

**Assistant Principal - Inclusion**

At Ark Elvin Academy we are working hard to provide all our pupils with an excellent education and are looking for committed teachers and support staff to join us at this exciting stage in our school improvement journey. Our team of enthusiastic, high expectations staff have transformed our school and we are just as excited about the next step in our school improvement journey as we work together to deliver the outstanding education our community need and deserve. We are deeply committed to our mission:

*“To ensure that every pupil leaves Elvin confident, articulate, and culturally aware; able to pursue careers they are passionate about, contribute to society and live happy, healthy and fulfilled lives.”*

In our last OFSTED inspection (October 2019) it was recognised that at Ark Elvin Academy:

**“Pupils, parents and staff all agree that Ark Elvin Academy has improved out of all recognition. Pupils are proud of the school.”**

**“The headteacher and leaders have very high expectations…… Staff want all pupils to succeed in every area of their lives, not just academically.”**

**“The school is a calm, safe and supportive place for pupils. Pupils behave very well in lessons. They get on well with one another and with adults.”**

We are a large non-selective secondary school in the London borough of Brent, with excellent transport links to central London. We are committed to ensuring teachers can focus on teaching and have the opportunity to refine and develop their practice in the classroom and develop their leadership skills, we have:

* twice as many training days as is standard
* weekly professional development for all staff.

In recruiting our next Assistant Principal - Inclusion we are seeking the following from applicants:

* A growth mindset
* Record of high-quality teaching and evidence of supporting student to make beyond expected progress
* A commitment to serving our diverse community in Brent
* A commitment to our school vision, values and improvement process
* A team player with high standards of professionalism and courteousness
* High expectations for themselves and our pupils
* The potential to be an exceptional leader

You will become part of a close-knit professional community of enthusiastic colleagues who benefit from the training, guidance and support from both the Ark network, one of the country’s top performing school groups and our North London region of schools where we work closely with, amongst others, four outstanding schools; Ark John Keats Academy, King Solomon Academy, Ark Academy and Isaac Newton Academy.

Our friendly and hardworking senior leadership team is well diverse and are committed to making a difference where its mater most. Supporting staff in all aspects, being important members of the school, and having a great presence that is felt amongst staff and pupils.

We passionately believe in our six pillars and they drive all our thinking and our school improvement at Elvin:

**Strong Discipline**

Calm, purpose, and order are established through the consistency of expectations and explicit teaching of discipline.

**High Quality Teaching**

Teachers are subject experts with an excellent understanding of the intellectual journey they are taking their pupils on and have mastery in effective teaching skills.

**Mastery Curriculum**

Our curriculum design enables pupils to make rapid progress and develop a framework of knowledge and understanding in each subject area that provides a solid foundation for further study.

**Raising aspirations and enrichment**

Pupils understand the opportunities that a school and university education will afford them in terms of careers and quality of life. Pupils develop their passions and interests through an Our extensive enrichment programme.

**Character development**

Pupils develop the characteristics that support their academic achievement, create thoughtful citizens, and allow them to make reflective choices over their personal lives.

**Developing leaders**

All members of staff see themselves as leaders within an aligned community of professionals and are systematically trained in best practice. We create high performing teams to drive our school improvement.

Ark Elvin is on an exciting improvement journey – join us and be part of that change.

Interested in finding out more? Please email our HR advisor, Chantel: c.mutongole@arkelvinacademy.org for an initial conversation and to arrange a call with our principal, Rebecca Curtis.

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| **Closing date:** | Wednesday 20th October, 9am |
| **Interview:** | Applicants will be considered as they are received and may be invited to interview before the closing date |
| **Start date:** | Tuesday 4th January 2022 |
| **Salary:** | Ark Leadership Pay Range |

*Ark is committed to safeguarding children; successful candidates will be subject to an enhanced DBS check*

**Job Description: Assistant Principal - Inclusion**

**The Role**

The postholder will develop and embed our inclusion and distributed safeguarding models to ensure that all our pupils are safe and meet our high expectations. You will effectively deploy resources to secure improved learning outcomes for all pupils particularly the most vulnerable. You will be our Designated Safeguarding Lead with lead responsibility for safeguarding and child protection.

