission is: 'Realising potential, transforming lives'

JOB DESCRIPTION

Job Title: SEND Welfare Support Officer

Responsible to: Safeguarding & Inclusion Manager

Accountable to: Safeguarding & Inclusion Manager

Job purpose

To provide targeted welfare, pastoral and safeguarding support and deliver interventions for students requiring additional support to ensure they achieve their qualification aims, make significant progress on their EHCP/Support Plan outcomes and reach their potential.

To work closely with teaching staff and other relevant internal departments to ensure a fully integrated approach is taken to supporting individuals or groups of students.

To work collaboratively with external agencies and families to ensure that students' individual needs are identified, understood, and effectively met in line with their EHCP outcomes.

Key responsibilities

- To provide appropriate welfare support to students with learning difficulties and/or disabilities, including but not limited to, autism, ADHD, social, emotional mental health, dyslexia, hearing and visual impairments and other physical disabilities.
- Review thoroughly EHCP/Support Plans, identifying strategies and approaches to support students in relation to the development of their personal, social and communication skills.



- Plan and deliver interventions for students with more complex and specialist support needs in line with EHCP/Support Plan requirements.
- Through targeted intervention promote the independence of students in education, in readiness for employment and higher education and preparing for adulthood.
- Support students in managing transitions into college life, including increased independence and reduced structure. Support transition planning from school into FE and from FE into adulthood (employment, apprenticeships, or supported living)
- Deliver early intervention strategies
- Ensure targeted sessions are structured, outcome-focused, and personalised to individual student needs
- Adapt interventions responsively based on student progress and feedback
- Contribute to the development and implementation of individual learning support plans.
- Integrate preparation for adulthood themes into intervention planning
- Provide 1:1 or small group support focusing on recognised approaches and resources to increase emotional regulation, resilience, and independence
- Maintain effective records, documents and reports on students' ongoing progression.
- Monitor, track, and evaluate the effectiveness of interventions using clear baseline and progress measures. Adjust support strategies based on evidence to ensure continuous improvement
- Ensure that welfare support is recorded and monitored through our internal systems (EBS Manager).
- Liaise with colleagues, parents/carers and outside agencies and attend meetings and reviews as required, providing progress reports of the impact of interventions against EHCP/Support Plan outcomes.
- Liaise with teaching staff to ensure that students' needs are met in the classroom.
- Contribute to feedback monitoring progress against outcomes for students with Education, Health and Care plans.
- Participate in training activities to upskill, maintain and develop skills required to support students.



- To undertake any other duties and responsibilities and/or special projects commensurate with the grade of post, properly directed by the line manager.

Professional Standards

- Exemplify behaviours which drive behaviour in-line with professional standards.
- Maintain up-to-date knowledge of developments and best practice in your area to provide sound professional advice to the staff.
- Actively participate in professional development and training activities, developing your own personal networks and reflecting on your own performance.
- Be a role model of excellence and professionalism for all students.

Responsibilities common to all Staff

- To establish, maintain and develop professional working relationships with colleagues.
- Follow all agreed Quality Assurance Mechanisms operating within the College and contribute generally to the establishment and development of a quality provision/service.
- The College operates a Performance Management Review Scheme through which objectives and development plans are agreed. All staff are required to participate in the scheme and, with their manager, are jointly responsible for the completion of agreed actions.
- The College is keen to ensure the health and safety of students, staff and visitors. All staff are responsible for complying with the Health and Safety at Work Act 1974 and ensuring no-one is affected by individual acts or omissions.
- The College aims to be a place in which people can work and study free from discrimination. All staff and students are required to comply with the College's Single Equality Scheme.
- To contribute to the College's Mission, Values and British Values.
- To be aware of, and responsive to the changing nature of the College and adopt a flexible and proactive approach to work.
- All employees are required as part of their duties to accept responsibility for safeguarding, Prevent and promoting the welfare of children and vulnerable adults.



- To operate sustainably, ethically and responsibly, and to take action to increase efficiency and reduce consumption and waste

Review Arrangements

- This job description is not a rigid specification but identifies main responsibilities, which will be amended in the light of organisational need and in discussion with the postholder.

Working at the College

Our environment is inclusive, friendly and supportive, with high expectations for both staff and students. To thrive in our environment, you will need to be resilient, positive, able to work autonomously, have a strong work ethic, and put our students at the heart of everything you do.

Our College values are:

We put our students and customers first - prioritising students and their learning and progress, realising their potential, delighting our customers

We recognise that people are our greatest asset – recruit and retain the most talented staff, investing in them to fulfil their potential, creating a wealth of opportunities for personal development and progression, creating a culture of co-prosperity, rewarding them for the work they do

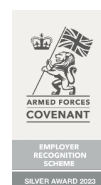
We pursue excellence in all we do - a passion for high quality education, training and skills solutions, holding ourselves to the highest possible standards, meeting (and exceeding) targets, making improvements, valuing creativity, supporting digital innovation and pedagogy

We embrace change - looking forward to the future, embracing new technologies, anticipating and responding to ongoing economic and social needs and demands, maintaining a growth mind-set, exploring new routes to partnership, collaboration and growth

We collaborate and work in partnership with others - actively seeking opportunities to work with others in the best interests of the college community and key stakeholders.

We operate sustainably, ethically and responsibly - taking action to achieve net zero carbon targets, acting with integrity, with high levels of accountability and complete transparency, treating others fairly and with respect, communicating clearly, concisely and openly.

We are guided by the principles of sound financial stewardship and operational efficiency - ever-mindful of an increasingly risk-laden operational environment, the need for



broader sensitivity analysis in budgeting and forecasting and the importance of mitigating risks that could affect the college's solvency.



PERSON SPECIFICATION

Qualifications

Essential

- Possess a Level 3 qualification and 5 GCSEs (grade A-C) including English Language and Mathematics.
- ELSA (Emotional Literacy Support Assistant) trained or willingness to undertake ELSA training
- Hold or be willing to work towards an Introductory Teaching qualification

Desirable:

- Recognised Safeguarding Training (e.g. Level 2/3 Safeguarding Children)
- Experience or training in EHCP processes (assessment, annual reviews, multi-agency coordination)
- Mental Health First Aid or trauma-informed practice training
- Specialist SEND qualification
- Hold a Full Driving Licence.

Experience and knowledge

Essential

- Strong understanding of SEND and Inclusive education practices.
- Demonstrate an understanding of the concept of Inclusive Learning.
- Proven experience of working with young people with specific learning difficulties and/or disabilities in education, such as: Autism, ADHD, Social, emotional and mental health, Speech and language, Dyslexia, Hearing Loss, Visual impairment.
- Experience of supporting behavioural regulation, emotional wellbeing and positive engagement
- Awareness of reasonable adjustments and differentiation

Desirable:

- Experience of multi-agency working and supporting vulnerable students
- SEN specialism experience
- Experience of planning interventions using research-led strategies and approaches

Skills and abilities



Essential:

- Demonstrate strong communication (verbal and non-verbal) and diplomacy skills.
- Ability to build trusting relationships with students
- Adaptability and flexibility
- Highly reliable, proactive and resilient in challenging situations
- Demonstrate a strong level of IT skills.
- Ability to construct written reports, documents and produce individual support plans to a high standard.
- Patience, empathy and emotional resilience.
- To contribute to and maintain College values.
- Must demonstrate suitability to work with children and vulnerable adults.

Updated May 2026

