



**North East  
Learning Trust**

**Safeguarding and Pastoral Support Assistant  
Teesdale School & Sixth Form**  
Applicant information pack

# Safeguarding and Pastoral Support Assistant

**Required January 2023**

**Term Time + 5 days / Permanent Contract**

**37 Hours per week**

**Grade 5 SCP18 – SCP22**

**Actual Salary £24,127 - £25,975**

**(£27,344 - £29,439 FTE)**

Teesdale School and Sixth Form are a part of the North East Learning Trust and is seeking to appoint a Safeguarding and Pastoral Support Assistant to join our dedicated team.

We have 720 children across Key Stages 3 and 4 and Post-16. Our small size means that you can really get to know your students; know who they are; their aspirations, ideas, talents and dreams, bringing out the best in them, helping to champion their ambitions and giving them a great start in life. Teesdale School is a place where traditional values of kindness, respect and hard work take precedence.

Teesdale School and Sixth Form was rated as 'Outstanding' by Ofsted in June 2019.

Our vision, along with all schools in the Trust, is that every child experiences excellence every day.

## **We are committed to:**

- A vibrant learning community with enthusiastic and engaging students
- A positive and caring ethos
- An excellent learning environment and resources
- A team of hardworking, dedicated and friendly staff where everyone is valued
- A supportive and effective governing body

## **We can offer:**

- National Terms and Conditions of Employment (NJC Green Book)
- Local Government Pension Scheme
- Employee Assistance Programme providing free confidential advice and counselling service 24/7 365 days per year

## **The successful candidate will:**

- Have English & Maths at GCSE 9-4 (A\*-C) / NVQ (or equivalent).
- Have experience of supporting secondary school children in the classroom
- Have excellent IT skills.
- Be proactive and self-motivated.
- Have a flexible approach to work.

**Deadline:** Thursday 8<sup>th</sup> December 2022, 3pm

**Interviews** To be confirmed

### **How to apply:**

Application packs can be downloaded from our website.

Letters of application should be returned by email with application forms to [tracy.tuck@teesdaleschool.co.uk](mailto:tracy.tuck@teesdaleschool.co.uk) or by post to Tracy Tuck, PA to the Leadership Team, Teesdale School, Prospect Place, Barnard Castle, Co Durham DL12 8HH. Please do not submit a CV unless it is to compliment your application form.



# Job description

<b>Post title:</b>	Safeguarding and Pastoral Support Assistant
<b>Responsible to:</b>	Deputy Headteacher & Designated Safeguarding Lead
<b>Responsible for:</b>	Safeguarding and Pastoral Welfare of Students
<b>Salary Band:</b>	Grade 5 Scale Point 18-22 Actual Salary £24,127 - £25,975 (£27,344 - £29,439 FTE)
<b>Contract:</b>	37 Hours Per Week, Permanent – Term time, plus 5 days

## Job purpose:

- To work with the Designated safeguarding lead on any safeguarding and pastoral concerns that arise within a mainstream school setting.
- To support and work with pupils and families to maximize learning for individual pupils.
- To act as the Deputy Safeguarding Lead and to liaise with the DSL daily.
- To contribute to the development of a whole school approach to overcome obstacles to learning and improve pupil participation in learning and whole school life.
- To work closely with and support the Special Educational Needs and/or Disabilities Co-ordinator in meeting the pastoral needs of pupils.
- To work with students who have ASD and support them accordingly
- To work with the SENCO to maintain the Medical Needs Register and any medical care plans.
- To contribute to the development of a proactive pastoral/safeguarding program and work closely with SEMH/RSE and Cultural Capital Leaders as well as the Heads of Year in school.

## Duties and responsibilities:

### Safeguarding referrals

- Refer in conjunction with the DSL
  - any cases of suspected abuse to the local authority children's social care
  - cases to the Channel programme where there is a radicalisation concern
  - cases to the Disclosure and Barring Service where appropriate
  - cases where a crime may have been committed to the police
  - cases of CSE to the LA Erase team
- Keep detailed, accurate and secure written records of all concerns and referrals on CPOMs and carry out regular analysis to identify areas of concern.
- Support the DSL to provide systematic reports, associated analysis and action plans around themes within referrals rates/content to inform proactive practice in school and contextual safeguarding themes.
- Support the DSL to complete, record and share necessary risk assessments around safeguarding concerns for individuals or groups of students.

