

**Deputy DSL and Family Support Officer**

**Application pack**

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**Deputy DSL and Family Support Officer**

Thank you for your interest in the post of Deputy DSL and Family Support Officer at Walton-le-Dale High School from as soon as possible.  I hope that our website [www.waltonledale.lancs.sch.uk](http://www.waltonledale.lancs.sch.uk/) will give you a good overall “flavour” of the school.

Walton-le-Dale is a relatively small school which gives us a distinctive atmosphere. Many visitors comment on the warmth and friendliness of the school.  It is a school where the students and staff know each other well.  Our smaller size allows us to see each child as an individual and to cater for them individually. We are proud to be one of only a few secondary schools in Lancashire with the Inclusion Mark, achieved in 2008 and renewed many times since. We currently have Flagship status for the Inclusion Mark, and this reflects the importance of this to our ethos.

This is, and will continue to be, a student-centred school. Everything we do must have the interests of our students at the heart of it.  The strengths of Walton-le-Dale lie in the relationships within the school. Our challenge is to ensure that we make use of these strong relationships to get the best out of our students in terms of achievement. A great education is more than exam results and I believe our success is also reflected in the way our students turn out after 5 years at Walton-le-Dale. Everyone in the school works hard to make this happen.

Our students come from a wide catchment area. Around a third of the students come from the Blackburn area, whilst the rest are local or from the Preston area. We have a large number of feeder schools. We are truly a comprehensive school, with a mixed ability intake. It is noticeable that we have a significant number of students who join the school late. These are often vulnerable students with a wide range of educational, social, and emotional needs. We believe they are attracted to us because of the quality of care and learning support that we offer.  We place a strong emphasis on trying to deliver a curriculum which is relevant and appropriate to our students.  The school offers Key Stage 4 students a wide variety of options for a relatively small school.   These curriculum developments are matched by a very strong focus on teaching and learning as part of our current school improvement plan.

There is a strong team of staff across the school – all staff, not just teachers. They are incredibly supportive of each other, both in a personal and professional sense. Lesson planning is often shared and cross-department sharing of expertise is also common.  Our team of pastoral and learning support staff is exceptionally strong, with HAL’s responsible for our Houses across the school.  We have a team of 10 teaching assistants at various levels and we are extremely proud of the work that we do to support our students based on need.  Individual continuing staff professional development is a strong focus for us, underpinned by a core belief that individuals matter and that the strength of any school is based on the quality of its staff.

I have been recently appointed as Headteacher and have found the students and staff most welcoming. The school really does have a family feel, with a very supportive staff team and has great capacity for further improvement. This is a school where you can make a real difference and have a significant impact. If you believe you have the energy and drive to help us improve our provision further, we would love to hear from you.

Best wishes



Vicky Ardern

Headteacher

**
Deputy DSL and Family Support Officer**

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| **Overview** |

We are a very distinctive school. Many visitors comment on the warmth and friendliness and the strong relationships between students and staff.  We see each child and member of staff as an individual. This is, and will continue to be, a student-centred school. Everything we do must have the interests of our students at the heart of it. In order to make the best provision for our students we recruit and develop exceptional staff.

Safeguarding is vital to our work. Our commitment to this aspect of our provision is shown by the large number of staff who are DSL trained. We are widely known for our pastoral and inclusion work and our safeguarding practice is a key element of this. Everyone who works here knows that safeguarding is a vital aspect of their day to day practice.

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| **The key responsibilities of this role:** |

This is a key role in our school. You will be the Deputy DSL and Family Support Officer – the Deputy Headteacher is the strategic DSL and you will report to her for this aspect of your work. You will be the key point of contact for external agencies related to student and family welfare and, in particular, you will be responsible for those students who are subject to Early Help/CAF referrals and act as the Lead Professional.

**Deputy DSL and Family Support Officer**

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| Job Description |

**POST TITLE: Deputy DSL & Family Support Officer**

**RESPONSIBLE TO:** Deputy Headteacher

**DURATION:** Permanent

**PAY SCALE AND SALARY:** Grade 7 (£29,777 – £33,945) 37 hours per week 8am – 4pm (3.30pm on a Friday), term
time only plus one week (Inset days)

**ACTUAL SALARY**: £25,840 - £29,457

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| Overall Purpose of Post |

* To safeguard and protect the children, young people and staff of Walton-le-Dale High School
* To assist in delivering safeguarding training, update and implement policies and procedures
* To receive safeguarding referrals and coordinate a procedure which addresses and prioritises the needs of those affected by liaising with statutory agencies
* To promote positive attitudes by students and families towards education and to ensure parents are aware of statutory responsibilities
* Working directly with pupils and their families to provide support to overcome particular obstacles to learning in relation to wellbeing, behaviour, or attendance.
* Encourage a culture of listening to children and young people, taking in to account their wishes and feelings so that measures may be put in place to support and protect them.

