

**SJCMAT**

**JOB DESCRIPTION and PERSON SPECIFICATION**

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|  |  | **DATE PREPARED:** May2023 |
| **AREA/SECTION:** | SJCMAT Central Team |
| **JOB TITLE:**  **SALARY:** | Head of Safeguarding, Attendance, Behaviour and Culture  L12-L16 | **Evaluation date:** May 2023  **HOURS**: FT/TT (+ all year-round availability) |

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| **PRINCIPLE RESPONSIBILITY:**  Head of Safeguarding, Attendance, Behaviour and Culture is a critical and high-profile role which is responsible for ensuring that all students are safe, healthy, happy, and achieving academic success. You will be accountable for leading the development and implementation of the organisation's safeguarding policies and procedures, as well as ensuring high standards in attendance and promoting a positive student culture. The role requires a strong leader with a track record of success in safeguarding, and impact on attendance and behaviour. Your work will have a direct impact on student outcomes and will support all students to reach their potential.  You will influence and collaborate with a wide range of people including your immediate colleagues, other people professionals and stakeholders across the Trust. You will be adaptable, able to prioritise competing deadlines in a fast-paced environment and lead your team and your collaborators through ambiguity and organisational change. |

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| **ROLE PURPOSE** |
| **Safeguarding** The post holder will take the lead for trust-wide safeguarding and child protection practices and procedures, in accordance with statutory guidance and best practice. They will act as the trust lead DSL and be a source of specialist expertise on safeguarding across the trust. They will ensure that the trust’s approach to safeguarding reflects and continuously adapts to support the mission, values and strategy of the trust and play a key role to ensure high quality delivery of parent and family engagement is developed across SJCMAT.  **Attendance & Student Culture** The successful candidate will lead the development and implementation of a Trust-wide behaviour strategy built around a set of core principles that characterise the approach of successful academy behaviour policies (<https://www.gov.uk/government/publications/behaviour-in-schools>) . These include:   * Having a clear understanding of what the academy culture is * High expectations of pupils and a belief that all pupils matter * Consistency and attention to detail in the execution of academy routines, norms and values.   These principles will support our headteachers to create calm and safe environments and to develop effective behaviour management systems, so that all pupils, including those who are vulnerable or have additional needs, benefit from a academy culture where they are able to fully engage with their learning. In addition, the successful candidate will lead the development and implementation of a Trust-wide attendance strategy that is informed by the best available evidence into improving attendance and play a pivotal role in securing improved outcomes for students by implementing strategies to improve attendance in partnership with key stakeholders. |