**Key responsibilities**

The post holder will act as the champion for inclusion and safeguarding within the school context and carry out the following duties:

* To develop and embed our inclusion model and secure high expectations, effective deployment of resources and improved learning outcomes for all pupils particularly our most vulnerable pupils
* Designated Safeguarding Lead - The DSL should take lead responsibility for safeguarding and child protection (including online safety). You will provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.
* Embed our distributed safeguarding model ensuring every member of the wider safeguarding team knows their responsibility and is well trained to carry out their duties
* Lead, chair and coordinate our Inclusion meetings ensuring that actions are recorded and followed up
* Lead person for staff and pupil wellbeing
* Lead for Breakfast Club and ensuring all our pupils are having a healthy lunch
* To work closely with curriculum leaders to make sure that the curriculum is relevant, accessible and engaging for all pupils especially our most vulnerable pupil.
* Support the Admissions team to ensure that we have all relevant contextual information for our new pupils including new arrivals to the country so that we can provide them the best possible education.

**Managing referrals**

* refer cases of suspected abuse, significant concerns and presenting issues to the local authority children’s social care as required, and other external agencies such as Early Help, CAMHS and localised services as required.
* support staff who have raised concerns about a child or have made a referral to Children’s Social Care.
* where there are concerns about radicalisation, to make referrals to the Channel programme and offer support to other staff who have concerns about radicalisation (England and Wales only);
* refer cases to the Disclosure and Barring Service (DBS), Disclosure Scotland or Access NI where a member of staff has been dismissed or left following concerns that they posed a risk to a child.
* refer cases to the police where a crime has been or may have been committed.
* ensure the school follows Ark’s procedures for dealing with allegations of abuse against members of staff, the senior leadership team, visitors, volunteers, governors and other professionals, which includes reporting and informing the Head of Safeguarding, the Local Authority Designated Officer (LADO) and People Business Partner of the allegations / concerns; and
* ensuring that a log is kept of all referrals and discussions.

**Working with others**

* work with the Senior Leadership Team to ensure safeguarding is at the heart of the school ethos and that all staff are supported in knowing how to recognise and respond to potential concerns.
* liaise with the head teacher or principal to keep them informed of any safeguarding of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
* as required, liaise with the local authority case manager or the designated officer at the local authority if a concern has arisen regarding a member of staff.
* liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
* work with the People Business Partner to regularly monitor, audit and manage the SCR, ensuring it is complete and meets current requirements.
* meet regularly with the Inclusion / Pastoral Lead or team, Attendance Officers, Head of Sixth Form and SENCO to discuss challenging pupils, vulnerable pupils, SEND and Looked After Children where child protection is also a concern.
* meet regularly with staff members who have safeguarding related roles (e.g. Site Manager, HR Advisor, EYFS Manager);
* act as a source of support, advice and expertise for staff.

**Policies and procedures**

* work with the Head of Safeguarding, governing bodies or proprietors to ensure that the school / college’s safeguarding and child protection policy and procedures are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
* ensure that the safeguarding and child protection policy and procedures are available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the school / college’s role in doing so.
* link with the local LSBC to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
* ensure that the IT policy is current and the procedures relating to safeguarding and protection of sensitive data are being following.

**Training**

DSL should undertake training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL should also undertake Prevent awareness training.

In addition to the formal training set out above, develop their knowledge and skills via online training, e-bulletins, opportunities to network with other DSLs, and attend locally arranged briefings. These opportunities should be taken up at least once a year but more regularly if possible; to allow them to understand and keep up with any developments relevant to their role so they:

* understand the referral and assessment process for early help and intervention, including local criteria for action and local authority children’s social care referral arrangements.
* recognise when alleged incidents are one-offs or there is a sustained pattern of abuse.
* know about child protection case conferences and reviews and can contribute to these effectively when required.
* is aware of the needs of any vulnerable children i.e., those with special educational needs, young carers and those receiving support from the local authority including a child in need, a child on a child protection plan or a looked after child.
* keep detailed, accurate and secure records of concerns and referrals.
* understand the role of the school in terms of the Prevent duty where required, and is able to provide advice and support to staff on protecting children from the risk of radicalisation;
* understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
* recognise the additional risks that children with SEND face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
* attend refresher and other relevant training.
* encourage a culture of listening to children and taking account of their wishes and feelings in terms of what the school does to protect them.

