



Job Description – Permanent Pupil Support Worker (with Safeguarding responsibilities)

Starting Date: Immediate start

Salary: £14,236 - £15,953 (dependent on service and experience)

This does not include the Local Government Pay Award which has yet to be agreed but is expected to be an increase of between 6-8%. This will be back dated to your start date once processed.

Hours: 25 hours per week (with some flexibility on times), 39 weeks (Term-Time only plus 5 INSET days)

1.0 Working with others

The Pupil Support Worker is expected to:

- act as a point of contact with the safeguarding partners, having a working knowledge of locally agreed multi-agency safeguarding arrangements and procedures put in place by Warwickshire Safeguarding.
- liaise with the Pupil Support Co-ordinator with DDSL responsibilities and/or Assistant Headteacher) to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCO's), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the Pupil Support Co-ordinator or when absent the DSL (Assistant Headteacher) and relevant strategic leads, to help support educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.
- communicate with parents/carers and external agencies as necessary
- carry out self and well checks as required, supported by other staff in the safeguarding team

This includes:

- attends and/or contributes to EH meetings, CIN meetings, child protection conferences, strategy meetings and multi-agency exploitation meetings



- develops effective links with relevant statutory and voluntary agencies including Warwickshire Safeguarding.

2.0 Referrals

The Pupil Support Worker is expected consult with the Pupil Support Co-ordinator before referring cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care.
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme.
- and, where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.
- using the prescribed pro forma/system to Children's Social Care and the Prevent policing team for a joint assessment where there is a concern that a child is at risk of radicalisation; and to the Channel panel if subsequently advised to do so.

2.0 Holding and sharing information

The Pupil Support Worker **should** be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping
- ensures that, when a pupil under the age of 18 years leaves the school, all child protection records are passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the pupil's social worker is also informed
- considers whether to share any information about a child leaving the school with the receiving school/education provider in advance so that the receiving setting is appropriately informed in order to support the child as effectively as possible and plan for her/his arrival

3.0 Information sharing

The Pupil Support Worker is responsible for:

- ensuring that information from safeguarding files from other schools are uploaded to CPOMS and that these files are then stored securely
- files are created for new students



- maintaining the safeguarding and prevent training records of all staff
- updating the log of DSL and Safer Recruitment training and reminding staff when they need to complete new or refresher training.

All concerns/incidents should be recorded on CPOMS with the follow up action(s).

Parents/carers should also be informed where appropriate.

Records **should** include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome

Records must be kept accurately and up-to-date.

They **should** ensure the file is only accessed by those who need to see it and where the file or content within it is shared.

4.0 Training, knowledge and skills

The Pupil Support Worker **should** maintain their knowledge and share training with other relevant colleagues throughout their time in post. They **should** revisit their safeguarding training at least every two years as well as regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role. Our school is dedicated to maintaining our knowledge through accessing Warwickshire's network meetings and actively engaging with Warwickshire's integrated training offer.

Training **should** provide the Pupil Support Worker with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the Pupil Support Co-ordinator/DSL has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers



- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or update training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills **should** be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

5.0 Understanding the views of children

It is important that all children feel heard and understood. Therefore, the Pupil Support Worker should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them, and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- work closely with pastoral support staff; the SENCO; the designated teacher for children who are looked after or were previously looked after; staff with designated responsibility for promoting children's mental health and emotional wellbeing; the ICT lead and any ICT support staff; and school nurses in relation to safeguarding matters (including online and digital safety) and whether to make referrals to relevant partner agencies
- The Pupil Support Worker should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

The Pupil Support Worker reports directly to the Pupil Support Co-ordinator.



Person Specification – Pupil Support Worker (with Safeguarding responsibilities)

The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job. Each of the criteria listed below will be measured through; the application form (A), selection test / exercise on the day of interview (T), an interview (I), a presentation (P), references (R) or documentation (D).

Essential Criteria

Assessed By:

| | |
|---|---------|
| Minimum of GCSE English at grade C or above | D |
| Prepared to undertake additional training to develop expertise with families and their differing and diverse needs | A/I |
| Previous experience of working with children and young people | A/I |
| Understanding of the challenges faced by young people and how this can manifest through their behaviours, levels of attendance and engagement | A/I |
| Have detailed understanding of school policies and how they relate to local and national framework / policies | |
| Able to demonstrate good practice and reflective skills to ensure continuous improvement. Trauma informed approaches | A/I/R/T |
| Have detailed knowledge of a wide range of social and economic factors and how these impact on pupils and their families | A/I |
| Commitment to maintaining safeguarding practice at the highest levels | A/I/R/D |
| Ability to maintain confidentiality at all times | A/I/T |
| The ability to work with empathy, respect and sensitivity to and for families and pupils to maintain positive professional relationships | A/I/T |
| Excellent communication and interpersonal skills that are adaptable to the needs of the audience e.g. parents, colleagues or external professionals | I/R |
| High level of written and oral skills | A/I |
| Able to present information, verbally and in writing to diverse groups and individuals | A/I/P |
| Communicate effectively using a variety of forms of technology | D/T |
| Able to organise and lead interventions and training for parents and young people | I |
| Able to manage, supervise and motivate others | A/I/R |
| Able to respond and diffuse challenging situations to ensure conflict resolution | A/I/R |
| Able to use initiative and work with autonomy showing high level thinking skills that are solution focused | I/T |
| Be highly organised with the ability to prioritise work load and meet deadlines | I/T |
| Be pro-active in offering ideas and contribute to school development | I/R |
| Have detailed understanding of schools' policies and how they relate to local and national framework/policies | A/I |
| Commit to flexible working as some visits out of school hours would be required | I |



Desirable Criteria

Assessed By;

| | |
|---|-----|
| Hold a relevant qualification (in social care or child care field) at NVQ level 3 or Equivalent | D |
| Experience of delivering training | A/I |
| Safeguarding Training | A/D |
| Protective Behaviours Training | A/D |
| Early Help Training | D |
| Experience of drafting and implementing action plans to support children/young people | A/I |
| Trauma Informed/ Attachment Awareness Training | A/D |
| Understanding of principles of restorative approaches | A/I |
| Full Driving Licence | D |

We are committed to Safeguarding and promoting the welfare of all those we serve, as well as complying with best practice in the application of safeguarding. Therefore, as this role requires working with Children or Vulnerable Adults a DBS Disclosure will be required as part of the pre-employment checking process, and rechecking will be required as and when determined by the relevant policy.

Working Conditions

The working conditions relate to those non-contractual elements of the job that may impact on the holder of the position, as well as those workplace-based responsibilities that are part of this job. These are not contractual but provide a guide to the working conditions and the potential hazards and risks that may be faced.

Health & Safety at Work

To take responsibility for your own health, safety and wellbeing, and undertake health and safety duties and responsibilities for the role as specified within the academies Health and Safety Policy, and all other relevant health and safety policies, arrangements, procedures, systems of work as specified for the post/role.

Potential Hazards & Risks

The potential significant hazard(s) and risk(s) for this job are identified below. The purpose of recording this information on the job description is so that the health status of the potential and actual post-holders can be assessed with regard to the significant hazards and risks. These hazards and risks should be based on the appropriate activity, process and/or operation risk assessment whereby all of the significant risks are identified, recorded and appropriately controlled. The list below is therefore not an exhaustive list because it is the risk assessment that details all significant risks that could arise out of or in connection with the work activity, but any others will be identified in the 'other' section.

- Working with pupils and families in challenging situations
- Work with vulnerable young people or adults
- Significant use of computers (display screen equipment)
- Occasional lone working including home visits