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| **PRINCIPLE RESPONSIBILITIES** |
| **Strategic**   * To promote and safeguard the welfare of children and young people across the trust, including supervision for academy DSLs * Champion safeguarding and pupil welfare at the most senior level to ensure the trust executive team recognise gaps, risks and reputational risks * To lead on the strategy, development, implementation, and compliance of safeguarding across the Trust * Ensure the effective maintenance and delivery of safeguarding which aligns with educational and development plans * To monitor, and where necessary challenge senior leaders’ approaches to safeguarding and welfare * Establish Trust data tracking systems to support effective trust-wide data analysis and reporting, to inform intervention strategies, policy and training. * Create, analyse, interpret and communicate safeguarding and welfare data and information, providing timely, accurate and relevant updates and reports to the Trust’s leadership team and the trust board and relevant committees * Attend trust meetings when required to do so, including trust board/committees, as the lead officer for safeguarding and welfare related matters * Liaise with the link director for safeguarding and welfare as directed by the CEO. * Where necessary, represent the trust with partners across on safeguarding and welfare related matters * Quality assures the work of members of the safeguarding and welfare team in academies |
| **Operational Management** |
| * Lead on the development and delivery of safeguarding and welfare across the trust in accordance with statutory guidance and best practice, including annual audits of safeguarding and welfare at each setting * Evaluate the efficacy of trust/academy approaches to safeguarding and welfare to use this analysis to maintain a trust wide development plan for safeguarding * Review, on an annual basis all statutory guidance related to safeguarding and welfare to inform changes to practice and training requirements * Design and deliver safeguarding training to all DSLs and ensure this is rolled out to all academies. Organise and deliver training to other staff where necessary, including governors and directors. * Liaise with trust leaders and directors to inform them of required changes to practice as a result of changes to guidance * Provide specialist advice and supervision to academy DSLs, acting as the first point of contact in relation to complex safeguarding and child protection matters  and lead a professional network of DSLs to identify and share effective practice  and facilitate a coaching forum for continuous improvement of safeguarding practice. * Design, develop and maintain a bank of safeguarding and welfare resources bespoke to the trust for use trust wide * Develop relationships and partnership working with external agencies and partners * Ensure information is organised in a systematic fashion to enable auditors/inspectors to perform any evaluation of safeguarding and welfare * Support the CEO with trust planning and delivery of safeguarding and welfare * Support academies with the preparation for Ofsted inspection on safeguarding and welfare matters and be available for inspections where required * Work with colleagues to ensure that each academy has accurate records of safeguarding training for all staff * Work with colleagues on the procurement of external sources of support/quality assurance for safeguarding and have plans in place to achieve this * Lead on organisational preparation and responses to external requests for information on safeguarding in conjunction with the data protection officer (DPO) * Provide both on site and remote support on all safeguarding matters, including safeguarding complaints * Signpost all academy DSLs to appropriate and relevant support for children and their families * Lead on the development of a trust wide approach to communication with parents/carers on safeguarding and welfare issues * Research and be informed about the wider safeguarding context, and identify developments and changes to be incorporated into trust wide practice * Audit the quality of safeguarding and welfare provision, identifying where improvements need to be made and work with the DSL and/or senior leadership team to improve practice |
| **Behaviour & Culture**   * Lead on the development and implementation of a Trust-wide behaviour strategy and . play a central role in policy development related to pupil well-being * To promote and actively support the mental health and wellbeing of our students by developing and supporting the implementation of the behaviour across the Trust to a high standard, informed by SEN data and teacher observations. * Track, monitor and evaluate the impact of interventions; analysing data and reporting to Directors. * Plan and deliver professional development on behaviour, contributing to whole Trust professional development * Support staff and pupils to ensure that all stakeholders feel safe, both in and out of the academy site, and ensure all concerns are dealt with professionally and appropriately |
| **Attendance**   * Working with leaders across the Trust to develop attendance policies, strategies and management systems built around the DfE framework: <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#principles-of-an-effective-whole-school-attendance-strategy> * Ensuring that all academies promote strong attendance for all pupils by removing barriers and taking all possible steps to reduce persistent absence. * Line managing our attendance officer(s) to ensure that all statutory processes are followed. * Contribute to raising achievement by improving student attendance. |
| **General**   * Follow all of the Trust’s policies and procedures relating to legislative and statutory requirements, including on Health and Safety and Safeguarding, including those required by Company education and charity law, Data Protection, and funding agreements * To be aware of and support difference and ensure equal opportunities for all * To attend meetings within the trust and external events as required * To maintain constructive relationships and communicate with other agencies/professionals/parents and pupils * To recognise own strengths and areas of expertise and use these to support * To maintain confidentiality always in respect of school-related matters and to prevent disclosure of confidential and sensitive information * Promote a safe and healthy environment for pupils, staff and visitors * Other duties commensurate with the grade of the post as directed by the trust CEO |
| The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the Academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the trust. |

