****

**Job Description**

|  |
| --- |
| **School: Ravensdale Junior School** |
| **Post Title: Senior Safeguarding/Pastoral Lead** |
| **Grade/Pay Range: Grade G point 25-29** |
| **Hours/weeks: 37 Hours / 39 Weeks** |
| **Reporting to: Headteacher** |
| **Department/Team: Headteacher** |

**Overall Purpose of Post**

• To carry out responsibilities which contribute to the achievement of school aims and objectives, including responsibility for child protection and safeguarding policies procedures and strategy.

• To be responsible for ensuring a complementary service is offered which enhances existing provision and supports learning, participation and encourages social inclusion by developing and maintaining effective and supportive mentoring relationships with children, young people and those engaged with them.

• To take a lead role in the strategic management of pupil attendance.

• To take a lead role in addressing the needs of children and young people who require support in overcoming barriers with social, emotional and behavioural difficulties by supporting appropriate interventions that improve learning and behaviour.

• To work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people.

**Main Duties and Responsibilities**

You will be required to carry out the following duties. The nature of the school year requires some of these tasks to be done regularly whilst others will be on an annual cycle. The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

**Safeguarding and Child Protection**

* To take a lead role, working in liaison with governors, head teacher or other members of the school management team in the planning, co-ordinating, management and evaluation of the safeguarding and child protection provision within the setting, to receive and coordinate referrals, arrange action and review services for children and families.
* To liaise with the Head Teacher to inform him or her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
* Attend and participate in Child Protection Conferences and Planning and Review meetings whilst working closely with colleagues in Children’s Services as required, some of which may take place out of normal working hours. This will include negotiating with a number of professionals to identify the support packages required.
* To attend meetings, including any relevant governing body committee meetings, and where appropriate other committees of the governing body, to report on child protection issues and responsibilities.
* To lead on delivering essential safeguarding training and developments to other senior colleagues to ensure consistency of practice. Identify an appropriate agenda and minute meetings.
* To ensure effective implementation of new and revised child protection procedures and systems in accordance with statutory guidelines, legislation, school and education department policy and practice.
* To work directly with vulnerable children and their families and engage with outside agencies to ensure the safety and welfare of our children.
* To have delegated management responsibility for safeguarding and child protection. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
* To ensure that the setting is always presented positively within and beyond the setting and to encourage a culture of listening to children and taking account of their wishes and feelings on any measure the school might have taken to protect them.
* To manage the process of supporting and ensuring the care of children is effective where their living arrangements are at risk of breakdown (including Local Authority placements).
* To provide support and guidance to carers and provide planned interventions as part of agreed plans for children.
* To ensure that children who are victims of abuse are supported appropriately and sensitively and that all actions assigned by setting from planning and intervention meetings are successfully carried out and monitored.
* Manage effective administration of all safeguarding procedures, e.g. processing of referrals, recording outcomes and actions, management of all C.A.F. processes/paperwork.
* To oversee all aspects of planning and completion of professional assessments of need and risk in respect of parents and carers using the Department of Health and the Local Authority criteria for children in need and significant harm. Taking the lead responsibility to coordinate the multi‐agency approach to prevent and address child protection issues and children in need within the setting.
* Responsible for provision of specialist advice to the school management team/governing body on national and local guidelines/policy.
* Interpret matters of policy/procedure/statute to ensure school’s compliance and initiate appropriate action.
* Work closely with commissioning Children and Families Social Workers along with developing links with and utilising resources of the community as part of agreed plans for children.

**Learning Support and Home School Links**

* To negotiate, establish and maintain effective working partnerships with other agencies and individuals, in order to address needs and help remove barriers to learning for children and young people.
* Develop and maintain appropriate contact with the families and carers of children and young people who have identified needs and to keep them informed about the pupil’s needs and progress, and to secure positive family support for the pupil.
* To play a key role in facilitating children and young people’s learning and development through mentoring by identifying learning and development needs, develop strategies for addressing those needs and reviewing the effectiveness of strategies.
* Be responsible for identifying barriers to learning for individual children and young people and provide them with a range of strategies for overcoming those barriers.
* To develop, agree and implement a time bound action plan with groups and individual children and young people and those involved with them based on a comprehensive assessment of their strengths and needs to maintain accurate records of work for each identified pupil.
* To play a key role in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement.
* To work closely with the SENCO to ensure that the needs of children with special education needs are met.

**Behaviour Management**

Develop and identify appropriate strategies, including Counselling and other interventions, to manage and support pupils who have behavioural, emotional or social difficulties

Work alongside teachers and support staff to promote the effective use of behaviour management strategies and work with the SENCo and outside agencies to develop appropriate plans.

