

** Safeguarding & Inclusion Officer**

**RECRUITMENT INFORMATION PACK**

**Safeguarding & Inclusion Officer Information Pack**

**Contents**

* Letter from Chair of Governors
* Introduction
* Vision and Values
* Vacancy Advert
* Job Description
* Person Specification



**Letter from the Chair of Governors**

Dear Applicant,

Thank you for your interest in the position of Safeguarding & Inclusion Officer at our Academy and within Enhance Academy Trust. I hope this information pack will be helpful to you and we warmly welcome your application.

The Governing Body is seeking to appoint an enthusiastic and committed Safeguarding & Inclusion Officer, with an understanding of the distinctive ethos of a Church of England school. We are a rapidly improving Academy and staff, pupils and parents say they are happy to be part of our St Botolph’s family.

St Botolph’s CE Academy lies at the heart of our local community within Knottingley and offers an active and highly encouraging Governing body, supportive staff and parents.

I enclose a job description and personal specification, which provide more details about the role. Please ensure that you are able to demonstrate evidence to meet the criteria specified and ensure that you reference the impact that any actions you have taken in previous roles, have made. May I also draw your attention to our website [www.stbotolphsacademy.co.uk](http://www.stbotolphsacademy.co.uk) where you will find further information.

Visits to the school are warmly welcomed - please just contact the school office to arrange. The closing date for applications will be 9am on Tuesday 9th July and interviews will be held on Monday 15th July. I would like to thank you for your interest in the post and I very much look forward to receiving your application which should be returned via email to the School Business Manager, Mrs E Harris at [eharris@stbotolphsacademy.co.uk](mailto:eharris@stbotolphsacademy.co.uk).

Mrs Joy Bell

Chair of the Governing Body

**INTRODUCTION**

St. Botolph’s CE Academy occupies a relatively small site less than half a mile from the centre of Knottingley. Almost all children come through our own Nursery/Lower Foundation Unit, but there is a small number who have either moved to the area at a later stage or have come from outside the catchment area. Most live within walking distance of the Academy. Few pupils are from ethnic minority backgrounds and almost all pupils come from homes in which English is the first language.

On entry, the children’s language skills are below average for their age particularly in speech and communication. Approximately 22% of the children have special educational needs and 5% have statements of such need.

As a Church Academy, we have strong links with the local community, St Botolph’s Church, Elim Church and the Methodist Church and with St. Botolph’s Church in particular. Local clergy contribute regularly to collective worship and the local churches are used as a resource in our RE syllabus. The whole school attend services in St Botolph’s Church for Christmas, Easter and a Leavers Service.

**VISION AND VALUES**

**Our Vision**

**Find your Fantastic**

Just as the animals gathered in the safety of the ark, we come together, trusting in God and each other on our journey through life. We persevere, riding the waves through storm and calm, guided by hope, to find our fantastic, no matter what it takes.

**Our Core Values**

As a Church Academy, Christian values are embedded into our daily lives. We have six core values which lie at the heart of the Academy and underpin everything that we do. Our helping hands core values are:

* **Friendship**
* **Compassion**
* **Trust**
* **Respect**
* **Perseverance**
* **Courage**

**Our Mission Statement**

At St Botolph’s CE Academy, we welcome the opportunity to place the Christian faith at the heart of everything we do.

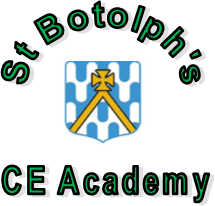
Children will learn through an inclusive, balanced, creative curriculum, where British Values, Spiritual, Moral, Social and Cultural understanding will underpin all learning. Learning will be meaningful, English and Mathematics are the backbone to children’s success and first-class education and quality first teaching is paramount. All children will be treated equally, fairly and with mutual respect. Learners will be treated as individuals, so the teaching and learning will be differentiated to take account of their wide and varied needs. Through our curriculum we particularly aim to:

* Develop the qualities of mind, body, spirit and to recognise and accept this in others.
* Embed our core values through everything we do.
* Promote Christian values, morals and spirituality through links to the Parish, local and wider community.
* Inspire and develop a responsibility for a love of learning and love of life.
* Set high expectations for children and encourage them to persevere and achieve their goals.
* Encourage positive friendships, outstanding behaviour and self-confidence in all areas of school life.
* Nurture the spiritual, moral, social and cultural aspects of children’s development and inspire a sense of awe and wonder in the world around them.

Our Academy is part of the work and witness of the church in our neighbourhood. We work hard to embody the Christian foundation in all aspects of school life, particularly in Collective Worship.

We aim to demonstrate our Christian foundation through the value we place on every person, child or adult, involved in the life of the Academy. We seek to provide an environment of trust where confidence can grow. Our Academy serves the local community and we endeavour to foster the Christian values of tolerance and respect for one another and indeed respect for different faiths and cultures. Children of different faiths, backgrounds and abilities are encouraged to learn to live together and value the integrity of all people.

