



Application Pack and Job Description
Early Help & Family Support Worker /
Deputy Safeguarding Lead
Newton Abbot College



**Early Help & Family Support Worker /
Deputy Safeguarding Lead
Newton Abbot College
Required as soon as possible.
Permanent.**

We are seeking to appoint an Early Help & Family Support Worker/Deputy Safeguarding Lead. The post holder will work with identified students and their families to address the barriers to their learning and help them to manage their own emotional, behavioural and social needs more successfully. They will also work closely with the college's Designated Safeguarding Lead to ensure that safeguarding across the college is of the highest standard and consistency so that all students feel safe, secure and supported and that all matters relating to safeguarding are dealt with effectively.

The successful candidate will:

- Be passionate about helping students to achieve their very best.
- Be committed to the vision and values of the college.
- Have experience of working with young people.
- Be kind, patient and flexible in their approach and a strong communicator.
- Be organised and proactive in their work and a collaborative and trustworthy team player.
- Be a positive and professional role model, demonstrating high expectations at all times, to all staff and students.

If you think you can make a difference to our students and relish the idea of joining our successful, supportive and highly motivated team then we want to hear from you!

Newton Abbot College is an over-subscribed secondary school with a growing Sixth Form that is situated in the heart of Newton Abbot, Devon. Our mission is to support, challenge and inspire every individual to be better than they ever dreamt they could be. To achieve this staff and students share the same set of values and drivers that underpin an ethos of traditional values and incredibly high expectations and a culture of high-quality teaching supported by exceptional pastoral care. Staff wellbeing and professional development are always a priority and we work hard to look after our staff and provide them with opportunities to develop their practice and, if they wish, further their careers. There is a very strong sense of community and team at Newton Abbot College; everybody looks out for one another and everybody is proud of their role; as together we grow our college from strength to strength.

The Ivy Education Trust works closely with all schools within the Trust and beyond. The Ivy Education Trust celebrates the diversity of each of its schools and is founded upon the alignment of vision and values that we all commonly hold to secure the best outcomes for our pupils.

The Ivy Education Trust is committed to providing a broad, balanced and ambitious curriculum in all its schools so all children and young people develop the character and qualifications needed to open doors to their future success. A strong focus on developing and providing inspirational teaching and leadership in all schools, through

school-to-school improvement, ensures outstanding progress and educational enjoyment for all members of the partnership's community.

The unique character of each school is celebrated and nurtured to ensure choice and variety in educational provision. The Trust is determined that all children should be able to attend a good or better school regardless of where they live.

Our mission is to improve life chances for every child and young person we serve, through broadening their opportunities and enabling them to reach their full potential. We support and all members of our learning community to dream big, aim high, and achieve more than they ever thought was possible. If you share these visions and aspirations, then we very much welcome your application for this post.

If you have any questions about the role, then please email Laura Pearl, Designated Safeguarding Lead, on lpearl@nacollege.devon.sch.uk.

Application forms and further information are available from our website, www.ivyeducationtrust.co.uk or via email to people@ivyeducationtrust.co.uk

Completed application forms should be sent to people@ivyeducationtrust.co.uk before the closing date stated below.

Closing date for applications is Monday 17th April, 9am. Interviews will take place once applications have been shortlisted.

Job Description

Job Title:	Early Help & Family Support Worker/Deputy Safeguarding Lead
Location:	Newton Abbot College
Responsible to:	Head of Safeguarding and Student Wellbeing
Salary:	Scale 4, Point 8-12. 37 hrs per week for 39 weeks per year (Full-time equivalent £22,777-£24,496) Actual starting salary £19,505 pa Pro Rata.
Contract:	Permanent
Start Date:	As soon as possible

Key purpose of job:

To work with the Head of Safeguarding & Student Wellbeing, in conjunction with the SEND, Inclusion & Head of Learning Teams, to co-ordinate the college's Early Help response and family support work for identified students and their families.

To assist the Designated Safeguarding Lead to ensure consistency of safeguarding procedures across the college so that all students feel safe, secure and supported and that all matters relating to safeguarding are dealt with correctly, reflecting best practice and following the recommendations as set out by legislation. Therefore, ensuring that all matters relating to safeguarding are recorded according to the college's systems and updated as required.

To work under direct supervision/instruction to support access to learning by:

- Working with other staff, including specialist staff and professional agencies to support the attendance, achievement and progress of students.
- Ensuring all students have equal access to opportunities to learn and develop by removing any barriers arising from their personal circumstances.

