



**City Academy Whitehawk  
Welfare Manager**

<p style="text-align: center;"><b>Job Description</b> CAW Welfare Manager</p>
<p><b>Post:</b> Welfare Manager</p>
<p><b>Responsible To:</b> Headteacher</p>
<p><b>Purpose of Job:</b> As part of the school's Senior Leadership Team, play a major role under the direction of the Headteacher:</p> <ul style="list-style-type: none"><li>• in formulating the aims and objectives of the schools particular to Safeguarding, Welfare and Wellbeing</li><li>• in establishing the policies through which the aims and objectives shall be achieved and manage staff and resources accordingly</li><li>• in monitoring and evaluating progress towards school targets and leading on action to drive continuous school improvement through leading, managing, developing and maintaining high quality inclusion provision which enables quality teaching, excellent learning outcomes and success for all pupils, especially those on our Safeguarding and SEMH registers.</li><li>• maintaining meticulous Safeguarding records, including the Single Central Record</li><li>• liaising effectively with outside agencies and external providers, to ensure that provision and support is provided to help meet the needs of all pupils</li><li>• monitoring and evaluating the quality of our Welfare provision, including Nurture and all SEMH Interventions</li><li>• supporting all staff to ensure that Safeguarding processes and systems are followed accurately and completed in a timely fashion</li><li>• taking on the responsibilities of the Headteacher as agreed and appropriate in their absence (or the absence of the Deputy Headteacher)</li></ul>
<p style="text-align: center;"><b>Responsibilities</b></p>
<p><b>1. Core Purpose and Accountability</b></p> <ol style="list-style-type: none"><li>a) To play a major role under the direction of the Headteacher in formulating the aims and objectives of the school, establishing the policies through which they shall be achieved, managing staff and resources to achieve the aims and objectives of the school and monitor progress towards their achievement.</li><li>b) Undertake the professional duties of a Senior School Leader reasonably delegated to you by the Headteacher</li><li>c) In partnership with the Headteacher, Deputy Headteacher and the Senior Leadership Team, provide professional leadership and management of Safeguarding and Welfare, sustaining, evaluating and improving each facet of our inclusion offer to ensure that standards of provision for all learners are worthy of emulation across our 3-11yrs age range.</li><li>d) To provide professional leadership and management of School Improvement Plan priorities as directed by the Headteacher.</li></ol>
<p><b>3. Performance Management</b></p> <ol style="list-style-type: none"><li>a) To undertake annual Performance Management, setting and agreeing targets linked to School Improvement Plan priorities with the Headteacher.</li><li>b) Responsibility for line managing a group of staff as designated by the Headteacher.</li></ol>

- c) To offer supervision for school staff and proactive engagement in the school's wellbeing package for employees

#### **4. Key Areas**

##### **Positively impact on the welfare of all pupils across the school**

Support the Headteacher in:

- a) Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- b) Demonstrating the vision and values of the school in everyday work and practice
- c) Motivating and working with others to create a shared culture and positive climate
- d) Assist the Headteacher in the ongoing and annual review of standards of leadership, teaching and learning in specific areas of responsibility and across all areas of school provision.
- e) Create or contribute to costed development plans which contribute positively to the achievement of the School Improvement Plan actively involving staff in its design and execution.
- f) Develop and implement policies and practices which reflect the school's commitment to high achievement for all and are consistent with national and local and Trust strategies and policies.
- g) Promote high expectations for all children and their families
- h) Work with the Headteacher to establish short, medium and long term plans for the development and resourcing of Inclusion.
- i) Monitor and evaluate the progress made towards achieving the objectives set out in the School Improvement Plan, responding to outcomes accordingly.
- j) Work with outside agencies and stakeholders to inform future action.

##### **Developing and enhancing practice of others**

- a) Work with the Headteacher and other school leaders to ensure our welfare, wellbeing and nurture curricula are well taught, setting high expectations and monitoring and evaluating effectiveness of learning outcomes.
- b) Provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and performance management objectives resulting in a tangible positive impact on pupils' learning.
- c) Develop whole staff to enhance performance:
  - Provide, or signpost, supervision
  - Undertake coaching and mentoring
  - Plan, organise and deliver staff meetings, where necessary bringing in outside speakers
  - Keep abreast of the latest developments in primary education and disseminate effectively to other members of staff
- d) Plan, delegate and evaluate work carried out by team(s) and individuals.
- e) Create, maintain and enhance effective relationships with all stakeholders.
- f) Assist with the recruitment and selection of teaching and support staff.

