



We're looking for a
**Safeguarding and
Pastoral Support
Lead**
to join our team!

Safeguarding and Pastoral Support Lead

Required September 2020

Term Time + 5 days / Permanent Contract

37 Hours per week

Salary £23,295 - £24,836

(NELT SCP 23 – 25 £26,999-£28785 pro rata)

The North East Learning Trust is seeking to appoint a motivated and ambitious Safeguarding and Pastoral Lead with effect from September 2020. The post will be based in Diamond Hall Junior Academy. The successful candidate must have a good level of literacy and numeracy, excellent communication skills. Have a good understanding of child protection and safeguarding practice and legislation as well as an understanding of Government and Local Authority guidelines and expectations of attendance and the routes to follow if children fall below expectation.

The successful candidate will:

- Be Designated Safeguarding Lead
- Deal with attendance, behavioural, pastoral and welfare issues.
- Support and work with pupils and families to maximise learning for individual pupils
- Contribute to the development of a whole school approach to overcome obstacles to learning and improve pupil participation in learning and whole school life.

Deadline: 19th June 2020
Shortlisting: Week Commencing 22nd June 2020
Interviews: 30th June 2020

How to apply:

Application packs can be downloaded from the website.

Letters of application should be returned with application forms to karen.oliver@diamondhalljuniors.co.uk or by post to Mrs Karen Oliver, Diamond Hall Junior Academy, Well Street, Sunderland, SR4 6JF

Job description

Post title:

Safeguarding and Pastoral Support Lead

Responsible to:

Headteacher

Job purpose:

- To manage effectively safeguarding and pastoral concerns that arise within a mainstream school setting.
- To support and work with pupils and families to maximise learning for individual pupils.
- To act as the Designated Safeguarding Lead.
- To contribute to the development of a whole school approach to overcome obstacles to learning and improve pupil participation in learning and whole school life.
- To work closely with and support the Special Educational Needs and/or Disabilities Co-ordinator in meeting the pastoral needs of pupils.
- Manage and maintain the Medical Needs Register and medical care plans.
- To contribute, develop and deliver a proactive pastoral/safeguarding program to students -working closely with SEMH/RSE and Cultural Capital Leaders in school.

Duties and responsibilities:

Managing Safeguarding referrals

- Refer
 - any cases of suspected abuse to the local authority children's social care
 - cases to the Channel programme where there is a radicalisation concern
 - cases to the Disclosure and Barring Service where appropriate
 - cases where a crime may have been committed to the police
- Keep detailed, accurate and secure written records of all concerns and referrals on CPOMs and carry out regular analysis to identify areas of concern.
- Provide systematic reports, associated analysis and action plans around themes within referrals rates/content to inform proactive practice in school and contextual safeguarding themes.
- Complete, record and share necessary risk assessments around safeguarding concerns for individuals or groups of students.

Working with staff and other agencies

- Ensure all staff can access and understand the School's Child Protection and Safeguarding Policy and procedures (especially new, part time and non-teaching staff).
- Inform the Headteacher of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and any police investigations.
- Liaise with the case manager and the local authority's designated officer for child protection concerns in all cases where a member of school staff is involved.
- Liaise with senior staff on matters of safety, safeguarding and when deciding whether to make a referral.
- Act as a source of support, advice and expertise for staff.
- Understand the assessment process for providing early help and intervention – initiate EHA for student and families as required.
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.
- Attend and contribute to child protection case conferences effectively.
- Develop skillset to action professional challenge within multi-agency meetings and beyond. Understanding the process to escalate concerns within Children's services.
- When required, be the lead professional for EHs in school – understand the procedures and paperwork required as a Lead professional.
- Liaise with social workers, and any other external agency that can assist in the safeguarding process.
- Liaise and develop strong working relationships with the Police and local organisations.
- Work alongside and make referrals to professionals from other agencies.
- Support the work of the SENCo and work with outside agencies in support of pupils with special educational needs and/or disabilities.
- To be the key person to receive operation encompass notifications and ensure appropriate support is put in place for the child.

Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role.
- Undergo Prevent training and be able to:
 - Support the school in meeting the requirements of the Prevent duty
 - Provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to:
 - Provide advice and support to staff on protecting and identifying children at risk of FGM
 - Report known cases of FGM to the police, and help others to do so
- Undergo training on the recent updates to Keeping Children Safe in Education 2019 e.g. Peer on Peer Abuse.
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role.
- Deliver CPD to staff at least once a half-term on pertinent safeguarding topics and updates.