| **PERSON SPECIFICATION** | | | **Tick relevant column** | |
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| **The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only** | | | **Essential** | **Desirable** |
| **1.** | **Personal Qualities**   1. Belief that every student should have access to an excellent education regardless of background. 2. A commitment to the Trust’s core purpose around giving children the best possible Catholic education. 3. A commitment to supporting the Catholic ethos of the Trust.   **Education & Qualifications**   1. Good standard of education to include English and Maths at GCSE (or  equivalent) at grade C or above 2. Relevant Safeguarding training i.e. train the trainer, FGM, Prevent etc. 3. Degree or equivalent experience 4. Full clean driving licence and car available for business use | | X  X  X  X  X  X  X  X |  |
| **2.** | **Experience**   1. Relevant personal and professional development 2. Safeguarding Training  - Designated Safeguarding Lead 3. Knowledge of educational legislation, guidance and legal requirements 4. Extensive experience working at a senior level in safeguarding and welfare 5. Experience in safeguarding in education 6. Experience of leading behaviour and culture in either primary or secondary settings. 7. Experience of improving attendance in either primary or secondary settings. 8. Experience of using data tracking software to inform practice, policy and intervention across an educational setting   . | | X  X  X  X  X  X  X | X |
| **3.** | **Skills**   1. Motivation to work with children and young people 2. Ability to form and maintain appropriate relationships and personal boundaries with children and young people 3. Demonstrate knowledge of the range of additional support / agencies which can be of assistance to vulnerable pupils / students and families 4. Demonstrate knowledge of the principles involved in giving advice and guidance to children / young people, including the place of confidentiality 5. Ability to maintain student records and write other short reports as required 6. Ability to record and produce minutes from safeguarding meetings 7. Ability to work on one’s own initiative, balance competing priorities and organise a work schedule 8. An understanding of the ‘Early Help’ process and referral process to social care 9. An ability to coach and develop the Safeguarding and Welfare Officers, and other relevant staff sharing knowledge and expertise as appropriate 10. Organising their time and working to meet deadlines 11. To have an openness to learning and change 12. Experience in engagement with and influence on external stakeholders and multi agency collaboration.   **Interpersonal/Communication skills/Verbal Skills/Written skills**   1. Ability to establish professional, effective working relationships with a range of partners / colleagues and children and young people 2. Have good interpersonal skills 3. To be a person of integrity and to be able to maintain confidentiality 4. Organising meetings 5. To be able to remain impartial 6. Flexibility and have excellent communication and organisation skills 7. Writing agendas and accurate concise minutes 8. Record keeping, information retrieval and dissemination of data / documentation, to the relevant people 9. Good writing skills including ICT and keyboarding skills | | X  X  X  X  X  X  X  X  X  X  X  X  X  X  X  X  X  X  X  X  X |  |
| **4.** | **Knowledge**   1. A knowledge and commitment to safeguarding and promoting the welfare of children and young people 2. Knowledge of IT systems such as Arbor and CPOMS 3. Knowledge of ‘Framework for the Assessment of Children in Need and their Families’ 4. Knowledge of safeguarding and behaviour procedures within the Trust 5. Working knowledge of complex issues surrounding vulnerable families and relevant agencies to support them 6. Knowledge of the key characteristics of effective behaviour in schools 7. Knowledge and understanding of the latest research into improving attendance. 8. Experience in the use of data to inform policy, practice and intervention. | | X  X  X  X  X | X  X  X |
| **5.** | **Competencies and Other Skills**   1. Understanding of relevant policies/codes of practice and awareness of relevant legislation 2. Ability to persuade, motivate, negotiate and influence 3. Ability to plan and develop systems 4. Ability to self-evaluate learning needs and actively seek learning opportunities 5. Able to travel to trust sites and external visits as required with the post | | X  X  X  X  X |  |
| **6.** | **Other skills**   1. Experience of working at a senior level in a relevant area, e.g., within education or other relevant public sector 2. Experience of working across multiple sites | | X | X |
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| **The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.** | | | | |
| **7.** | | **Disclosure of Criminal Record:** | | |
| The successful candidate’s appointment will be subject to the Trust obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service (if ticked as an essential requirement). | **P** |  |
| If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record. | **P** |  |
| If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only. |  | N/A |
|  | | **The employment checks are required:** | | |
|  | | * Evidence of entitlement to work in the U.K. * Evidence of essential qualifications – section 2 of PS * Two satisfactory references * Confirmation of medical fitness for employment * Registration with appropriate bodies (where applicable) | **P**  **P**  **P**  **P**  **P** |  |