##### **Securing Accountability**

- a. Agree, monitor and evaluate pupil targets to make a measurable contribution to whole school targets.
- b. Engage all staff in the creation, consistent implementation and improvement in schemes of work and curriculum plans which encapsulates key school learning strategies.
- c. To ensure that teaching for children living with SEND continues to improve by effectively:
  - Providing effective guidance on a choice of teaching and learning methods/strategies
  - Coaching or mentoring
  - Modelling/exemplifying best practice
  - Act as a consultant for other staff

- Undertake shared planning and team teaching.

d. Evaluate the quality of provision in partnership with the Headteacher and Deputy Headteacher, setting targets for improvement.

#### **4.4. Resource Management**

a. Work with the Headteacher and Business Manager to provide effective organisation and management of the school and seek ways to improve organisational structures and functions based on rigorous self-evaluation.

b. Work with the Headteacher and Business Manager to ensure the school, the people and the resources within it are organised and managed to provide an efficient, effective and safe learning environment.

c. To support the Senior Leadership Team in overseeing and evaluating the budget allocation to ensure the budget is spent in line with subject/area learning priorities and best value principles.

d. Secure and allocate resources to support effective learning and teaching.

#### **4.5. Developing Self and Working with Others**

a) Work with the Headteacher to build a professional learning community which enables others to achieve

b) Support staff in achieving high standards of teaching and learning through effective continuing professional development.

c) Be committed to your own professional development

d) On request, attend and proactively engage in trust-wide leadership events and professional network

e) Implement successful performance management processes with self and staff as directed by the Headteacher:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Build a collaborative learning culture within the school
- Actively engage with other schools in the Trust and other school partnerships to build effective learning communities
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams
- Develop and maintain a culture of high expectations for self and others
- Regularly review own practice, and set personal targets.
- As appropriate and under the leadership of the Headteacher, undertake activities related to professional, personnel/HR issues

#### **4.6. Strengthening Community**

a. Work with the Headteacher to collaborate with other schools and organisations in order to share expertise and bring positive benefits to their own and other schools

b. Contribute towards our sustained reputation as a setting that actively promotes inclusion.

#### **Specific Duties for Welfare Manager**

#### **5. Safeguarding Children**

a) To be the school's Designated Safeguarding Lead

b) To ensure the effective training and supervision of the school's Deputy Designated Safeguarding Leads

c) To comply with and be responsible for the reviewing, updating and evaluating of the school's child protection and safeguarding policy, confidentiality and data protection relating to child protection, liaising with the SENCO, Headteacher and Local Academy Board and Aurora Academies Trust to ensure essential information is shared

d) To effectively use school record keeping mechanisms (such as CPOMS) to maintain case records and paperwork of various descriptions, as required, to ensure an accurate record of interventions with families, in order to plan support and services and to facilitate the compilation of chronologies for Child Protection cases.

- e) In line with AAT expectations, be responsible for the maintenance of the school's Single Central Record of staff, volunteers and other individuals permitted to work with the children.
- f) To be responsible for staff development and training all school staff in child protection matters, actively participating in team meetings and maintaining accurate records of safeguarding training undertaken by staff and governors.
- g) To attend and contribute to various meetings, case conferences, and reviews and completing the necessary reports and paperwork. e.g. core group meetings, case conferences
- h) To work with parents to support the implementation of child protection plans.
- i) To establish constructive relationships and communicate with other agencies / professionals
- j) To evaluate provision and impact of provision reporting to SENCO and Headteacher promptly according to deadlines
- k) To attend and contribute to planning and strategy meetings, child protection conferences, and court hearings as necessary.
- l) To actively investigate and gather information on safeguarding issues to make a decision on the appropriate way forward/appropriate action.
- m) To line manage a team of Inclusion Mentors and our Attendance Officer

## **6. Student Welfare**

- a) To establish a profile as CAW pupils' lead trusted adult
- b) To design, select and constructively evaluate effective SEMH interventions
- c) To ensure the CAW curriculum meets the Welfare meets the needs of all children, taking in to consideration their starting points and context.
- d) To line manage a team of four Inclusion Mentors, ensuring effective interventions for children who require additional emotional support for effective learning
- e) To line manage our Attendance Officer, ensuring effective interventions for children and families whose Attendance and Punctuality is not in line with expectations
- f) To work with staff to ensure that all Personal Health Plans and Intimate Care Plans are executed to an exemplary standard with skill and maintaining the dignity of the child
- g) To ensure the excellent outcomes for Looked After Children.
- h) To have a deep understanding of the SEMH profiles (and associated targets) of children on our Welfare and Safeguarding registers.
- i) To work with colleagues and external agencies to ensure that external wellbeing support is brokered and maintained eg. foodbanks, housing, charitable agencies
- j) To ensure student welfare needs are met, and respite for key families is provided, through the effective liaison and allocation of resource through wrap around care.
- k) To lead our wide network of professionals (including our Primary Mental Health Worker, our Counsellors, School Nurse and our Family Support Worker) to ensure the welfare needs of CAW children are met

## **7. Family Liaison**

- a) To establish a profile as CAW families' lead trusted adult, ensuring high visibility and excellent availability
- b) To work closely with parents/carers of children in need of extra support, to keep them informed of their child's needs and progress, and to secure positive family support and involvement.
- c) To help in communicating with other agencies both verbally and in writing and in accessing welfare rights advice: eg housing, finance, social. Organise and hold meetings to bring families and other professionals together in order to resolve issues and provide support where required.
- d) To observe, report on and record details of the health, welfare and care of the children in each family.