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| Duties and Responsibilities |

**Family Support Officer**

1. Liaise with relevant staff (teaching and non-teaching) to assess and provide particular support to targeted pupils to improve attendance and enable them to overcome barriers to learning
2. Identify the needs and assess those pupils requiring extra support and support the development of individual action plans for targeted pupils
3. Work in a one-to-one relationship with targeted pupils to implement an action plan
4. Work with parents / carers to help address poor performance/attendance/behaviour
5. Follow up lack of response to first day contact and other contacts by undertaking home visits to keep parents/carers informed and secure positive family support
6. Monitor the implementation of plans and report on progress achieved, support the re- integration of pupils who are persistently absent or are following an alternative timetable
7. Provide extra support to pupils and their parents / carers through knowledge of a range of activities and opportunities available to them
8. Support the development of partnerships with external agencies/organisations to set up resources/initiatives to help address barriers to learning and attendance
9. Maintain accurate and factual pupil records and prepare written reports and evaluations which could be used in evidence in legal interventions
10. Complete relevant referrals to outside agencies for example. CAFs, EHA
11. To be the Lead professional at relevant meeting TAF meetings
12. To attend meetings when required to support students
13. Work with the Attendance Officer and Deputy Headteacher to identify students requiring home visits and further intervention.
14. Act as a source of support, advice and expertise to other staff completing CAFs and leading on TAFs.
15. Liaise with the pastoral team and other staff as necessary, to ensure the best possible support is in place for pupils and families.
16. Liaise with primary feeder schools to ensure smooth transition for children who are currently working with multi-agencies.

**Deputy DSL**

1. Liaise with the Deputy Headteacher especially with regards to ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
2. Complete referrals into Children’s Social Care at Level 3 (intensive support early help) and Level 4 (CP).
3. Act as a source of support, advice and expertise to staff on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
4. To liaise with Deputy Headteacher to coordinate the supervision of cases with staff working in the safeguarding area at Walton-le-Dale.
5. Work directly with child in need cases in the community in order to promote, strengthen and develop the potential of parents/carers and their children in order to prevent children missing in education / becoming looked after and/or suffering significant harm.
6. Maintain accurate, confidential, secure and up-to-date documentation on all cases of safeguarding and child protection.
7. Ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions assigned to Walton-le-Dale High School from reviews, planning and intervention meetings are successfully carried out and monitored.
8. Respond appropriately to disclosures or concerns which relate to the well-being of a child.

**Individuals in this role may also:**

* Supervise other learning mentor staff.
* Support the transition of pupils between phases.
* Contribute to the development of activities to encourage family involvement in the school.
* To support in a relevant professional area or oversee and co-ordinate the provision of a support function or undertake a specialised skilled activity. This may include day-to-day supervision and direction of a small group or team.

 **Role holders may be responsible for:**

* The allocation of work to a small group or team; or
* Accounting for expenditure from agreed budgets; or
* Overseeing the administration of support systems and processes; or
* Undertaking specialised service support activities; or providing service and situation specific advice and guidance; or Using specialised equipment.

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| Accountabilities |

* Attend and participate in Child Protection Conferences and Planning and Review meetings whilst working closely with colleagues in Children’s Services as required, some of which may take place outside of normal working hours
* Plan and complete professional assessments of need and risk (S17 and S47 reports)
* Plan and complete professional assessments of EHA’s and CAF’s
* Maintain confidentiality at all times and be aware of data protection and the sharing of information
* Develop a confidential database of safeguarding referrals as a point of reference for the governors’ reports
* Adhere to Walton-le-Dale High School’s policies

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| **Notes** |

* Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder 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
* All staff are expected to be courteous to colleagues and students and provide a welcoming environment to parents and other visitors.

*This job description, and associated responsibilities, are subject to annual review.*

*June 2024*

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| Person Specification |

This is a summary of the skills, knowledge and attributes and should be read in conjunction with the job specification.

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|  | **Essential** | **Desirable** |
| **Qualifications and Experience** | * Demonstrable experience of working effectively with vulnerable children/ young people in either education, social work, youth work or another related area of work
* Experience of managing child protection cases and investigations
* Experience of working effectively with the parents /carers of children
* Experience of working effectively with a range of professionals to promote children’s learning or welfare
 | * Experience of working in a multi-agency environment
* Significant recent experience in work with children and families in a statutory childcare agency
* Suitable qualifications, possibly at degree level and a willingness to undertake further training
* Post qualifying Certificate in Child Protection or evidence of formal training
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| **Knowledge & Skills** | * Ability to complete S17 and S47 enquiries and reports for conference in a timely manner. Maintain student records and write other reports as required
* Ability to work on one’s own initiative, balance competing priorities and organise a work schedule
* Ability to motivate children/young people by establishing empathic and supportive working relationships
* Comfortable using ICT and word processing
* Demonstrate knowledge of the principles involved in giving advice and guidance to children/young people, including the place of confidentiality
* Demonstrate knowledge of the range of additional support/agencies which can be of assistance to vulnerable pupils and their families
* Ability to summarise clearly and concisely and articulate concepts and proposals
* Ability to produce concise and complex reports
 | * Experience of working with children including work within Child Protection and Multi Agency liaison
* Knowledge of the Children Act 1989, United Nations Convention on the Rights of the Child, Working Together to Safeguard Children and Keeping Children Safe in Education
* Hold a full valid driving licence and have the use of a car
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| **Personal Qualities** | * Like children and have a sense of humour
* A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
* Ability to work under pressure and prioritise effectively
* Commitment to maintaining confidentiality at all times
* Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.
* Willingness to undertake training
* Resilience, self-confidence, self-reliance and self-motivation
* Healthy, with an excellent attendance record
 | N/A |

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| **How to Apply** |

Walton-le-Dale is committed to the safeguarding of all students. The successful candidate will be required to undertake the Enhanced Disclosure process via the DBS.

Completed application forms and letters must be submitted to **lhodgson@wldhigh.co.uk**

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| **Key dates** |

**Closing Date: 12noon on Monday 15th July 2024**

**Interview Date: Wednesday 17th July**

**Start Date: 2nd September 2024**

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| **Selection Process** |

Candidates will be shortlisted and invited for interview on the basis of their applications and letters. The interview process will involve a panel interview, a tour of the school and discussion with key staff, as well as appropriate selection tasks.