



Safeguarding, SEND and Inclusion Manager

Discovery Special Academy

DSA097



TEES VALLEY
EDUCATION
www.teesvalleyeducation.co.uk

Safeguarding, SEND and Inclusion Manager



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Status: Permanent

Required: April 2020

Salary: NJC SCP 25 £28,785 to NJC SCP 27 £30,507 (Pro rata £26,665 - £28,260)

Hours: 37 hours, Term Time Only + 4 weeks

Reporting to: Headteacher

Responsible for: Attendance, punctuality, safeguarding, child protection and the operational management of aspects of SEND inclusion and provision

Discovery Special Academy is seeking to appoint a suitably qualified Safeguarding, SEND and Inclusion Manager to join our academy and work as part of the SEND, Pastoral and Welfare Team within the academy and across the trust. This will involve working closely with staff whilst also using your own drive and initiative to develop strategies to:

- support families to ensure that their children attend school regularly;
- ensure that children are kept safe and work positively with a wide range of stakeholders to protect children; and
- enable all children equal access to education by ensuring their pastoral, emotional, physical and medical needs are met.

You should have an understanding of the statutory nature of education welfare work, a good standard of education and excellent communication skills, both verbal and written. You will need to be confident communicating with children, parents, a range of stakeholders and our wider community. As the role currently involves travel across Middlesbrough, Stockton and Redcar, you must possess a current full driving licence and your own car insured for business purposes.

In return, we can offer you the opportunity to join a successful academy within a well-established trust. Both the trust and academy have a strong inclusive ethos and an inherent drive for quality. Discovery Special Academy is dedicated to delivering outstanding inclusive practice through a culture of co-production, experiential learning and growth, where parents and professionals work together to support the holistic development of the child. Our children are proud academy citizens, care for each other and are focused on learning and enjoy coming to school.

We are a fabulous team and we all enjoy working together to improve access to education and outcomes for our children. This is an exciting new role offering a varied and challenging key position in a busy and rewarding working environment with access to continuous professional development, as part of a highly functioning team. This new role has been developed to enhance the excellence of provision already offered in safeguarding, SEND and inclusion.

Applications are invited from prospective candidates who are able to demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join an amazing team and help continue the journey towards excellence. Please note, you will also be required to contribute to the whole academy's planning activities and operate at all times within the academy stated policies and practices.

Tees Valley Education Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

Visits for discussion with the headteacher and to see SEND provision at TVEd are strongly encouraged and can be arranged by appointment with the office at Discovery Special Academy on the following dates: Thursday 12th March at 3:30, Tuesday 17th March at 1:15, Monday 23rd March at 9:30 and Wednesday 25th March at 3:30. Visits will be held at Discovery Special Academy.

Application packs can be downloaded or printed directly from the Trust website www.teesvalleyeducation.co.uk or requested from the academy. Only applications on Trust's official application form will be accepted.

If you are submitting your completed application form by e-mail via Recruitment@tved.org.uk please be aware that the academy cannot be responsible for any formatting anomalies when printing. Hand written or electronic printed copies should be posted or hand delivered to the following address for the attention of Miss Jennifer Duncan:

Discovery Special Academy
C/ O Brambles Primary Academy
Kedward Avenue
Brambles Farm
Middlesbrough
TS3 9DB

If you have any queries about the application process or the position please feel free to contact Carole Tonner, Office Manager, on 01642 248333 or email DICTonner@tved.org.uk.

Closing Date: **Monday 30th March 2020 at 9:00am**

Shortlisting: **Monday 30th March 2020**

Interviews: **Thursday 2nd April 2020**

JOB DESCRIPTION

To provide comprehensive and strategic coverage of daily operations involving welfare, safety and oversight of safeguarding and pastoral care including punctuality, attendance and inclusion support. As Designated

Safeguarding Lead, SEND and Inclusion Manager, you will play a lead role in the running of systems that provide care and support for pupils. The aim of this role is to support children's well-being by breaking down barriers to learning by liaising closely with all academy staff, parents and carers as well as partner agencies. You are responsible for leading and managing extended hour's provision including holiday clubs, taking a lead role in the wellbeing and safety of pupils at this time.

SAFEGUARDING

- Designated Safeguarding Lead working in partnership with the academy's safeguarding team to ensure that all children are protected, following policies and procedures rigorously;
- Offer advice, support and guidance to colleagues to ensure children are safeguarded effectively;
- Attend child protection conferences and other meetings related to the well-being of children;
- Write reports and liaise with other agencies to ensure children are safeguarded;
- Demonstrate the effectiveness of safeguarding through annual reviews and act upon recommendations;
- Ensure staff are appropriately trained for safeguarding in line with legal requirements, understanding individual LA social care thresholds, and best practice;
- Liaise with the senior leaders with particular reference to vulnerable students;
- Lead referrals to outside agencies relating to safeguarding;
- Work with external agencies to remove barriers for SEND, CLA (children looked after), vulnerable, targeted or underachieving students;
- Liaise with parents as required, regarding welfare issues (regular and unannounced home visits are essential to the role);
- Develop and maintain positive relationships with parents and carers, providing professional challenge when required, to ensure that pupils are fully supported and able to achieve;
- Feedback to the headteacher and deputy headteacher each week at senior leadership team meetings;
- Act as the lead professional in all safeguarding matters, including medical matters, when the headteacher and deputy headteacher are offsite;
- Act as the lead professional providing support to children, families and other agencies; and
Keep a high profile around the academy and be visible and active during non-structured time.