Main duties:

- To fulfil the role of Deputy Safeguarding Lead to the best of your ability, ensuring you are up to date with all relevant legislation, practices, developments and strategies.
- To ensure that all safeguarding concerns are dealt with promptly and that all actions, minutes and documentation are recorded appropriately on CPOMS.
- To work closely with the DSL so that the roles complement and support each other, therefore providing a cohesive, thorough and effective safeguarding function.
- To work closely with equivalent colleagues in local schools to ensure that all safeguarding information is shared as part of transition.
- Manage and supervise students excluded from and/or otherwise working to modified timetable in alternative provision, as agreed by DSL
- Take a leading role in managing and delivering Early Help and family support to targeted families, as identified by the SEND, Inclusion & Head of Learning Teams.
- Provide advice to students relating to their social, health and emotional development needs where the student and their family has been identified as requiring help and support.
- Undertake comprehensive assessments of students to determine those in need of particular help through the Early Help process.
- Establish productive working relationships with students and their families, acting as a role model and a single point of contact.
- Arrange and develop 1:1 mentoring arrangements with students and provide support for distressed students individually or in small groups.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the appropriate staff, to support achievement and progress of students.
- Support the co-ordinate the whole-college counselling provision.

- Work closely with the Attendance Officer and Education Welfare Officer to support families where the attendance of their child is a concern.
- Take a lead role in managing the speedy/effective transfer of students across phases and support the reintegration of those who have been absent or who are vulnerable and new to the college and/or education having been home educated.
- Provide information and advice to enable students and their families to make choices about their own learning/behaviour and attendance and consequences of their actions.
- Challenge and motivate students and their families and promote and reinforce self-esteem.
- Provide feedback to students in relation to progress, achievement, behaviour, attendance etc. Establish constructive relationships with carers/parents, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to college and community links.
- Lead on the administrative aspect of the role, e.g. dealing with correspondence, compilation/analysis/reporting on Early Help and family interventions and support, including the use and maintenance of Right4Children.

Support for Teaching and Learning:

- Support students' access to learning using appropriate strategies, resources, eg. homework.
- Support students and their families so as to remove barriers to learning.
- Provide objective and accurate feedback and reports as required, to other staff on students' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Manage record keeping systems and processes.
- Actively seek information, and utilise the range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning.

Support Team

- To support the achievement of the College's objectives by working proactively with colleagues on projects or activities outside direct area of responsibility as required.

Other Duties

- All staff must commit to Equal Opportunities and Anti-Discriminatory Practice.
- The Trust operates a Smoke-Free Policy, and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
- To support the achievement of the college's objectives by working proactively with colleagues on projects or activities outside direct area of responsibility as required.
- To conduct oneself in a manner befitting a member of staff at all times, ensuring behaviours that display positivity to others.
- To make maximum use of opportunities to generate a culture of celebration and praise amongst the staff and students at the college.
- To follow the college's ICT policy for safe use of ICT.
- To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the college's safeguarding policies. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS.
- To place the safeguarding of all children in the college as the highest priority.
- To comply with legislation, policies and procedures relating to confidentiality and data protection, reporting any concerns to the appropriate person.
- To work in compliance with the codes of conduct, regulations and policies of the college and its commitment to equal opportunities.
- To comply with the college's Health & Safety policy and statutory requirements.
- To undertake any other additional duties not detailed above as required and as specified in the college Teachers' Pay and Conditions document, as long as they are commensurate with the level of the job.

This is not an exhaustive list of duties; they may be varied from time to time without changing the general character of the job or the level of responsibility. A high degree of flexibility and adaptability is an important element of this role.

This is a description of the role as it is now. We periodically examine employees' job descriptions and update them to ensure that they reflect the job as it is then being performed, or to incorporate any changes being proposed. We aim to reach agreement on reasonable changes, but if agreement is not possible, we reserve the right to insist on changes to your job description after consultation with you.

Person Specification

Role Requirements:	Essential	Desirable	How Assessed
Qualifications:			
Educated to GCSE grade C level (or equivalent) in both Maths and English	√		Application Form
Educated to A Level or above		√	Application Form
Evidence of further professional study/qualification		√	Application Form
Safeguarding Training to at least Level 2	√		Application Form
Safeguarding Training to at least Level 3		√	Application Form
Experience:			
Experience of working with external agencies in an education or social care setting		√	Application Form; Interview and reference
Proven experience of working with children of relevant age	√		Application Form; Interview
Proven experience of working within a safeguarding role/environment	√		Application Form; Interview
Experience of working with young people with special educational needs (Social, Emotional, Behavioural)	√		Application Form; Interview
Experience of working with the national curriculum and child centered intervention programmes	√		Application Form; Interview
Understanding of the importance of relationship boundaries when working with children and families and awareness of own limits		√	Application Form; Interview
Rights for Children/Early Help training		√	Application Form; Interview
Experience of working with SIMs, CPOMs and Classcharts/Provision Map		√	Application Form; Interview
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation, in particular with respect to the Safeguarding of Young People	√		Application Form; Interview
Working knowledge of national curriculum and child centered intervention programmes	√		Application Form; Interview
Understanding of principles of child development and learning processes and in particular, barriers to learning	√		Application Form; Interview
Full understanding of the range of external support services/providers	√		Application Form; Interview
Ability to plan, under appropriate supervision and guidance, or in collaboration, effective actions for pupils at risk of underachieving for reasons of disaffection and/or exclusion	√		Application Form; Interview
Ability to self-evaluate learning needs and actively seek learning opportunities	√		Application Form; Interview
Ability to relate well to children and adults, including other professionals/carers	√		Application Form; Interview