## **8. Attendance**

- a) Through the effective linemanagement of our attendance officer, lead responsibility for attendance, monitoring and evaluating data with specific targets set by the Headteacher and Education Welfare Service for improving attendance and puctuality levels. Representing the school in formal meetings when an attendance contract is required.
- b) To work within a team of professionals, in a range of disciplines, to support pupils who have been identified as having a school attendance issues
- c) To support and encourage pupils and parents/carers to attend meetings at school and other agencies' locations.
- d) To create and deliver initiatives in order to improve pupils attendance and punctuality at the school.
- e) To prepare, produce and present regular reports on safeguarding to the Head, Trust and Local Academy Board.
- f) To enable attendance officer to provide regular reports on attendance and safeguarding to the Head, Trust and Local Academy Board.

Not all of the above duties will need to be performed all of the time and will vary according to the needs of the school at different points. The specific focus for the Assistant Head's work programme will be negotiated and agreed at the beginning of the performance management cycle.

In addition, the post is subject to compliance with;

- School policies, guidelines and procedures.
- AAT policies.
- All staff have a responsibility for providing and safeguarding the welfare of children and young persons they are responsible for or comes into contact with.

Signed by member of staff:

Date:



**City Academy Whitehawk  
Welfare Manager**

<b>Person Specification</b> CAW Welfare Manager			
<b>Aspect</b>	<b>Requirement</b>	<b>Essential</b>	<b>Desirable</b>
Qualifications and Knowledge	A knowledge and understanding of KCSIE and all legislation relating to child protection and school attendance	x	
	Holder of Designated Safeguarding Leader training accreditation		x
	Knowledge of effective safeguarding practices in action	x	
	A background in education, social work, child protection or health care		x
	Holder of a National Professional Qualification for Leadership (eg. NPQML, NPQSL, NPQH)		x
	A knowledge and understanding of the education system and the local education authority		x
	Educated to A level or equivalent experience or qualification (NVQ etc)	x	
Experience	Experience of line managing a team of staff	x	
	Teaching experience in EYFS, KS1 or KS2.		x
	Proven track record in bringing about improvement in pupil outcomes		x
	Evidence of different leadership and management roles in an educational context		x
	Experience of working with children/young people and families and a commitment to the principal of inclusion;	x	
	Experience of leading inclusion and understanding a range of SEND needs.		x
	Experience of effective electronic record keeping and competent in the use of technology to manage the organisation	x	
	Successful involvement with, and management of planning and target setting	x	
	Experience of Ofsted processes		x
	Record of recent professional development	x	
	Track record in working with, and impacting on Safeguarding and Welfare	x	
Abilities & skills	Demonstrable ability to manage change effectively		x
	Ability to use pupil data in order to set aspirational and challenging targets	x	
	Ability to develop an ethos and structure for managing behaviour, which enables pupils to become independent and self-managing in the classroom	x	
	Ability to work effectively as part of the school team and with Local Academy Board members, trustees, pupils and their families.	x	
	Ability to prioritise an inclusion caseload.	x	
	Excellent communication (written, oral and presentation skills)	x	

	Excellent interpersonal skills	x	
	Excellent self-awareness and ability to manage self	x	
	Ability to remain calm and task centred and demonstrate negotiating and problem solving skills	x	
	Ability to engage with families, assist them with problem-solving, advise them appropriately and advocate on their behalf if necessary	x	
	Willingness to learn from others and both seek and take advice	x	
	Ability to work with confidential, sensitive and challenging issues and organise workloads when under pressures of time and conflicting priorities, to demonstrate resilience;	X	
	Ability to assimilate, analyse and action information from a variety of sources	X	
	Ability to communicate effectively in writing and interpersonally with a broad range of people	X	
	Ability to independently take a lead role in all issues relating to child protection and safeguarding	X	
Equality	Ability to integrate equality policies into action	x	
Other requirements	Resilience, the ability to work under pressure and to meet deadlines	x	
	A commitment to our CAW Qualities	x	
	A commitment to Aurora Academies Trust's vision, values and ethos	x	