ATTENDANCE

- Monitor attendance daily, checking that all children have been accounted for and making phone calls or home visits to ensure children are safe;
- Identify attendance problems and work with children, families and external agencies to find solutions;
- Prepare regular attendance reports and present them at senior leadership meetings;
- Undertake investigations commensurate with the Police and Criminal Evidence Act 1984 and the Codes of Practice thereto, and provide the best evidence as necessary for court action;
- Ensure staff understand the importance of attendance and the impact of non-attendance on the safety, wellbeing and progress of children;
- Develop strategies and policies to improve academy attendance; and
- Support the academy in fulfilling its statutory duties in relation to attendance; lead on ACCs and be capable of instigating legal action following appropriate protocols;
- Meet with Ofsted inspectors and provide detailed information relating to attendance and punctuality and case studies, as required.

SUPPORTING CHILDREN AND FAMILIES

- Work with external agencies (eg; Early Help, Social Care, Occupational Therapy) in the best interests of the children;
- Be a point of contact for parents and carers;
- Help parents, carers and families find support by 'sign posting' them to appropriate agencies including SENDIASS;
- Find ways to build good relationships with parents, carers and families to support their children's education and well-being;
- Advising on Personal Budgets/Direct payments and signposting parents to other sources of funding and support;
- Help to arrange alternative education for pupils who are excluded;

- Work with the academy counsellor and other agencies to ensure children's pastoral, emotional, physical and medical needs are met;
- Ensure children are wearing the correct uniform and take action where appropriate; and
- Lead the Junior Leadership Team.

INCLUSION SUPPORT

- Liaise with LA transport teams and lead on transport arrangements at the academy;
- Be available and visible to parents and carers who bring their children at the start and end of the academy day;
- Ensure safe and effective lunchtimes through ensuring correct staffing ratios and cover when required and be on duty over the lunchtime period;
- Lead referrals to outside agencies relating to access and inclusion;
- Develop the academy accessibility plan, SEN Information report and produce pupil premium/sports premium spending report with DHT;
- Schedule and lead on annual reviews of Education Health Care Plans alongside the DHT;
- Manage the financial aspects of inclusion support alongside the academy and trust business managers, including academy top up funding
- Apply for grants and funding streams to support inclusion;
- Prepare reports and submit requests for funding to the LA to ensure correct bandings and top up fees;
- Prepare reports and documents for submission to any potential Tribunal/appeals process related to place planning and admissions; and
- Manage the transition process for SEND students ensuring correct file transfer procedures.

OTHER PROFESSIONAL REQUIREMENTS

- Lead safeguarding and attendance meetings and other meetings relevant to the academy;
- Participate in annual reviews of performance providing clear evidence of impact and case studies;
- Participate in training as appropriate;
- Ensure all appropriate information and communications are disseminated to appropriate staff;
- Fire Marshall duties in the case of fire and/or emergency evacuation where applicable;
- Lead extended hours provision across the academy; and
- Undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

Maintaining Professional Competencies

- Operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them;
- Ensure high level of professional competences by attending regular training and self-study;
- Main the dignity and respect of children, families and colleague through professional behaviour and appropriate levels of confidentiality.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the postholder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the academy in relation to the post holder's professional responsibilities and duties. Elements of this job description and changes to it may be negotiated at the request of either the headteacher or the incumbent of the post. The post holder may be required to work some hours after school and evenings in order to engage with parents and attend external agency meetings as required. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled through direct dialogue with employees, contractors and community members.

Important: In the first instance, applications are assessed against the following criteria:

*overall presentation

*use of standard English

*grammatical accuracy

Where applications do not meet the expected standard, they will be discarded before being matched to the person specification.

