



## The Park Community School

Nestled close to the beautiful North Devon coast and at the edge of Exmoor, The Park Community School is one of two 11-16 comprehensive schools in Barnstaple. Park was opened in 1972 following the re-organisation of selective education in the town; however, the origins of the school date back to 1910, with the site housing both the Boys and Girls grammar schools. Many elements of the original buildings remain and these help to link the school to its proud and strong history.

The school currently educates 1472 students, mainly from the town of Barnstaple and outlying villages. In recent years, the popularity of the school has meant that the geographical catchment has increased, with many students now travelling some distance to join us. Most year groups are currently oversubscribed.

The school is a founding member of The Tarka Learning Partnership (TLP), an academy trust with a vision to empower young people in North Devon through learning. The Trust includes Park's main feeder primary schools - Eden Park Academy, Sticklepath Community Primary Academy, Landkey Community Primary Academy, Roundswell Community Primary Academy, Newport Community School Primary Academy, Fremington Primary School along with North Molton Primary School. TLP also includes the Devon Primary SCITT, a partner dedicated to primary school teacher training.

TLP supports Park and ensures academic rigour, collaboration and the further development of teaching and learning. Park also has strategic alliances with the North Devon Academic Board, and is a member of South West Institute for Teaching (SWIFT) and the North Devon Teaching School Alliance. This reflects a key focus of our vision and governance to ensure continual school development.

As part of the Tarka Learning Partnership we are a Safe Employer and thorough checks will be carried out as part of our commitment to Safer Recruitment. We do not accept Curriculum Vitae. Any successful candidate would be subject to a fully enhanced DBS check, and would be expected to adhere to our Safeguarding and Child Protection Policy as well as other mandatory policies. For more information please contact HR below.

### Support Staff Vacancy Details

Job Title: **Deputy Designated Safeguarding Lead & Pastoral Manager**  
Contract Type: **Permanent**  
Vacancy Closing Date: **10th January 2022, 9am**  
Interview Date: **Week commencing 10th January 2022**

### How to Apply

Please visit <http://www.theparkschool.org.uk/working-for-us> to download the relevant application form. If you would like to discuss any aspects of the vacancy in advance of applying please contact 01271 373131 or email [hr@theparkschool.org.uk](mailto:hr@theparkschool.org.uk). Please note we do not accept Curriculum Vitae.



## **Job Description**

*Potential applicants should be aware that this post is currently being reviewed as part of a potential restructure for September 2022 as the skills related to this position are in higher demand currently. Therefore candidates interested in full time posts are encouraged to apply, along with candidates who have team leading/management experience or higher level related qualifications and experience.*

**Job Title:** Deputy Designated Safeguarding Lead & Pastoral Team Manager

**Responsible to:** Assistant Head Teacher & Designated Safeguarding Lead

**Work Pattern:** Term Time only, Typical working hours would be Monday - Friday 8.15am - 4.15pm  
plus some holiday hours totaling 1500hrs.

**Grade:** NJC Grade E Salary Range (Full Time Post £24,012 - £27,041 pay award pending)

FTE 1500hrs per year, Actual salary range (Starting point £21,374 - £24,070 pay award pending, including holiday pay)

### **Principal Accountabilities:**

1. As deputy safeguarding lead, you will support the Designated Safeguarding Lead (DSL) and lead in the absence of the DSL.
2. Managing a small team of Pastoral Leads to meet the needs of identified students across the school. Either on a group basis or one to one, the post holder will liaise with other managers and facilitate packages for the students on a model of assess, plan, do and review through a team of pastoral leads.
3. Working as a Level 3 trained Safeguarding Officer to investigate, record and share information appropriately about students who may be at risk of abuse and, where necessary, liaising with the Multi Agency Safeguarding Hub (MASH), providing on-call safeguarding support and advice for students and staff. You may also be asked to report to meetings involving external agencies in support of the safeguarding process.
4. To provide a complementary service to that given by existing teachers and pastoral staff, addressing the needs of children who require help in overcoming barriers to learning in order to reach their full potential.
5. Prioritising students who may be vulnerable or disadvantaged.
6. Providing support to students and their families as part of a team, and undertaking welfare checks throughout school.

## **Main Duties:**

### **Key Function 1: Child Protection and Safeguarding**

1. Attend and contribute effectively to Personal Education Plan (PEP) meetings, Child In Need meetings, Child Protection conferences, Early Help, and planning and review meetings; including those taking place out of normal working hours.
2. Liaise with the LA and follow up any referrals made in discussion with the DSL.
3. Attend relevant training on an annual basis.
4. Attend staff meetings/briefings forums/roadshows to reinforce and enhance safeguarding knowledge and practice
5. Be proactive in identifying training needs and inform DSL or Deputy Headteacher in charge of training
6. Keep up to date with safeguarding guidance and policies
7. Contribute to safeguarding training for staff as appropriate
8. Recognise how to identify signs of abuse and when to make a referral
9. Respond appropriately and promptly to disclosures or concerns relating to the well-being of a child
10. Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information
11. Liaise with the Head Teacher and DSL to inform them of any issues and ongoing investigations

12. Facilitating the sharing of information between all in-school stakeholders, local and external agencies.
13. Maintaining records and reporting systems, including CPOMS/Right for Children, by detailing key incidents and interactions with students identified as in need of mentoring support.
14. Managing confidential data in line with the school policies at all times.

