



Shaw
Education
Trust



Careers

at Shaw Education Trust



Job Title:	Pastoral & Safeguarding Manager (DSL)
Grade:	9
SCP:	SCP 34 – SCP 39
Conditions of Service:	Support Staff Contract
Responsible to:	Headteacher

Job Purpose

Lead and manage the development and child protection in school (directing work as appropriate and liaising with other teams in school). Acting as the day to day safeguarding lead for the school, the job holder will also be required to meet with and support pupils in resolving issues identified.

Key Responsibilities

Support to Pupils

- Under agreed system of supervision, support the emotional needs of pupils in response to individual requirements.
- Liaise with parents/carers, relevant school staff and other key stakeholders and external agencies.
- To ensure that all students are engaged and learning in their lessons and that students adhere to the School Code of Conduct.
- To contribute to the development of school inclusion policy and approaches.
- Working directly with staff and parents and external agencies to improve pastoral support and care for students.
- Provide guidance and advice to staff, pupils and others on pastoral matters, in accordance with Trust policies, procedures and processes.
- Ensure that all queries from parents, pupils and external agencies are responded to by the team within appropriate and reasonable time-scales.
- Write reports for Child Protection conferences, Core Group & Network meetings, Team Around the Family and Early Help Assessments.
- Ensure that appropriate data is collated and issues are resolved within appropriate guidelines.
- Designated 'daily' Safeguarding Lead for the school, taking responsibility to ensure that all safeguarding issues are appropriately referred and dealt with, consulting with the Assistant Headteacher (Inclusion) where new or complex decisions need to be made.
- Lead on the support of victims of child sexual exploitation and develop tactics and approaches in accordance with policy to manage situations that evolve.
- In conjunction with SENCo, other school staff and external agencies as appropriate, participate in the comprehensive assessment of new pupils to identify those in need of extra help to overcome barriers to learning.
- Liaise with parents/carers and staff regarding pupil issues/concerns, including meeting with parents who just 'turn up'.
- Conduct support sessions for pupils, including mediation where required and in accordance with appropriate policy and guidance.
- Record individual information about any pupils, following personal intervention, using the school's management information system & other record keeping systems. Where appropriate, set up and complete APDR paperwork.
- Organise Pastoral Support Plans, including gathering relevant information from pupils, parents and staff, attending reviews and setting targets.
- Promote self-esteem and independence, working with pupils to identify solutions.
- Promote positive values attitudes and good pupil behaviour, encouraging pupils to take

responsibility for their own behaviour in line with school policy.

- Contribute to pastoral supervision of pupils e.g. non-SEN lunch/break time supervision, pupils on alternative curriculum.
- Identify actions following up lesson truancy in response to an 'On-Call'.
- Where appropriate, use CCTV as a reactive tool to inform actions.
- Attend parents evenings, open evening, parents in partnership and new in-take evening.
- To plan individual (and group) mentoring programmes which provide a range of strategies.
- To develop, agree and implement behaviour support agreements with individual pupils and those involved with them.
- To work proactively to prevent bullying, in line with the school's anti-bullying policy and also work to address incidents of bullying, in line with the school's policies and procedures.

Support Safeguarding Management

- Refer cases of suspected abuse to the local authority children's social care
- Support staff who make referrals to local authority children's social care
- concern
- Refer cases to the Disclosure and Barring Service where a person is dismissed or left due to risk or harm to a child
- Refer cases where a crime may have been committed to the police
- Keep detailed, accurate and secure written records of concerns and referrals
- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part time staff)
- Liaise with the case manager and the local authority's designated officer for child protection concerns in all cases where a member of school staff is involved
- Liaise with staff on matters of safety, safeguarding, and when deciding whether to make a referral
- Act as a source of support, advice and expertise for staff
- Understand the assessment process for providing early help and intervention
- Maintain knowledge and the skills required to carry out the role of DSL

Attendance Monitoring

- Regularly monitor and address any concerns regarding pupil attendance; including letters to parents, meetings and liaising with the Education Welfare Officer.
- Keeping up to date and accurate records of interventions and discussions, whilst evidencing the impact.
- Working closely with the School's Leadership Team to develop and implement systems to track and monitor pupil's attendance and punctuality across the school, working in line with school targets and DfE requirements.
- Inputting and analysing data using school processes and procedures, in line with local and national policies.
- To work with families and other stakeholders to secure the highest standards of attendance and punctuality for all pupils.

Working with Others

- Act as a point of contact for the Designated Safeguarding Lead
- Liaise with the Principal/Deputy Principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the Designated Safeguarding Lead/Case Managers and any other local authority staff in relation to concerns raised within school.
- Liaise and support staff (especially pastoral support staff, nurses, IT Technicians, and SENCOs)

or the named person with oversight for SEN in the school) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and

- Act as a source of support, advice and expertise for all staff

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training

- NVQ 3 in Learning & Development Support Services for children, young people and those who care for them or equivalent qualification or experience in a relevant discipline.
- Level 3 Diploma in Management and/or relevant management experience in a similar setting.
- Significant (typically 3-5 years) experience of working in an education setting committed to the inclusion agenda with children and/or young people w
- Experience of supporting young people/children demonstrating a range of social, emotional and behavioural challenges.
- Good IT skills.

Experience / Knowledge / Skills

- Ability to remain calm in situations of high tension.
- Ability to manage own workload and work on own initiative.
- Ability to work constructively as part of a team.
- Ability to relate well to children and to adults.
- Good ICT and record keeping skills.
- Ability to communicate effectively both orally and in writing.
- Good organising, planning and prioritising skills.
- Methodical with a good attention to detail.
- Aware of and has skills in relation to Safeguarding of Young People.
- Aware of Every Child Matters
- Ability to operate within GDPR and confidential parameters.
- Knowledge of issues likely to adversely affect the health and well-being of children and young people.
- Understanding of restorative processes.
- Understanding of how to minimise the consequences and impact of issues adversely affecting health and well-being of children and young people.

Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate. 	<ul style="list-style-type: none"> • Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development. 	<ul style="list-style-type: none"> • Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out. 	<ul style="list-style-type: none"> • Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these. 	<ul style="list-style-type: none"> • Display professional credibility to team, peers, and trustees.

<ul style="list-style-type: none"> • Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness. 		
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Motivate and inspire

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust. 	<ul style="list-style-type: none"> • Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly. 	<ul style="list-style-type: none"> • Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare.

Reflection

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture. 	<ul style="list-style-type: none"> • Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback. 	<ul style="list-style-type: none"> • Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.

Secure accountability by giving tools to succeed by...

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it. 	<ul style="list-style-type: none"> • Have high expectations of yourself and others, seek out best practice. 	<ul style="list-style-type: none"> • Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations.

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

SS 27.05.2021

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.