Without indoctrination, we aim to provide education in accordance with the teachings of the Church of England and try to ensure that each child leaves our school knowing what Christians believe and how those beliefs affect their everyday life. Our mission is to create a place where happy memories are made and never forgotten.



*Primrose Vale*

*Knottingley*

*WF11 9BT*

*Telephone: (01977) 677 494*

**Safeguarding & Inclusion Officer**

**Salary Range: Grade 7 (SCP 19-23)**

**Required from September 2024**

We are seeking to appoint a Safeguarding & Inclusion Officer, to join our dedicated and supportive staff team in September 2024. The key purpose of this role is to work alongside our Senior Leadership team to ensure that all children are safe from harm, confident and resilient, have good self-esteem, are able to access education, have high aspirations and can develop positive relationships with others.

At this key time in the Academy’s rapid development, we require an enthusiastic and committed individual who will support our pupils, particularly those who need additional help, to overcome any barriers to learning. Over the last few years, we have seen an increase in the number of pupils with SEND, including those who need more support with their social, emotional and mental health needs and therefore wish to expand our team in order to support all our pupils in the best way that we can.

The post will require the successful candidate to:

* act as the first point of contact regarding disclosures, assessing and taking action as necessary
* administer all aspects of child protection to ensure a consistent approach and completion
* prepare reports for external professionals
* attend meetings where appropriate
* work with parents and carers to promote good attendance and punctuality across school
* complement the professional work of teaching and support staff by taking responsibility for implementing the Trust Attendance Policy and improve the attendance of all pupils
* support the school in raising attendance, investigating persistent absences and improving punctuality
* support the implementation of strategies to promote the regular and punctual attendance of all students
* work with pupils and families whose attendance is a barrier to performance
* assist the Strategic Attendance Lead with the recording, monitoring, evaluating and reporting of attendance data
* support individual or groups of pupils who may experience difficulties in accessing classroom learning

We are seeking a person with good standards of numeracy and literacy skills and patience. A background in social services and/or child protection or safeguarding within schools is desirable. Strong administrative and organisational skills are essential.

We are seeking to appoint someone who:

* Is committed to supporting the holistic development of all pupils
* Is a team player who has a positive attitude
* Has high expectations of children as well as themselves
* Has good communication skills with children, colleagues, parents and visitors
* Has experience of working with families and children with additional needs, demonstrating empathy and understanding
* Is committed to ongoing professional development
* Is committed to maintaining positive parent partnerships and will support the ethos of our Church school
* Is dedicated to helping our children ‘find their fantastic’ at St Botolph’s CE Academy

We can offer you:

* Leadership who have an open-door policy and are visible in school
* The support and expertise of a committed and passionate teaching team and Trust
* Pupils with good behaviour and an eagerness to learn within an environment where we are always striving to improve
* A happy and caring school community
* A commitment to support your continued professional development, both within school and through the Trust
* An atmosphere of humour, warmth and welcome every day

Visits to the school are welcomed. Please telephone if you want to make an appointment and look at our website and ‘X’ page to gain an insight to life at our Academy.

If you wish to apply for the position, please complete the application and return by email to the Business Manager eharris@stbotolphsacademy.co.uk

**Closing Date:** Tuesday 9th July at 9am

**Interviews:** Monday 15th July

*The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment****.*** *Successful applicants will be required to obtain an Enhanced check for Regulated Activity from the Disclosure and Barring Service.*

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **POST TITLE :** | **Safeguarding & Inclusion Officer** |
| **GRADE :** | **Grade 7 (SCP 19-23)** |
| **RESPONSIBLE TO:** | **Executive Headteacher/Head of School** |
|  |  |

## Purpose of the post

* To ensure that safeguarding is a priority and at the forefront of all work undertaken by staff members at St Botolph’s CE Academy.
* To take a lead on implementing child protection and safeguarding policies, procedures and guidance for the school.
* To ensure that all students are safe from harm, confident and resilient, have good self-esteem, are able to access education, have high aspirations and can develop positive relationships with others.
* To work directly with, and provide support, advice and guidance for, vulnerable and at-risk students and their families; enabling them to attain safe, healthy, fulfilling and enjoyable lifestyles.
* To ensure that the Academy has inclusive practices by planning and implementing effective intervention strategies for vulnerable and at-risk students and families.
* To establish high expectations for all students in order to ensure that every student can achieve their full potential.
* To act as the first point of contact regarding disclosures, assessing and taking action as necessary.
* To oversee administering all aspects of child protection to ensure a consistent approach.
* To prepare reports for external professionals.
* To liaise with staff, parents, colleagues, other educational institutions and multi-agency safeguarding partners to support students progress and overall development.
* To complement the professional work of teaching and support staff by taking responsibility for implementing the Trust Attendance Policy and improve the attendance of all pupils.
* To support the school in raising attendance, investigating persistent absences and improving punctuality.
* To support the implementation of strategies to promote the regular and punctual attendance of all students.
* To work with pupils and families whose attendance is a barrier to performance.
* To assist the Strategic Attendance Lead with the recording, monitoring, evaluating and reporting of attendance data.