**Staff Training**

* have induction training covering child protection, an understanding of safeguarding issues including the causes of abuse and neglect.
* Ensure that staff members are able to identify the signs and indicators of abuse, respond to disclosures appropriately and respond effectively and in a timely fashion when they have concerns.
* ensure that all staff members have completed safeguarding training, which is updated at appropriate intervals, and at least annually, to ensure they are kept up to date with relevant safeguarding and child protection developments.
* ensure all staff members have read and signed acknowledgement to Part 1 of KCSIE 2018, supported by completion of the Ark KCSIE online training module;
* ensures that all staff have access to and understand the school’s child protection policy and procedures, especially new and part time members of staff;
* assess staff competency after all safeguarding training throughout the year;
* ensure all staff and volunteers are confident to report any child protection concerns, or poor / unsafe practices, and what action they should take if their concerns are not acted upon appropriately by the person they have reported it to;
* keep a log of all safeguarding and related training undertaken by staff, volunteers and governors;
* provide regular briefings and updates at staff, departmental and governor meetings to help ensure that everyone is kept up to date on latest policy developments and reminded of their responsibilities;
* understand the specific safeguarding issues as highlighted in KCSIE and ensure that staff are aware of Appendix C in the Safeguarding Policy e.g. gang violence, mental health, forced marriage, trafficking, domestic violence, honour based violence, FGM). Appropriate training should be accessed as required.
* ensure all teaching and non-teaching staff receive regular and up to date on-line safety training, with at least one staff member having accredited training e.g. CEOP / EPICT and ensure that all staff are aware of their responsibilities regarding data protection and online safety.

**Record keeping**

* keep detailed, accurate and secure written records of safeguarding concerns and referrals. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails;
* ensure the school follows Ark’s standardised recording and storing information system including disclosures, casework, referrals, decisions and actions or another system that provides similar functions;
* where children leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure delivery and confirmation of receipt should be obtained. In addition, consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

**Availability**

During term time the DSL should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the DSL would be expected to be available in person, it is a matter for individual schools and colleges, working with the DSL, to define what “available” means and whether in exceptional circumstances availability via phone and or MS Teams or other such media is acceptable.

**Working with the Safeguarding Link Governor**

The Safeguarding Link Governor will provide checks, meet with the regularly and report back to the Local Governing Body of the policy, its effectiveness and impact.

The DSL and Safeguarding Link Governor will also provide the Local Governing Body with an annual audit report.

**Person Specification: Assistant Principal - Inclusion**

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| **Education, Qualifications and Experience** | * Qualified to at least degree level or equivalent * Qualified to teach and work in the UK * DSL trained, or willingness to undertake this. * Evidence of continued professional / educations development. * Experience of working within a school environment. * Experience of working in a team, and of taking on a leading role in a team. |
| **Knowledge, Skills &**  **Understanding** | * Excellent skills in literacy, numeracy and ICT. * Highly developed organisational and presentational skills, with the ability to provide written reports or presentations at relevant meetings, including to SLT or the LGB. * Understand the assessment process for providing early help and intervention. * Have a working knowledge of how local authorities conduct a Child Protection case conference and be able to attend and contribute to these effectively. * Ensure each member of staff understand the Child Protection Policy and procedures. * Be alert to the specific needs of children in need and those with Special Educational Needs and Young Carers. * Be able to keep detailed, accurate, secure written records of concerns, referrals and student progress and development. * Have a thorough understanding of the PREVENT Duty and how to protect children at risk of radicalisation. * Have access to resources and be willing to undertake / attend relevant training in relation to the role. * Ability to identify barriers to learning and understand how to address them. * Ability to lead by example, setting high standards of conduct. * Clarity of thought and vision with proven ability to finish a task. |
| **Developing Relationships** | * Ability to develop excellent relationships with pupils in order to gain their trust. * Ability to be a role model for young people. * Has the ability to work with, and communicate effectively with pupils, parents, staff, external agencies and the wider community. * Willingness to accept advice from school leaders. * Positive, team based approach to school improvement, with a ‘can-do’ attitude |