Within the parameters of this role, to be able and prepared to prioritise, initiate and deliver intervention strategies	√		Application Form; Interview
Personal and Professional Skills and Attributes:			
Ability to recognise and understand the need for confidentiality	√		Application Form; Interview;
Highly motivated and enthusiastic	√		Application Form; Interview;
High professional standards	√		Application Form; Interview
Ability to engage constructively with, and relate to, a wide range of young people from different backgrounds	√		Application Form; Interview
A commitment to high academic standards	√		Application Form; Interview
The ability to motivate and enthuse students	√		Application Form; Interview
Good organisational skills	√		Application Form; Interview
Ability to work effectively with and command the confidence of teaching staff	√		Application Form; Interview
The ability to assess and review young people and family circumstances and plan appropriate responses, drawing on in-college and external advice and expertise where necessary	√		Application Form; Interview
Well developed interpersonal skills	√		Application Form; Interview
A commitment to working to strict deadlines	√		Application Form; Interview;
Ability to effectively use ICT to support learning, or to undertake training to do so	√		Application Form; Interview
Ability to self-evaluate learning needs and actively seek learning opportunities	√		Interview
Ability to demonstrate and promote good practice in line with the ethos of the College	√		Interview
Willingness to participate in training/ development as/when identified by line manager	√		Interview
Evidence of continuing professional development		√	Application Form; Interview
Ability to work effectively as a member of a team	√		Application Form; Interview
Understanding of safeguarding issues and promoting the welfare of children and young people	√		Interview
Suitability to work with children	√		Interview; References

Ivy Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All employees are expected to undergo Disclosure and Barring and employment checks.

Why work at Newton Abbot College? Because we look after our staff.

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Fairy Godmother scheme – every member of staff has an anonymous fairy godmother who leaves them messages (cards and/or gifts).
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Annual flu jab offered to all staff.
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Annual diary/and or planner and staff handbook for all staff to aid planning and induction.
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No am briefings after a late-night whole school event.
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No after school meetings in the first and last week of each half term.
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In-trust career development and leadership courses; support to access the NPQ suite of courses and progression opportunities within the college's leadership structures.
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Centralised detention system for non-completion of homework and behaviour that does not meet expectations.
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All teaching staff receive weekly incremental coaching as their personalised CPD to develop pedagogy; no whole school one-size-fits-all approach.
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Staff social events each term and staff sport sessions/running club.
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PowerPoint clicker, visualiser and timer for all teaching staff to facilitate lesson delivery.
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Dedicated INSET days following exam and assessment windows to allow for marking, moderation and planning.
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Regular safeguarding updates to empower & protect staff.
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New staff buddy system: a buddy outside the department to catch up with for support.
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Transparent meetings schedule and sacrosanct line management meetings to ensure consistency of experience.
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Room 101 – regular opportunities to meet with the Headteacher and talk about things you'd like to change about the college.
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Laptop and tablet for teaching staff to allow for administering of ClassCharts without interrupting use of PowerPoint/other software delivering the lesson.
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Late start/early finish cards x 2 for every member of staff.
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SLT & coaching team open door policy.
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College calendar published at the year start detailing deadlines for advance notice.
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Centralised department schemes of work and shared resources.
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Three cover supervisors employed to minimise rarely cover.
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Only three data drops a year per key stage, staggered to ensure drops are manageable and timely.
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Cake (and fruit)-at-break Fridays.
- 

Communication strategy that protects time outside of the school day by promoting a 7am-7pm email window, core working hours, individual working patterns and no-email days.
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Numerous strategies to value staff contributions e.g. colleague of the month, thank you postcards, shout-outs.

Our mission is to provide all our students with the best educational experience we can. We are driven by having high expectations & standards in all we do; delivering high quality lessons that inspire & engage; maximising opportunities & outcomes; treating all individuals with care & compassion; and creating a strong culture & college community.