



JOB DESCRIPTION

Job Title: Inclusion & Safeguarding Officer with additional strategic responsibility for Persistent and Severely Absent students
Grade: SO2 (SCP 26-28)
Reporting to: Assistant Principal / Senior Leader responsible for Attendance

Job Purpose:

Under the direction of the Assistant Principal for Attendance, the role involves supporting the day-to-day inclusion and safeguarding systems and processes across the academy, ensuring total consistency, efficiency, and rigour in approach. This includes providing high-quality mentoring to students within the academy and taking ownership of the success of the interventions provided. Additionally, the role supports the Designated Safeguarding Lead in ensuring that all students are safe and well looked after. The role also involves supporting the actions of the Attendance and Pastoral teams to improve attendance and punctuality across the academy, particularly for persistent and severely absent students. Addressing potential barriers that negatively impact school attendance for these students is a key responsibility, as is building strong relationships with families and the community to improve attendance and reduce the percentage of persistent and severely absent students, with a particular focus on disadvantaged students.

Main Duties:

- Work as a Child Protection Officer, updating the CPOMS child protection database, ensuring that all reported incidents are dealt with efficiently.
- Maintain an in-depth knowledge of all students in the academy who have Inclusion needs, sharing information where appropriate with class teachers and other colleagues within the academy.
- Relentlessly seek to improve the attendance of persistently absent and severely absent students at the academy, in order to meet targets, set by the Principal.
- Contribute to 'Individual Pupil Risk Assessments' (IPRAs) and support colleagues to ensure that they are kept up to date and reviewed regularly so that they remain fit for purpose.
- Support the Designated Safeguarding Lead in meeting academy's obligations with regards to students who have been issued with Education Health and Care Plans (EHCPs), students that have FFI finding and those who have been granted access arrangement support.
- Support the Designated Safeguarding Lead (DSL) in tracking the progress and monitoring the welfare needs of all students.
- Work alongside other pastoral colleagues, Vice Principal, Assistant Principals and Heads of Year to plan and implement strategies that will improve the attendance and attainment of individual and targeted groups of students.
- Provide operational oversight of attendance for persistently absent and severely absent students in ensuring highly effective and robust safeguarding practices are in place.
- Attend meetings with parents /carers and multi-agency meetings, when appropriate.
- Initiate and oversee 'Early Help Plans' as required.
- Facilitate counselling services for students in need of support and / or refer students to the appropriate service.
- Execute the requirements of the Positive Discipline Behaviour policy within the Academy, ensuring that all policies, procedures and protocols are adhered to by all colleagues, in full.
- Relentlessly seek to support the inclusion and safeguarding needs of young people at the academy in order to meet targets set by the Principal and Local Governing Body.

- Monitor and analyse attendance data daily for persistently absent and severely absent students to identify areas of concern and act accordingly to improve the figures, with a particular focus on disadvantaged and SEND students.
- Undertake home visits to support parents / carers, to encourage persistently absent and severely absent students to come into school and discuss the link between absence and attainment.
- Advise parents / carers about the legal process if their child becomes a persistent or severely absent student.
- Assess the needs of students and use detailed knowledge and specialist skills to support student's learning and positive behaviour development. Put in place actions which support students but do not undermine the Positive Discipline policy.
- Develop relationships with students identified as needing support in order that academic and behaviour progress targets are met.
- Liaise with parents/carers and staff on student inclusion and welfare matters keeping them informed regarding disciplinary issues and actions.
- Communicate positive and negative concerns to parents and carers working with them to ensure improvement where there are concerns.
- Ensure all student records are kept up to date both electronic and hard copy and that all relevant information is disseminated to staff including interaction logs for students on the Tier system.
- Report regularly to Heads of Year, including meetings, to agree appropriate, co-ordinated, individual support plans and re-integration plans for Pupil Premium students, persistent absentees and severely absent students.
- Where required, support the management of Education Supervision Orders made in court.
- Implement and develop re-integration strategies to support persistent absentees and severely absent students, in order to resolve any difficulties and reduce the likelihood of further absences.
- Liaise with Heads of Year, and other staff regarding attendance issues and arrange meetings as appropriate to provide ongoing support for persistent and severely absent students.
- Liaise with and organise support as required with external agencies and partners.
- Work with Primary Schools to support the Transition of vulnerable / high need students to the academy.
- Support in the delivery of safeguarding training as required.
- Work with the behaviour team in coordinating the re-integration of students and re-integration of severely and persistently absent students.
- Provide the Designated Safeguarding Lead with regular comprehensive updates on inclusion / safeguarding matters in respect to students on personal caseloads, seeking advice and guidance where required.
- Provide support to the Inclusion and Attendance team as required.
- Provide support to the Administration Team as required.
- Attend key after school events and fully participate in training days.
- Attend staff training and briefings as required by the Principal.
- Attend middle and senior leadership meetings as required by the Principal.

Accountability Key Performance Indicators:

- Accountable for ensuring that students are safe and well looked after across the academy.
- Accountable for taking the correct action in relation to safeguarding concerns and documenting this accurately.
- Accountable for ensuring that attendance for persistently absent students and severely absent students is below national average.
- Accountable for ensuring that attendance for disadvantaged students, persistently absent students and severely absent students is above national average.
- Accountable for ensuring that the safeguarding for persistently absent students and severely absent students is robust and highly effective.
- Accountable for ensuring the success of mentoring / support programmes delivered as part of the role of Inclusion and Safeguarding Officer.

Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.
- To complete AM, Break, Lunch & PM duties as required by the Principal.

Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.

Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.

Criteria	Essential/ Desirable
Qualifications	E/D
• 5+ GCSE's grade C/4 and above including English and Mathematics.	E
• Full clean UK Driving Licence.	E
• A relevant level 3 qualification or willing to work towards.	E
• degree or higher-level qualification in a relevant subject.	D
Knowledge and Skills	E/D
• Knowledge of safeguarding issues surrounding children.	E
• Knowledge of the SEND challenges faced by young people.	E
• Knowledge of the social, emotional and mental health needs of young people.	E
• Knowledge of EHCP & SEMH processes.	E
• Knowledge of how to deescalate behaviour incidents.	E
• Knowledge of how to track student academic progress. Good ICT skills.	E
• A passion for education and making a difference.	E
• Excellent communicator.	E
• Effective team member.	E
• Drive and determination.	E
• Ambition.	E
• Energy, enthusiasm, sense of humour. Willingness to contribute to the wider life of the Academy.	E
• Recent experience working in a secondary school.	E
• A good understanding of Positive Discipline.	D
• An understanding of alternative provisions available.	D
• Knowledge of the fair access process.	D
Experience	E/D
• Experience supporting students to improve behaviours.	E
• Experience managing matters of inclusion and safeguarding in a secondary school.	E
• Experience as a 'Designated Safeguarding person'.	E
• Experience working within the inclusion team of a secondary school. Experience working with primary schools to support transition.	E
• Experience responding to complaints from parents.	E
• Experience supporting students to overcome personal barriers to academic success.	D
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Continuous Professional Development	E/D
• Evidence of commitment to Continuing Professional Development	E
Other Conditions	E/D
• Enhanced DBS Clearance	E

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