

## **JOB DESCRIPTION and PERSON SPECIFICATION**

**ACADEMY:** Bridgeview Whitehouse

Part of Venn Multi **GRADE: 7**  
Academy Trust

**JOB TITLE:** Safeguarding, Welfare and Personal Development Officer **DATE PREPARED:** 22 June 2022

**EVALUATION DATE:** 25 June 2020 **JE NUMBER:** NJCV42

**DIGNITY AT WORK:** To show, at all times, a personal commitment treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes Venn's Equal Opportunities in Employment Policy.

### **PURPOSE:**

The post holder will play a key role operationally to ensure high quality delivery of parent and family engagement is developed within the Academy. To support the development of safeguarding and child protection training, procedures and guidance for Bridgeview Whitehouse schools and to assist in the coordination of referrals, arranging action and reviewing services for children and families.

Ensure there are policies, procedures, systems, structures and resources in place to promote the welfare and protection of our pupils and to support vulnerable families. The postholder will work jointly with parents / carers and other agencies through joint planning, training and monitoring of their arrangements for the safeguarding of children.

### **PRINCIPAL ACCOUNTABILITIES:**

***Please note decision making must be included within the Principal Accountabilities***

1.	To promote and safeguard the welfare of children and young people.
2.	To lead the emotional and learning support for pupils and their families experiencing behavioural and attendance difficulties thus creating barriers to learning.
3.	To deliver elements of induction for all new starters at Bridgeview Special school and Whitehouse PRU
4.	To establish and facilitate the setting up of Parents Groups in schools to increase home to schools links and ensure that families are able to support their child's learning.
5.	To signpost and assist parents/carers in gaining access to parenting groups and community resources.
6	To work with Personal Learning Development Mentors to support vulnerable children and their families during school time.
7.	To work with the Personal Learning Development team to provide resources for parents/carers to work with their children at home.

8.	Liaise with external agencies to ensure children's safety is maintained and respond accordingly to disclosures or concerns made.
9.	To ensure that vulnerable pupils who are victims of abuse are supported appropriately and sensitively and that all actions assigned from planning and interventions meetings are successfully carried out and monitored.
10.	To support the care of children where living arrangements are at risk of breakdown
11.	Provide behaviour support for children within the school in line with school leaders.
12.	In liaison with the Head of School, school staff and other education providers, co-ordinate and establish learning opportunities through taster sessions, family learning days and Parents Groups to meet the development needs of the parents/carers to establish and introduce a 'learning culture' within the home environment.
13.	To work alongside the attendance administrative team to provide support for home visit if required under the direction of the administrative manager
14.	To maintain accurate, confidential and up to date minutes and records which are logged appropriately on CPOMs for CP and family support. To ensure appropriate systems and processes are in place to confidentially share and transfer safeguarding information within the academy.
15.	Update Child Protection policies and ensure up to date information is on the school websites.
16.	Investigate the work of other services in the academy's locality that support learning, health and regeneration and work in partnership with a network of local partners to assist the academy in its aim to raise pupil achievement and attainment.
17.	Be the lead for Child Protection training within the academy for all staff and governors
18.	Be the responsible person for Child Protection within the Academy, preparing, analysing and presenting a termly report as required.
19.	Liaise with School Business Manager to check Child Protection compliance of all staff
20.	To lead and organise child protection training within academy for all staff and governors in partnership with the Scholl Business Manager.
21.	To monitor and update training logs for safeguarding for all staff and share information with school business manager.
22.	Liaise with and support other VENN settings regarding attendance, parental engagement and social, emotional well-being. Attend Trust meetings and share best practice across the Trust
23.	Take a lead role in transition for year 6 and all in-year transition both to and from other schools regarding CP, vulnerable families and SEN.
24.	To have a full awareness of out of area LA referrals.
25.	Represent the academy at professional meetings including case conferences, MARACs, TAF, Core groups, Child Looked After etc. Liaising with academy staff to ensure the correct information is shared i.e. attainment
26.	Establish relationships with new families by visiting at the home.
27.	To signpost families to relevant agencies through referral systems.
28.	All communications and reports to be written to a high standard for other professionals, for example case conferences, emails.
29.	Establish constructive relationships with parent/carers, exchanging information to support families regarding any issues which may impact on a child's learning, for example financial, emotional and health needs.
30.	Visit pupils/parents at home if required.
31.	Transport pupils/parents if needed for professional meetings or alternative education.
32.	Attend SLT meetings and update Senior Leaders regarding CP, parental engagement and other academy events.
33.	To be the main lead for operation encompass and to follow up any referrals in an appropriate manner.

34.	To lead child protection staff meetings on current issues
35.	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the Academy, as your employer and you as an employee. In addition to the employer's overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the Academy's Health and Safety policy.
36	To lead group and 1-1 interventions to support pupils SEMH, behaviour and learning needs.
37	To work closely with the personal development team to deliver ELSA sessions.
38	To assist with covering staff absences in lessons when required.
39	To engage and work closely with external stakeholders to build community links to be benefit pupil's personal development.
40	Contribute to the personal development team's offer, adding capacity to deliver interventions.
<b>GENERAL:</b> The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the Academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Academy.	