**Main Duties and Responsibilities - Safeguarding**

* Together with the rest of the DSL Team, lead on safeguarding, child protection and the promotion of student welfare by monitoring, reporting and recording concerns.
* Identify students whose progress, development or well-being is affected by changes or difficulties in their personal circumstances.
* Implement and champion procedures in accordance with the Academy’s Child Protection Policy, other related safeguarding policies and relevant local and national policies and legislation.
* Lead individual child protection induction training, whole Academy child protection training and provide continuous professional development opportunities for staff.
* Report on the impact of child protection practice and pastoral support to the Senior Leadership Team, governors and Trust staff, as requested.
* Act as an advocate for children who are in looked after care, attend meetings, participate in the review process and provide information for the Local Authority.
* Co-ordinate support for vulnerable students to prevent them becoming looked after and/ or suffering significant harm.
* Manage internal referral systems and monitor requests for student and parental support.
* Provide one-to-one support for targeted students who are on child protection plans, in looked after care and those at risk or in need.
* Ensure that students who are victims of abuse are supported appropriately and sensitively.
* Provide regular formal and informal line management and case load supervision for the pastoral support team.
* Refer students and families to external agencies and signpost parents/carers to the referral pathways for services.
* Communicate effectively and professionally with parents/carers face to face and over the phone to promote positive relationships.
* Communicate effectively with social workers/key agencies involved with families and attend child protection meetings.
* Liaise with the link social worker and staff in order to refer students/families to wider services.
* Liaise with teaching and support staff to share information about at risk and vulnerable students, within the boundaries of confidentiality.
* Complete and circulate risk assessments, as necessary.
* Raise awareness and promote understanding about the physical, social and emotional difficulties, pressures and challenges that some students and their families face in their daily lives.
* Lead in the transition of information and support for vulnerable and at-risk students across key stages and in communication with other establishments and schools.
* Liaise with alternative provision providers and the support services provided for students who exhibit challenging behaviour and those at risk of exclusion.
* Evaluate individual performance and be committed to improving professional practice through continuous professional development and training
* Review and evaluate the effectiveness of pastoral practice and the impact on progress, development and the well-being of vulnerable and at-risk students.
* Undertake Early Help Assessments and chair and attend Early Help Plans.
* Represent the Academy at multi-agency meetings in order to action plan for vulnerable and at-risk students and families.
* Accurately record, report practice and monitor individual students in order to plan effective intervention.
* Work alongside the Special Educational Needs and Disability Co-ordinator (SENDCo) to provide support and intervention for at risk students with SEND and complex needs.
* Arrange and attend regular meetings with a line manager to discuss intervention, caseloads and to participate in the performance management process.
* Liaise with other pastoral professionals across the Trust to share best practice.
* Use information technology systems and administration as required to carry out the duties of the post in the most efficient and effective manner.
* Carry out the duties and responsibilities of the post in accordance with the Trust’s policies and local and national legal frameworks and legislation.

**Main Duties and Responsibilities – Attendance**

* Communicate with parents/carers to establish reasons for unexplained absences and report the outcome of such calls to relevant parties.
* Follow up on any child who is absent without reason, as a potential safeguarding issue.
* Accurately input absences, including reasons for absences, onto Integris.
* Monitor attendance, interpret statistical data to identify issues/patterns of nonattendance with individual students.
* Work with identified poor attendance and disengaged students and their parents/carers on short- and medium-term strategies to remove barriers to regular attendance at school, using advisory and persuasive skills as appropriate.
* Monitor and evaluate the effectiveness of strategies with individual students.
* Actively promote good attendance with all students and promote the school’s attendance policy and strategy.
* Administer student holiday request forms, and communicate in writing with the parents with the school’s response to their request.
* Undertake general administration duties as required.
* Develop support materials and information to communicate clearly to students the school’s attendance policy, raising the profile of attendance and punctuality within the school.
* Communicate with school staff to update them on student attendance and work with the staff to identify students with issues that are affecting their attendance at school.
* Develop and maintain effective contact and communications with parents/carers and families, including home visits where appropriate.
* Meet regularly with class teachers to discuss current issues and developments relating to attendance and punctuality.
* Establish links and communicate with feeder schools to gain any relevant information about attendance records of new students.
* Respond to enquiries from parents/carers by telephone, message, email or letter and direct them to relevant sources of advice and guidance as appropriate.
* Provide advice for students returning after long periods of absence, encouraging them and assist in planning their re-integration.