PERSON SPECIFICATION		
EXPERIENCE AND QUALIFICATIONS	AM	E/D
An understanding of legislation relating to academy attendance, safeguarding and child protection.	A, I, R	E
An ability to keep up to date with new legislation and best practice regarding attendance, safe guarding, child protection and family support; providing training, guidance and advice to others.	A, I, R	E
A knowledge and understanding of the education system and the local education authority.	A, I, R	E
Significant experience of working in a related area of work.	A, I, R	E
Educated to GCSE level or above.	A, I	E
Has an appropriate professional qualification, e.g. DipSW/DipConnexions / NPSLBA.	A, I	E
Positive Handling training and willingness to become a trainer.	A, I, R	E
Driving Licence and access to a car.	A, I	E
Experience of the annual review process related to Education, Health, Care Plans including appeals, admissions and the Tribunal process.	A, I, R	D
Has a willingness to study for further appropriate professional qualification.	A, I, R	D
Experience of working with children and improving access to services and support.	A, I, R	D
Knowledge of a range of external agencies to support children and families.	A,I,R	D
KNOWLEDGE, ABILITIES AND SKILLS		
Knowledge and understanding of legislative matters related to SEND and the Code of Practice including appeals and tribunals.	A, I, R	D
Ability to prioritise workloads and manage time effectively.	A, I	E
Demonstrable negotiating and problem solving skills.	A, I, R	E
Ability to relate and deal effectively with clients, colleagues and external agencies at all levels including being confident to offer professional challenge.	A, I, R	E
Ability to assimilate, analyse and action information from a variety of sources.	A, I, R	E
Ability to work with challenging families and be assertive, where appropriate.	A, I, R	E
Ability to work as an effective team member.	A, I, R	E
Self-motivation and ability to use initiative.	I, R	E
Excellent oral and written communication skills, including the preparation and sharing of a range of reports.	A, I	E
Ability to work with others to review the effectiveness of the academy's performance and develop ways to continually improve.	A	E
Proven track record of effective time / personnel management.	A	E
Ability to welcome, engage with and positively support all stakeholders.		E
Excellent interpersonal skills.	I, R	E
Flexible and adaptable.	A, I, R	E
Commitment to and understanding of equal opportunities and child protection.	A, I, R	E
Commitment to excellence to provide the best possible outcomes for children.	A, I, R	E
Tenacity, enthusiasm and drive.	A, I, R	E
Ability to/willingness to contribute to the whole school context (including INSET).	A, I, R	D
A proven track record of innovation, coupled with a desire to further improve outcomes for young people and their families.	A,I	D

AM (Assessment Method) - A - Application Form, I - Interview, R – Reference

E – Essential D - Desirable

SAFEGUARDING CHILDREN

The Trust, and its academies, are committed to Safeguarding and Promoting the Welfare of all children. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action

Working Together to Safeguard Children DfE 2018

The Trust pays full regard to DfE guidance 'Working Together to Safeguard Children DfE 2018'. Anyone who works for the Trust, who is likely to be perceived by children as a safe and trustworthy adult (including volunteers and staff employed by contractors), is subject to appropriate checks in line with current legislation and best practice.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking checking details with the Disclosure and Barring Service.

EXPLANATORY NOTES

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted.

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced CRB checks and DBS checks.

Candidates should be aware that all posts in Tees Valley Education involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post.

Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered 'not applicable' if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

As part of the DBS application and as a form of identification, all candidates invited to interview must bring the following documents:

Route 1 – 3 documents (at least 1 must be from Group 1, the other 2 can be from any group)

Route 2 – 3 documents (1 from Group 2a and 2 from 2a or 2b, plus External ID check)

One document must confirm the applicant's date of birth and another confirm the current address. In addition to the above, if you are successful, you will be required to conduct an external ID check (this is an automated process completed online).

Route 3 – 5 documents (birth certificate and 4 other documents - 1 from 2a and 3 from Group 2a or 2b)

One document must confirm the applicant's current address

Group 1 – Primary Identity Documents	
Current valid passport (UK or overseas)	Biometric Residence Permit (UK)
Current driving licence - photocard & counterpart (where applicable). (UK, Isle of Man, Channel Islands and EU – full or provisional)	Birth certificate – issued at time of birth (UK, Channel Islands – including those issued by UK authorities overseas)
Adoption Certificate (UK & Channel Islands)	
Group 2a – Trusted Government Documents	
Current driving licence - photocard (UK and overseas)	Current driving licence – paper (UK and EU)
Birth certificate – issued any time after birth (UK & Channel Islands)	Marriage/civil partnership certificate (UK & Channel Islands)
Fire Arms Licence (UK & Channel Islands)	HM Forces ID Card (UK)
Group 2b – Financial & Social history documents	
Mortgage statement (UK or EEA)	P45/60 Statement
Bank/Building Society Statement (UK)	Council Tax statement
Credit Card Statement (UK or EEA)	Work Permit/Visa (UK)
Financial Statement, eg Pension, investments (UK)	Sponsorship letter from employer (outside UK)
Benefit statement, eg child allowance, pension (UK)	Utility Bill
EU National ID card	Cards carrying PASS accreditation logo
Letter from Headteacher or Principal	
A document from Central/Local Government/Government Agency/Local Authority giving entitlement (UK & Channel Islands), eg from the Department for Work and Pensions, the Employment Service, HMRC, Job Centre, Social Security, etc.	
ID validation must be attempted in order. If you are unable to validate via Route 1, move to Route 2, if unable to validate Route 2, move to Route 3.	

Failure to meet any of the above routes may mean that you will be sent for fingerprinting by the Police which you should be aware is likely to cause delay to the DBS application process and subsequently the recruitment process.

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references for candidates that are shortlisted for interview and may also approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory DBS check
- Verification of professional status such e.g. QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

HOW TO APPLY

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