<b>DIMENSIONS:</b> All sections should be completed – if there aren't any state 'none'	
1.	<b>Responsibility for Staff:</b> No direct line management.
2.	<b>Responsibility for Customers/Clients:</b> Holding staff to account for safeguarding procedures under the direction of the Safeguarding lead.
3.	<b>Responsibility for Budgets:</b> None.
4.	<b>Responsibility for Physical Resources:</b> None.
<b>WORKING RELATIONSHIPS:</b> All sections should be completed – if there aren't any state 'none'	

**1. Within the Academy:**

Head of School and all pupils and staff associated with Bridgeview Whitehouse schools.

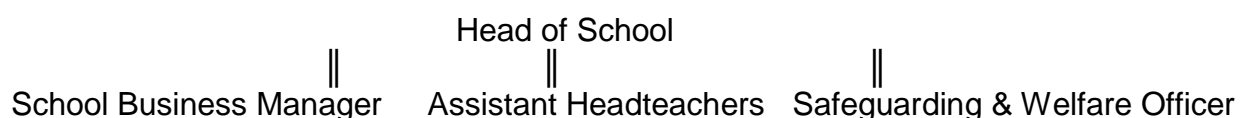
**2. Within Venn Academy Trust**

Based at Bridgeview Whitehouse schools but post holder can provide advice and support to other Venn Academy settings.

**3. Work closely with External Bodies to the Trust**

Face to face or telephone contact with members of the public.

Social care, Camhs, School Health and other relevant external agencies.

**ORGANISATION CHART:**

	<i>Tick relevant level for each category</i>						<b>Supporting Information (if applicable)</b>
	<b>Not applicable</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>	<b>Very High</b>	<b>Intense</b>	
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		X					Setting up of equipment at events.
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		X					Home visits may bring occasional uncomfortable working conditions
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			X				Frequent exposure to emotionally challenging information

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. *Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation		Essential	Desirable	How identified
1.	<b>Qualifications:</b>			
	Good standard of education to include English and Maths at GCSE (or equivalent) at grade C or above	Y		A/F
	Relevant Safeguarding training i.e. train the trainer, FGM etc	Y		A/F
	NVQ Level 3 or similar	Y		A/F
2.	<b>Relevant Experience:</b>			
	Relevant personal and professional development	Y		A/F I
	Safeguarding Level 1 including Drugs and Alcohol Awareness	Y		A/F I
	Knowledge of educational legislation, guidance and legal requirements	Y		A/F I
3.	<b>Skills (including thinking challenge/mental demands):</b>			
	Motivation to work with children and young people.	Y		I/R
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	Y		I/R
	Demonstrable knowledge of the principles involved in giving advice and guidance to children/young people, including the place of confidentiality.	Y		I/R
	Demonstrable knowledge of the range of additional support/agencies which can be of assistance to vulnerable pupils/students and families.	Y		I/R
	Ability to maintain student records and write other short reports as required.	Y		I/R
	Ability to record and produce minutes from safeguarding meetings.	Y		I/R
	Ability to work on one's own initiative, balance competing priorities and organise a work schedule.	Y		I/R
	An understanding of ECAF, the 'Early Help' process and referral process to social care	Y		I/R
	To have a positive attitude to personal development and training	Y		I/R
	Organising their time and working to deadlines	Y		I/R
	To have an openness to learning and change	Y		I/R
	4.	<b>Knowledge:</b>		
A knowledge and commitment to safeguarding and promoting the welfare of children and young people.		Y		I
Knowledge of Schools Information Systems (SIMS).		Y		I
Knowledge of 'Framework for the Assessment of Children in Need and their Families.'		Y		I
Knowledge of safeguarding and behaviour procedures within the trust		Y		I

PERSON SPECIFICATION		Tick relevant column		List code/s*
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<b>5.</b>	<b>Interpersonal/Communication Skills:</b>			
	<b>Verbal Skills</b>			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.	Y		I / R
	Have good interpersonal skills	Y		I / R
	To be a person of integrity and to be able to maintain confidentiality	Y		I
	Organising meetings	Y		I
	To be able to remain impartial	Y		I
	<b>Written Skills</b>			
	Writing agenda's and accurate concise minutes	Y		A/F I
	Record keeping, information retrieval and dissemination of data/documentation, to the relevant people	Y		A/F I
	Good writing skills including ICT and keyboarding skills	Y		A/F I
<b>6.</b>	<b>Other:</b>			
	Flexibility and have excellent communication and organisation skills	Y		A/F I
<b>The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.</b>				
<b>7.</b>	<b>Additional Requirements:</b>			
	None		N/A	
<b>8.</b>	<b>Disclosure of Criminal Record:</b>			
	The successful candidate's appointment will be subject to the Academy obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service.	Y		DBS Disclosure
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	Y		AF(after short listing)
	If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF(after short listing)