Take a lead role in developing effective training programmes for staff on behaviour management, identifying gaps in knowledge and practice and offering solutions to overcome existing issues

Work alongside parents to offer support in identifying their role in improving individual children's behaviour and ensuring that there are effective lines of communication operating between school and home;

Take a lead role in ensuring behaviour management strategies are effective and appropriate. Monitor progress of interventions and strategies to ensure they are robust and fit for purpose.

**Attendance**

Take a lead role in monitoring attendance of individual pupils where this has been raised as a concern including monitoring late arrival and late leavers where records indicate this is an issue for individual families

Support individual children to improve attendance, punctuality or late leaving

Prepare reports on attendance for the senior leadership team and governing body ensure maintenance of

Working alongside senior leadership to develop, implement and evaluate strategies that are designed to help families and pupils overcome non-attendance difficulties.

**Transition Management**

Manage the process of transition by identifying those children where a smooth transition would be improved through direct support to the child and/or the family and to support children and young people’s successful transfer and transition in learning and development contexts.

Liaise with secondary learning mentors and external agencies

Support class teachers in ensuring that appropriate support is in place and working effectively in school

Liaise with KS1 colleagues to support early intervention strategies for identified pupils.

**General**

* Work in a professional manner and with integrity and maintain confidentiality of records and information.
* Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
* Be aware of and comply with all Trust policies including in particular Health and Safety and Safeguarding.
* Participate in the Trust Appraisal process and undertake training and professional development as required.
* Adhere to all internal and external deadlines.
* Contribute to the overall aims and ethos of Transform Trust
* Establish constructive relationships with colleagues, other schools within the Trust and outside agencies.

These above mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust. The responsibility level of any other duties should not exceed those outlined above.

Name of Post Holder

Signature

Date

**Person Specification**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Areas of**  **responsibility** | **Requirements** | **Measurement** | | | | |
| **P** | **A** | **T** | **I** | **D** |
| Qualifications | * + 5 GSCEs grade A\*-C including English & Maths or equivalent   + NVQ Level 3 Teaching Assistant Qualification or equivalent   + Qualified first aider or willing to undertake the training   + DSL training qualification |  | 🗸  🗸  🗸  🗸 |  |  | 🗸  🗸  🗸  🗸 |
| Experience | * working in an environment where experiences included taking initiative and self-motivation. * previous experience of working in a similar role * experience of working in an education setting * experience of leading a team. * experience of dealing with confidential information * experience of taking responsibility for child protection and safeguarding policy, procedure and strategy * experience of leading on strategic management of pupil attendance * experience of working with children to overcome barriers with social, emotional and behavioural difficulties * experience of building effective working partnerships with outside agencies, parents, families |  | 🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸 |  | 🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸 |  |
| Skills/Abilities | • good listening, oral and literacy skills.  • excellent communication skills, both written and oral, with the  ability to communicate effectively with people at all levels.  • high level of administrative and organisational skills.  • able to work as part of a team and contribute towards its suc  cess.  • record keeping and information retrieval.  • organising meetings.  • knowledge of safeguarding best practices and legislation.  • knowledge of educational legislation, guidance and legal re  quirements including Keeping Children Safe in Education.  • knowledge of Equal Opportunities, Human Rights and Data Pro  tection legislation.  • Experience of preparing for Ofsted (desirable)  • able to use all MS Office programs particularly Word, Excel,  Outlook and Powerpoint and be familiar with other bespoke  databases.  • able to work to tight deadlines, managing and prioritising time  effectively.  • self-starter, with and ability to work independently & use own  initiative to overcome obstacles. |  | 🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸 | 🗸  🗸 | 🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸  🗸 |  |
| Interpersonal | • have an openness to learning and change.  • have a positive attitude to personal development and training.  • be able to work in ways that promote equality of opportunity,  participation, diversity and responsibility.  • demonstrate good interpersonal skills  • demonstrate integrity, confidentiality, impartiality and empa  thy  • have good interpersonal skills. |  | 🗸  🗸  🗸  🗸  🗸  🗸 |  | 🗸  🗸  🗸  🗸  🗸  🗸 |  |
| Other | • be available to be contacted at mutually agreed times;  • be able to travel to meetings;  • be willing occasionally to attend evening meetings. |  | 🗸  🗸  🗸 |  | 🗸  🗸  🗸 |  |
| Work Related Circumstances | • Must be willing to undertake training as required  • Must ensure confidentiality in respect of pupils and infor  mation.  • Commitment to the highest standards of child protection and  safeguarding  • Recognition of the importance of personal responsibility for  health and safety  • Commitment to the Trust’s ethos, aims and whole community. |  | 🗸  🗸    🗸  🗸  🗸 |  | 🗸  🗸    🗸  🗸  🗸 |  |

|  |
| --- |
| **P: Pre-application A: Application T: Test I: Interview D: Documentary evidence** |

**Transform Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks**