

Job Description



Post Title	Emotional Well-being Practitioner and Deputy Designated Safeguarding Lead (DDSL)
Grade	6
Location	St Georges Primary School
Reporting to	Headteacher

Purpose of Role

To work under an agreed system of supervision taking a lead role within the school to address the emotional needs of pupils who need particular help to overcome barriers to learning.

Key Responsibilities

1. To promote and safeguard the welfare of children.
2. To support the Designated Safeguarding Lead (DSL) in:
 - a. making referrals to EHASH
 - b. writing reports for and attending CiN, core group, strategy and MARAC meetings and child protection conferences
 - c. liaising with Social Care, health and the police
 - d. ensuring that all staff training and understanding is up to date
 - e. provide support and advice to staff on safeguarding matters
 - f. working closely with families in need of support
 - g. undertake safeguarding training to DSL level
3. Take a lead role in managing and delivering pastoral support to pupils
4. Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable
5. Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development
6. Assist teachers with the development and implementation of Individual Behaviour/Support/Mentoring plans
7. Establish productive working relationships with pupils rooted in mutual trust
8. Arrange and develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
9. Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
10. Challenge and motivate pupils, promote and reinforce self-esteem
11. Support teachers with the management of behaviour day to day, de-escalating emerging issues and resolving problems using Restorative Practices
12. Provide feedback to pupils in relation to progress and achievement in behaviour, attendance etc
13. Manage liaison with feeder schools and other relevant bodies to gather pupil information
14. Manage record keeping systems and processes
15. Take lead role in the development and implementation of appropriate behaviour management strategies

16. Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
17. Take supporting role in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.
18. Administrative support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc.
19. Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
20. Contribute to the overall ethos/work/aims of the school
21. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
22. Attend and participate in regular meetings
23. Recognise own strengths and areas of expertise and use these to advise and support others
24. Participate in training and other learning activities as required
25. Ensure that all pupil information (welfare, behaviour logs etc) are properly maintained so that accurate information can be communicated to the trustees and Governing Body on a termly basis.

The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on Thrive Co-operative Learning Trust, as your employer and you as an employee of the council. In addition to the overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the H&S policy.

Safeguarding Children

Thrive Co-operative Learning trust is committed to safeguarding and promoting the welfare of our pupils and young people. Each school has a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff to share this commitment. All post holders are subject to a satisfactory Enhanced disclosure from the Disclosure & Barring Service (DBS) and satisfactory employment references, as well as identification and qualification checks which will be required before commencing duties.

Responsibilities for Staff:	Ensure that all staff training is up to date, that staff understand how to use record keeping systems.
Responsibilities for Customers/Clients:	Safeguarding and promoting the welfare of children. To share the corporate responsibility for the well-being and discipline of all pupils. To maintain positive relationships with the parents and carers of the children. To be responsible for your own safety and that of others.
Responsibility for Budgets/Financial Resources:	None
Responsibility for Physical Resources:	Prepare, maintain and use equipment and resources, including ICT, for use in relevant learning activities. Records and relevant files on pupils

		E	D	How Identified
Qualifications	TA level 3 or equivalent qualification	✓		AF, QC

	GCSE in English & Maths at Grade C or above	✓		
	TeamTeach training		✓	
Relevant Experience	Experience of working in an education environment	✓		AF, I
	Experience of working with both small & larger groups of pupils	✓		
	Experience of working with primary age children	✓		
	Experience of working with vulnerable families.		✓	
	Using Restorative Practices.		✓	
Skills & Abilities	Motivation to work with children and young people	✓		AF, I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓		
	The ability to work independently and use their initiative	✓		
	Awareness of the importance of confidentiality	✓		
Knowledge	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	✓		AF, I
	Post holder should have basic knowledge of ICT and its applications	✓		
	Knowledge of relevant policies/codes of practice and awareness of relevant legislation	✓		
	A knowledge and commitment to working in line with Restorative Practices.	✓		
	Knowledge of the range of issues that adversely affect children and families causing emotional distress; an understanding and knowledge of how to provide in-school support or where to access outside support.	✓		
	Knowledge of the ways in which emotional distress manifests itself in children.	✓		
Interpersonal/ Communication Skills: Verbal Skills	Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people	✓		AF, I
	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	✓		
	Ability to establish professional, effective working relationships and liaise with outside agencies.	✓		
	Ability to engage in dialogue with and listen to children and families.	✓		

Written Skills	Ability to maintain accurate and up to date records of progress	✓		AF, I
Personal Qualities	Commitment to continued professional development	✓		AF, I
Disclosure & Barring Service	The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced disclosure from the Disclosure & Barring Service and Children's Barred list check	✓		DBS
	This post is exempt from the Rehabilitation of Offender Act 1974 the candidate is required to declare full details of everything on their criminal record.	✓		(after short listing)