**Core responsibilities and duties**

* Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place.
* Read, uphold and promote the safety and well-being of students as set out in the Trust safeguarding procedures.
* Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct.
* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person.
* Be aware of and support difference and ensure equal opportunities for all.
* Contribute to the overall vision and values of the Trust.
* Appreciate and support the role of other professionals.
* Work effectively as part of team.
* Attend relevant meetings, as required.
* Participate in training and other learning activities and performance development as required.
* Treat all users of the school with courtesy and consideration.
* Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.
* Be proactive in seeking appropriate advice and guidance where required.
* Flexible and willing to work between different sites as required.

These duties are neither exclusive nor exhaustive, and the post holder will be required to undertake other duties and responsibilities, which the Executive Headteacher/Head of School may determine.

*THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY ENHANCED DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RE-CHECKING AS REQUIRED FROM TIME TO TIME BY THE ACADEMY.*

We are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment

**PERSON SPECIFICATION**

**SAFEGUARDING & INCLUSION OFFICER**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Ess** | **Des** | **MOA** |
| **KNOWLEDGE/QUALIFICATIONS** |  |  |  |
| GCSE (or equivalent) in English and Maths | \* |  | A/C |
| Enhanced DBS | \* |  | C |
| Child Protection Designated training and experience | \* |  | A/I/C/R |
| Early Help Assessment training and experience of the early help process |  | \* | A/I |
| Knowledge of national legislation related to safeguarding and working with children and young people | \* |  | A/I |
| Understanding of the issues related to disadvantage and student progress | \* |  | A/I |
| Evidence of continuous professional development relevant to the post | \* |  | A/I/C |
| Awareness of support available for students with Special Educational Needs and Disabilities |  | \* | A/I |
| Awareness of organisations that offer support for students and families nationally and in the locality | \* |  | A/I |
| Understanding of confidentiality | \* |  | A/I |
| Experience of teaching in the Primary phase | **\*** |  | A/I/R |
| **EXPERIENCE** |  |  |  |
| Experience of working to safeguard children and young people | \* |  | A/I |
| Extensive experience of working with children or young people who are vulnerable or with specific social and emotional needs | \* |  | A/I |
| Experience of working in education or other local government organisation | \* |  | A/I/R |
| Working with external organisations, leading and attending multi-agency meetings | \* |  | A/I |
| Working with parents/ carers and families | \* |  | A/I |
| Experience of action planning and developing strategies for intervention and support |  | \* | A/I |
| **SKILLS** |  |  |  |
| Excellent organisational and time management skills | \* |  | A/I/R |
| Excellent active listening, communication and interpersonal skills | \* |  | A/I/R |
| Able to work independently and be a team player | \* |  | A/I/R |
| Ability to consult, reflect and evaluate practice of self and others | \* |  | A/I/R |
| Ability to prioritise workload | \* |  | I/R |
| Excellent guidance, advisory, persuasiveness and negotiating skills | \* |  | A/I/R |
| IT literacy (including Microsoft, Internet and Email) | \* |  | A/R |
| Ability to keep accurate records and strong written communication and problem-solving skills | \* |  | A/I |
| Ability to build strong relationships and establish credibility with students, parents/ carers, academic staff and senior leaders | \* |  | A/I/R |
| Have the ability to work effectively and network with a wide variety of support services | \* |  | A/I |
| Willingness to attend training, undertake research and engage with professional development | \* |  | A/I |
| **BEHAVIOUR AND OTHER RELATED CHARACTERISTICS** |  |  |  |
| Professional and a positive role model | \* |  | A/I/R |
| A patient and resilient attitude | \* |  | A/I |
| Ability to maintain calm whilst under pressure | \* |  | A/I/R |
| Able to be flexible with work | \* |  | I/R |
| Personable and approachable | \* |  | A/I |
| A passion for social and emotional wellbeing and ensuring positive outcomes for children and young people | \* |  | A/I |
| Work in ways that promote equality of opportunity, participation and diversity | \* |  | A/I |
| Ability to motivate students | \* |  | A/I |
| A commitment to abide by and promote the Academy’s Equal Opportunities, Health and Safety and Child Protection Policies | \* |  | A/I |
| The post holder will have an energy, enthusiasm and a sense of humour | \* |  | A/I |
| Ability to be professionally assertive | \* |  | A/I |
| High level of initiative | \* |  | A/I/R |
| Generosity of spirit and a positive outlook | \* |  | A/I |
| Professional in appearance, manner and attitude | \* |  | A/I/R |

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| --- |
| **Key:** MOA= Method of Assessment, Ess= Essential, Des= Desirable, A= Application, I= Interview, and assessment, R = Reference, C= Certificate. |