



Deputy Designated Safeguarding Lead / Attendance support

Salary / grade range	Grade SO1 NJC SCP 23-25 £32,076 - £33,945 (Full Time Equivalent)
Hours	Permanent Term time only + 10 day Required asap 37 hours per week
Reports to	Head of School and Designated Safeguarding Lead

Job Description

The following information is provided to assist staff to understand the work content of their post and the role they are to plan in the school.

Whilst every endeavour has been made to outline all the duties and responsibilities of this post, a document such as this does not permit every item to be specified in detail. Broad headings therefore may have been used below, in which case all the usual associated routines are naturally included in the job description.

Purpose of role:

To work positively within the school's curriculum and pastoral system to: -

- Support Teachers and pastoral staff in identifying and addressing the needs of pupils (including those who are eligible for Pupil Premium funding) who need help in overcoming barriers to learning which are preventing them from achieving their full potential. These may include strategies to; improve learning and raise attainment; improve attendance; and raise standards of behaviour
- To act as the school's Deputy Designated Safeguarding Lead
- To record all safeguarding actions within CPOMS
- To attend child in need and child protection meetings (please note the 10+ days will include attending meetings within the school holidays)
- Support the raising of standards in the school by providing SEMH support to individual pupils and their families

Key accountabilities (and specific duties / responsibilities):



RANGE OF DUTIES

- Respond to cause for concerns raised by staff and families in line with the Trust safeguarding policies.
- Record actions and findings within CPOMs
- Analyse current data in regards to schools common safeguarding issues.
- Support families with referrals.
- Contribute to reporting to SLT, and governors on safeguarding.
- Liaise with staff to identify learners who would benefit from SEMH interventions
- Discuss and help decide how identified needs will be addressed
- Implement strategies and support learners in self-esteem and confidence-building activities
- Help learners who are underperforming in their subjects, either on a one-to-one basis outside the classroom or within lessons
- Contribute to the positive emotional health and wellbeing of all pupils, signposting to external providers where necessary
- Draw up agreed action plans with learners and families, outlining the aims of the interventions, and monitor and evaluate their progress
- Develop strategies to support pupils across the school and in the identified group to improve their punctuality, attendance and behaviour
- To work closely with school staff and pupils in their efforts to bring about social inclusion in its various forms. For example, this could be delivered through school assemblies or staff meetings/INSET.
- Visit parents at home to discuss issues, and run group sessions and workshops for parents at school
- Advise parents on behaviour strategies and parenting skills
- Network with other DDSL's, teachers and relevant external agencies and professionals, such as educational psychologists, the police and social services
- To liaise with school and SENDCo, Social Workers and other statutory agencies to access all forms of support and to plan an overall approach to individual programmes of work
- Work with teachers to provide support for pupils and their families who join the school during the course of the academic year
- Organise drop-in 'offload' sessions, where learners can discuss particular issues
- Provide group activities such as anger management classes
- Maintain accurate records and prepare written reports and evaluations
- Help to secure funding to support learners' additional educational needs
- Manage own professional development through undertaking relevant training and sharing best practice with other learning mentors and staff
- Help with transition activities for learners moving to secondary schools or on to further education.
- Observing existing protocols relating to confidentiality and data protection
- To act in the role of Deputy Designated Safeguarding Lead

SUPERVISORY/MANAGERIAL RESPONSIBILITIES



- To supervise support staff within your working environment
- To allocate work of Learning Mentor and support staff and monitoring the quality of that work
- Assist with deployment of Learning Mentor and support staff

SUPERVISION AND GUIDANCE

- Responsible to the Head of Academy but is expected to seek guidance from appropriate sources

RANGE OF DECISION MAKING

- To make decisions using your own initiative where appropriate within established working practices and procedures.
- The post holder will be expected to use good common sense and initiative in all matters relating to:
 - the conduct and behaviour of individual, groups of pupils and whole classes
 - the correct use and care of materials by individual and small groups of pupils
 - the safety, mobility (if required) and hygiene and well being of the pupils

RESPONSIBILITY FOR ASSETS, MATERIALS ETC

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- To be responsible for the care of all equipment and materials within the classroom/designated area of the school in conjunction with other members of staff
- The provision, use and storage of equipment and materials prepared by the post holder and used by the children with whom the post holder is working

CONTACTS

- Internal at all levels, parents/carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Contractors, External Agencies

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS

- Will have long periods of sitting or standing
- Will have periods of supervising children outdoors in sometimes extreme conditions
- Available to work during school hours term time and a willingness to be flexible as may be required to attend staff meetings/training sessions/meetings outside of usual hours

FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level



The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School



Personal Specification - Senior Learning Mentor

Attributes	All attributes are essential (E) or desirable (D) as indicated below	How measured, e.g. application form (A), interview (I) test (T)
<p>Qualifications</p> <ul style="list-style-type: none"> • GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 4 • Designated Safeguarding Lead qualification • Learning Mentor Level 3 Qualification • Level 4 NVQ Counselling & Psychotherapy or equivalent qualification or educated to graduate level. • Other relevant qualifications relating to the post e.g. Level 4 NVQ in Health/Childcare, first aid qualification. • Evidence of further training/development and/or willingness to participate in further training and development opportunities e.g. relevant learning strategies, literacy and/or particular curriculum or learning area such as sign language, bi-lingual, dyslexia, ICT, maths, English etc. 	<p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>E</p>	<p>A / T</p> <p>A/I</p> <p>A</p> <p>A</p> <p>A</p> <p>A / I</p>
<p>Experience</p> <ul style="list-style-type: none"> • Have a minimum of 2 years of working as a schools Designated Safeguarding Lead • Previous experience of working in schools in a similar role • Experience of working in youth, community or social work with children of the relevant age with complex needs • Experience of working in a team situation 	<p>D</p> <p>E</p> <p>D</p> <p>E</p>	<p>A/I</p> <p>A / I</p> <p>A / I</p> <p>A / I</p>



<ul style="list-style-type: none"> • Clerical/administrative/financial experience • Provide evidence of having previously spoken fluently to service users at an Advanced Threshold Level 	<p>E</p> <p>E</p>	<p>A / I</p> <p>A / I / T</p>
<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> • Excellent communication and listening skills • The ability to analyse problems and devise solutions • Assertiveness in dealing with pupils and fellow professionals • Determination to see problems and solutions through to the end • The ability to empathise • A non-judgemental approach • Organisation and time management skills • The ability to relate to young people and adults and to build trust so that they can achieve their full potential • The capacity to motivate and act as a role model • Effective negotiation skills • Flexibility and adaptability, as well as the ability to work well under pressure • Report writing skills and the ability to maintain accurate records • A commitment to equality and diversity • An understanding of confidentiality and the handling of sensitive information • Knowledge of, and a commitment to, safeguarding in schools 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A / I</p> <p>A / I / T</p> <p>A / I</p> <p>A / I</p> <p>A / I / T</p> <p>A / I</p> <p>A / I</p> <p>A / I</p> <p>A / I / T</p> <p>A / I / T</p> <p>A / I / T</p> <p>A / I</p> <p>A / I</p> <p>A / I</p>
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Work constructively as part of a team with a willingness to 	<p>E</p>	<p>A</p>



<ul style="list-style-type: none">share knowledge, expertise and experience.• Ability to remain calm under pressure: prioritising conflicting demands and deadlines• Demonstrate good co-operative, interpersonal and effective listening skills.	E	A
	E	A

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.