



# MEADOWHEAD SCHOOL ACADEMY TRUST

## JOB DESCRIPTION

	<b>This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</b>
<b>POST TITLE</b>	Safeguarding Manager
<b>GRADE</b>	Grade 7 (SCP 27 – 31)
<b>HOURS</b>	37 hours over 42 weeks
<b>RESPONSIBLE TO</b>	Assistant Head – Designated Safeguarding Lead Deputy Head – Engagement and Welfare
<b>RESPONSIBLE FOR</b>	Supporting the Designated Safeguarding Lead in the leadership and management of pastoral support for students
<b>QUALIFICATIONS/ EXPERIENCE</b>	Excellent standard of education to include English and Maths at GCSE (or equivalent) at Grade C or above  Good experience of ICT skills  Experience of working in a safeguarding capacity would be an advantage.

**The purpose of this job is to:**

- Work in accordance with policies, procedures, systems, structures, resources and personnel in place to promote the welfare and protection of children at Meadowhead School and support vulnerable families.
- Actively work jointly with parents/carers and other agencies through joint planning, training and monitoring of their arrangements for the safeguarding of children.
- Support and advise pastoral managers with safeguarding concerns.
- Support students in their access to learning involving contact with families and external agencies.
- Support transition of vulnerable students to secondary school and to post 16 destinations.

The post holder must at all times carry out his/her duties and responsibilities within the spirit of School policies and within the framework of legislation applicable to Academies and Trusts.

The post-holder will be expected to maintain the professional standards of Meadowhead School and the standards of behaviour, attitude and effort as outlined in the Meadowhead Code of Conduct.

## **Main Duties and Responsibilities**

### **You have responsibility to:**

1. Take a lead role in managing and delivering pastoral support to vulnerable students including Child Looked After (CLA) where there is a safeguarding concern
2. Attend to students' personal needs and provide advice to assist in their social, health & hygiene development
3. Assist the DSL with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans.
4. Identify barriers to learning in relation to behaviour, motivation, aspirations and academic achievement and respond by providing access to support for vulnerable students.
5. Contribute to and implement individual student support plans to overcome physical, emotional and behavioural barriers for students.
6. Develop, agree and implement a time bound action plan with groups and vulnerable students on a comprehensive assessment of their strengths and needs
  - Collect information, contribute to its assessment and review the outcomes of information gathering with others
  - Review assessment outcomes with the individual student and consider alternative support options
  - Set targets, agree and record a plan of action with outcomes, review points and an exit strategy
  - Work with the student on specific aspects of need through a range of strategies
  - Monitor progress of students against mutually agreed objectives at regular intervals and set new targets if appropriate including agreement on exit strategies.
7. Establish productive working relationships with students, acting as a role model.
8. Arrange and deliver 1:1 mentoring meetings with students and provide support for distressed students.
9. Take a lead role in managing the speedy/effective transfer of students across phases/integration of those who have been absent.
10. Provide information and advice to enable students to make choices about their own learning/behaviour/attendance.
11. Challenge and motivate students, promote and reinforce positive self-esteem.
12. Provide feedback to students in relation to progress, achievement, behaviour, attendance etc.
13. Assist the Head of Year with students excluded from, or otherwise not working to, a normal timetable.
14. Ensure students understand the requirements of being equipped and ready to learn.

15. Monitor the effectiveness of the Code of Conduct.
16. Undertake investigations as a result of referrals by students involving supervising the writing of accounts.
17. Ensure that Pastoral Staff promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
18. Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
19. Support staff with the management of parental enquiries.
20. Ensure that the clerical/admin support including dealing with paper based/electronic/telephone correspondence, compilation/analysis/reporting on attendance, exclusions is completed to the required standards.
21. Work closely with external agencies to ensure Meadowhead School takes full advantage of external support available including CPD for staff and pastoral support for students

### **Child Looked After (CLA)**

1. Oversee CLA, organise and navigate PEP meetings with the Virtual School, social workers, carers, and other relevant key workers. 1-3 meetings per term depending on the case
2. Meet with CLA students to discuss their academic report and their feelings and wishes to explore ways in which they can improve, seeking tutoring providers
3. Liaise with Year Team to meet the requests of carers
4. Work closely with the Virtual School to ensure students have support from all the relevant agencies,
5. Work closely with AP providers for student updates on attendance, behaviour, academic reports etc
6. Responsible budget holder for CLA and request further funding if required

### **Transition**

1. Assist children to make a successful transfer between schools/services and transition at key stages in their learning.
  - Take a lead in the identification of the support needs of individual children at the point of transfer between schools or services and transition between the different phases of their education and learning.
  - Be responsible for the speedy and effective transfer of information within and across schools or services and settings.
  - Take a lead role in the continuity of support for children throughout the process of transfer and transition including participation in off-site provision.
2. Contribute to the comprehensive assessment of children entering school and the review of their progress and achievements.
  - Contribute to the overall assessment of children entering or returning to school in order to identify learning mentor needs.
  - Work closely with others to achieve a full and shared understanding of the needs of individual children and contribute to target setting.

- Contribute to the identification of existing and potential barriers to learning and progress and facilitate access to appropriate forms of mentoring support to overcome them.
  - Take a lead role in the development of individual and group programmes to support children to learn more effectively.
3. Take a lead role in co-ordinating and collating post 16 progression data.
- Take a lead in the identification of the support needs of potential NEETs.
  - Work closely with careers adviser and the pastoral leaders to ensure that additional support is given to potential NEETs.
  - Work with those Year 11s who are potential NEETs and do not have an offer of learning.