#### **Key Function 2: Identifying student needs and manage a small team delivering interventions**

1. Devising intervention plans for individuals and groups of students and delivering this through a team of Pastoral Leads reviewing every six weeks (or more frequently as required) using a model of assess, plan, do and review
2. Identify the needs of students and match the skills of staff to the provision of needs plans in a planned and efficient way to ensure the maximum efficiency from the staff team.
3. Develop mentoring relationships with students, specifically those open to external agencies; extracting students, if appropriate, from different lessons, liaising with teaching staff, working with students in a child centred, trusted and ethical manner.
4. Overseeing and supporting key staff to help identify and support the social, emotional and mental wellbeing of students.
5. Working within a team approach with other professionals to share best practice and maximise effective outcomes.
6. Supporting and developing the whole school mental health strategy with other DDSL, the DSL and other Senior Managers.
7. Supporting the on-call behaviour management function of the school.

#### **Key Function 3: Maintaining regular contact with families**

1. Assisting in maintaining regular contact with families, including home visits, developing positive relationships with parents and carers and liaising with them on pastoral issues.
2. Providing support throughout school holidays virtually and by means of home visits (full time only).
3. Supporting daily attendance checks for students that have been identified vulnerable or disadvantaged and help improve their punctuality in line with the schools strategy.
4. Working closely with the other DDSL to monitor and triage effectively when reporting safeguarding incidents to enable the team to identify safeguarding risks in a timely manner.

Any other reasonable request made by the Headteacher and Line Manager commensurate with the grade and nature of the post.

### **Person Specification**

Shortlisting will be based on these below requirements being evidenced where possible in your application form. Candidates who are successfully shortlisted, will be invited to an interview to explore their suitability for the job.

In addition to the interview you may be required to perform a Task and, or undergo an Observation of skills in practice. If applicable. this is indicated in the Assessment Method column below as follows:

T = A Task/Test of shortlisted candidates for the specified requirements

O = An Observation

<u>Category</u>	<u>Requirement</u>	<u>Essential/ Desirable/</u>	<u>Attribute Assessment*</u>
<u>Qualifications, Education and Training</u>	Good numeracy/literacy skills supported by relevant training and qualifications (C or 5 or above) Level 3 Safeguarding training Willingness to participate in training/development as/when identified by line manager as essential for performance of the post Willingness to participate and help deliver in other development and training opportunities Relevant experience in mentoring young people	E  E E  E  E	
<u>Professional Knowledge and Skill</u>	A good understanding of child development. Ability to develop options and alternatives that will enable children and young people to engage, participate and become partners in the learning process whilst developing their academic, personal, social and life skills. Ability to support children and young people through the learning experience and maximise their contribution, achievement and aspirations. Ability to develop self-worth for students and their families/carers. Knowledge of current government and Local Authority initiatives and their objectives and targeted outcomes. Ability to effectively communicate, influence, engage and motivate young people, their families and carers in order to achieve maximum engagement by all to support the student in achieving their full potential. Knowledge and understanding of Child Protection. Knowledge and understanding of Health and Safety practices and procedures, including risk assessments and other current practices. Achievement of, or willingness to work towards relevant national training. Ability to use IT for administration and student learning. Knowledge of Rights for Children, Early Help and CPOMS Experience of being a Lead Practitioner for Early Help	E E E  E  E  D  E  E  D  E  E  D  D	
<u>Experience</u>	Working with young people whilst following safeguarding policies Working within an educational establishment.	E  D	

	<p>Experience in engaging and motivating young individuals in a variety of contexts.</p> <p>Experience in supporting young people with mental health and anxiety.</p> <p>Working within an extended range of networks and partnerships.</p> <p>Experience of attachment based mentoring/relational approach.</p>	<p>E</p> <p>E</p> <p>E</p> <p>D</p>	
<u>Professional Skills/Attributes</u>	<p>Strong interpersonal and communication skills.</p> <p>Ability to empathise and communicate and collaborate confidently and effectively at all levels from students; suppliers, staff, governors and senior leadership.</p> <p>Excellent IT skills and record keeping.</p> <p>Good personal organisation and time management.</p> <p>Ability to relate to the child.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	
<u>Attitudes</u>	<p>Flexibility in working hours.</p> <p>Enjoy working as part of a team.</p> <p>Able to work under own initiative and independently.</p> <p>Able to reflect and learn from experience.</p> <p>Resilient and able to function well under pressure.</p> <p>Propensity for attention to detail.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	