Raise awareness of Safeguarding, Pastoral Welfare and the pastoral needs of those with Special Educational Needs and/or Disabilities

- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Raise awareness of the vast range of different needs within the school community and promote acceptance of difference and equality.
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them.
- Deliver assemblies to all students to improve their awareness of safeguarding and pastoral welfare.
- Liaise with the PSHE lead to ensure the curriculum includes key safeguarding topics that are bespoke to each year groups' needs.
- Ensure that safeguarding is at the forefront of all students and staff daily processes and a vigilant culture exists within the school.

Attendance

- To complete preparatory work for the Trust welfare officer.
- To prepare data as required for monitoring purposes each half term, term, mid-year and end of year.
- Working with pupils and their families in addressing absence issues

- Working with pupils and families in promoting high standards of punctuality and attendance
- Working in partnership with other agencies to reduce persistent absence and children missing in education in order to promote safeguarding of pupils
- Supporting the Headteacher and other relevant senior staff in establishing overall attendance targets, focusing on individual persistent absentees and monitoring outcomes for pupils.
- Developing programmes that include setting targets for individual pupils in areas of attendance, punctuality, achievement and behaviour.

Management of New Arrivals:

- To be responsible for the induction of new arrivals as per the school New Arrivals Policy including those children entering the school from abroad.
- To make contact with parents in the first instance to arrange an induction programme within 10 days of the school receiving notification from the LA admissions
- To obtain full, relevant data from families to assist in early, accurate assessment and early, tailored provision
- To be aware of the content of pupil files transferred from previous school and ensure that relevant information is shared to enable others in school to fulfil their duties
- To liaise with families daily during the first few weeks and regularly during the first term

Other areas of responsibility

- Writing and updating policies in line with government documentation.
- Where children leave the school, securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file.
- Develop good working relationships with DSLs within feeder schools – support the transition arrangements and gathering of pupil needs prior to and as part of transition. Attend relevant core groups, CTM and EH for incoming students prior to their transition.
- To provide support for pupils identified as in danger of becoming disengaged from school for emotional, behavioural and attitudinal reasons.
- Undertake safer recruitment training and support the school to follow best practice.
- Contribute to the writing of termly safeguarding reports to the governing board/TRUST Leads.
- Model best practice and always uphold the principles of confidentiality and data protection.
- To keep up to date case studies of impact of procedures on safeguarding, progress and attainment.

- To keep up to date case studies of impact of intervention support of LAC/PLAC students.
- Work with teachers, pastoral staff and other professionals to draw up and implement plans for the support of individual pupils and groups.
- Working with families/carers of children in need of extra support to keep them informed of child's needs and progress and to secure positive family support and involvement.

The above list of duties is extensive but not exhaustive and may not identify each individual task which may reasonably be requested of the post holder. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the time of post, but, in consultation with you, may be changed by the head of school to reflect or anticipate changes in the job commensurate with the grade and job title.

Person specification

	Essential	Desirable
Education/training	<ul style="list-style-type: none"> Numeracy and literacy equivalent to GCSE grade A* - C or 9-4 or NVQ equivalent. Understanding of Child Protection and or Special Educational needs. IT skills sufficient to carry out the role, for example, input data, producing reports. Knowledge and understanding specific to the post, for example, Keeping Children Safe in Education, the SEND Code of practice. 	<ul style="list-style-type: none"> A level or higher qualifications. Relevant professional qualification. Managing Medication training Knowledge and understanding of Health & Safety First Aid Certificate
Experience	<ul style="list-style-type: none"> Experience of working with young people and their families. Experience of working under pressure and managing deadlines. Experience of prioritising work load. Experience of working in a school, social work or special educational needs setting. Knowledge of the principals of confidentiality and data protection. Knowledge of government and local authority guidelines on expectations of attendance and the routes to follow if children fall below expectations 	<ul style="list-style-type: none">
Aptitude and skills	<ul style="list-style-type: none"> Effective oral and written communication. Excellent interpersonal skills to work effectively with young people, families, carers and a range of professionals. Organised. Excellent time management skills. Ability to keep accurate records. Ability to provide reports and analyse data. 	<ul style="list-style-type: none"> Willingness to keep up to date with changing legislation and guidance. Willingness and commitment to undertaking further training.
Personal qualities	<ul style="list-style-type: none"> Professionally discreet. Be empathetic. Calm and kind. Resilient and tenacious 	

References:

Any relevant issues arising from references will be taken up at interview.

DBS and pre-occupational health:

The North East Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

An enhanced DBS check and pre-occupational health check are an essential part of the selection and recruitment process.

Equal opportunities:

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community.

Applications with disabilities will be granted an interview if the essential job criteria are met.