## **Safeguarding**

### **Main Duties and Responsibilities**

#### **You have responsibility to:**

1. Implement Meadowhead School's safeguarding policies and procedures.
2. Encourage good practice by promoting and championing policies and safeguarding procedures.
3. Respond appropriately to disclosures or concerns which relate to the well-being of a child.
4. Maintain accurate, confidential and up-to-date documentation on all cases of safeguarding and child protection and report where required.
5. Work directly with children in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers and their children in order to prevent children becoming looked after and/or suffering significant harm.
6. Liaise, where required, with statutory agencies and ensure they have access to all necessary information.
7. Initiate and refer students to outside agencies and co-ordinate referrals.
8. Liaise with school staff in initiating multi-agency referrals for students.
9. Act, when appropriate, as lead professional and coordinate multi professional meetings.
10. Support the care of children where their living arrangements are at risk of breakdown.
11. Ensure that vulnerable students who are victims of abuse are supported appropriately and sensitively and that all actions assigned to Meadowhead from planning and interventions meetings are successfully carried out and monitored.
12. Collate and produce statistical information with regards to safeguarding and student groups.
13. Manage the use of CPOMs across the school including ensuring new staff are fully trained in its use
14. Plan and assist on safeguarding training within school.
15. Provide de-briefs for staff where appropriate following safeguarding concerns and disclosures
16. Support the SENDCo with referrals for SEND support which involve vulnerable students
17. Ensure all staff are aware of students experiencing difficult times where appropriate

### **Accountabilities**

1. 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. Ensure reports are written and submitted in a timely manner where required.
2. Plan and complete professional assessments of need and risk in respect of parents and carers using the Local Authority procedures 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 Meadowhead.

3. To maintain confidentiality at all times.
4. To liaise and coordinate with colleagues and outside organisations regarding the Common Assessment Framework and to coordinate and monitor all referrals and recommendations with the school.
5. From referrals, develop a register of students who are 'At Risk' or have child protection plans.
6. To adhere to the Schools' policies as outlined in the staff handbook.
7. Carry out responsibilities in accordance with the Department for Education's statutory guidance

### **Physical requirements**

Requires normal physical effort with a mixture of sitting and walking.

Exposed to emotionally demanding behaviour and situations as a result of attending to students and/or supporting behaviour management.

### **Working conditions**

Work with individual or small groups of children and young people where work is regularly interrupted, although this does not normally require switching between one activity and another.

### **Annual Leave**

All annual leave MUST be taken in school holidays

### **General Duties**

1. To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this post.
2. To undertake health and safety duties commensurate with the post and/or as detailed in the school health and safety policy.
3. To work in accordance to the school's equality policy.

### **Development**

- Undertaking personal and professional development
- Keeping abreast of changes in administrative procedures relevant to school support
- Continually developing skills and knowledge relevant to student support services for attendance within the school

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### **Team Responsibilities**

All education support staff at Meadowhead School are considered part of the overall support team and may be required to assist colleagues in other areas from time to time

### **General**

To be willing to undertake training and professional development as required of the post.

Any other related duties and responsibilities that do not change the character and purpose of this post as may be required by the Headteacher.

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To undertake any other duties and responsibilities, which do not change the character and purpose of the post, as may be determined after negotiations between management, the post-holder and the appropriate trade union.

Suggestions to amend/update this job description, which will lead to an improvement in the school's and/or the department's performance will always be welcome.

Sept 2024

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**SAFEGUARDING MANAGER**

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**Person Specification**

**Specialist Knowledge**

- Demonstrable knowledge of the principals involved in giving advice and guidance to children/young people, including the place of confidentiality.

- Knowledge of the responsibilities of agencies towards vulnerable children such as the Child Protection Procedures and intervention work.
- Demonstrable knowledge of the range of additional support/agencies, which can be of assistance to vulnerable students and their families.
- Knowledge of 'Framework for the Assessment of Children in Need and their Families'.
- Ability to summarise clearly and concisely and articulate concepts and proposals.
- Ability to produce concise and complex reports.
- To be able to evaluate theoretical research-based information.
- An understanding of 'Early Help'.
- Knowledge of Schools Information Systems (SIMS).

### **Skills**

- Ability to maintain student records and write other short reports as required.
- Ability to record and produce minutes from safeguarding meetings.
- Ability to work on own initiative, balance competing priorities and organise a work schedule.
- Ability to motivate children by establishing empathic and supportive working relationships.
- Ability to work as part of a team to reach agreed targets and outcomes for children.
- The ability to use word processing packages and the internet.
- Experience of working with children including work within Child Protection and Multi Agency liaison.

### **Experience**

- Demonstrable experience of working effectively with vulnerable children in either education, social work, youth work or another related area of work.
- Extensive experience of working effectively with the parents/carers of children.
- Some experience of working effectively with a range of professionals to promote children's learning or welfare OR significant recent experience in working with children and families in a statutory childcare agency.
- Experience of working in a multi-agency environment.

### **Physical**

- Smart appearance with the ability to communicate with staff, students, parents and outside agencies with a polite, professional manner and to work under pressure.
- You will be flexible and have excellent communication and organisational skills.

### **Other Requirements**

- Ability to work flexibly and attend evening and early morning if necessary.
- Self-motivated and able to prioritise a demanding workload.
- To be professionally assertive, clear thinking and able to negotiate.
- To be able to operate as part of a team.
- A full valid driving licence and the use of a car.

### **Training**



- Designated Safeguarding Training will be provided.