## Working with staff and other agencies

- Work with the DSL to ensure all staff can access and understand the School's Child Protection and Safeguarding Policy and procedures (especially new, part time and non-teaching staff).
- Work with the DSL to inform the Head of School of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and any police investigations.
- Liaise with the DSL and senior staff on matters of safety, safeguarding and when deciding whether to make a referral.
- Act as a source of support, advice and expertise for staff as well as students
- Understand the assessment process for providing early help and intervention – Work alongside the DSL and Heads of Year and contribute to any Early Help Assessments for student and families as required.
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.
- Support the DSL in attending and contributing to child protection case conferences effectively when required to do so.
- Develop skillset to action professional challenge within multi-agency meetings and beyond. Understanding the process to escalate concerns within Children's services.
- When required, contribute to and attend TAFs in school when required and develop knowledge of what it entails to be a lead professional.
- Alongside the DSL, liaise with social workers, One Point workers and any other external agency that can assist in the safeguarding process.
- Liaise and develop strong working relationships with the Police and local organizations such as the YMCA, The Hub, and UTASS.
- Work alongside and make referrals to the school nurse, emotional well-being nurse and school counsellors with support from the DSL.
- Looked After Children – work alongside the DSL and contribute to the termly completion of PEPs, annual PP+ funding reports in conjunction with budget holders, attend care team meetings when required and attend or file reports for LARs.
- Support the work of the SENCo and work with outside agencies in support of pupils with special educational needs and/or disabilities.

## Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role.
- Undergo Prevent training and be able to:
  - Support the school or college in meeting the requirements of the Prevent duty
  - Provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to:
  - Provide advice and support to staff on protecting and identifying children at risk of FGM

- Report known cases of FGM to the police, and help others to do so
- Undergo training on the recent updates to Keeping Children Safe in Education 2019 e.g. Peer on Peer Abuse.
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role.
- Work with the DSL to deliver CPD to staff at least once a half-term on pertinent safeguarding topics and updates.

### **Raise awareness of Safeguarding, Pastoral Welfare and the pastoral needs of those with Special Educational Needs and/or Disabilities**

- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Raise awareness of the vast range of different needs within the school community and promote acceptance of difference and equality.
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them.
- Support the DSL and Heads of Year in the delivery of assemblies to all students to improve their awareness of safeguarding and pastoral welfare.
- Work with and support the DSL and Heads of Year to develop a PSHE curriculum that includes key safeguarding topics that are bespoke to each year groups' needs.
- Support the DSL in ensuring that safeguarding is at the forefront of all students and staff daily processes and a vigilant culture exists within the school.

### **Other areas of responsibility**

- Where children leave the school, work with the DSL to securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file.
- Develop good working relationships with DSLs within feeder primary schools – support the transition arrangements and gathering of pupil needs prior to and as part of transition. Attend relevant core groups, CTM and TAFs for incoming students prior to their transition when required by the DSL.
- To provide support for pupils identified as in danger of becoming disengaged from school for emotional, behavioural and attitudinal reasons. Work with children with ASD to best support their educational experience.
- Undertake safer recruitment training and support the school to follow best practice.
- Contribute to the writing of termly safeguarding reports to the governing board/TRUST Leads.
- Model best practice and always uphold the principles of confidentiality and data protection.
- To keep up to date case studies of impact of procedures on safeguarding, progress and attainment.
- To keep up to date case studies of impact of intervention support of LAC/PLAC students.

- Work with teachers, pastoral staff and other professionals to draw up and implement plans for the support of individual pupils and groups.
- Working with families/carers of children in need of extra support to keep them informed of child's needs and progress and to secure positive family support and involvement.
- During break and lunch times, manage the Laurea Centre (student support area) and ensure a calm, welcoming environment is in place for those students who require it.

## General

**The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.**

## Health and Safety

It is the responsibility of individual employees at every level to take care of their own health and safety and that of others who may be affected by their acts at work. This includes co-operating with the Trust and colleagues in complying with health and safety obligations to maintain a safe environment and particularly by reporting promptly any defects, risks or potential hazards. Specifically:

- To report any incidents/accidents and near misses to your line manager
- To ensure own safety and safety of all others who may be affected by the Trust's business

## Safeguarding

The Trust has a Child Safeguarding policy and procedure in place and is committed to safeguarding and promoting the welfare of all its students, each student's welfare is of paramount importance to us and you are expected to share this commitment. All staff will fully comply with the Trust's policies and procedures, attend appropriate training, inform the Designated Person of any concerns, record any potential safeguarding incidents appropriately.

# Person specification

	Essential	Desirable
Education/training	<ul style="list-style-type: none"> <li>Numeracy and literacy equivalent to GCSE grade A* - C or 9-4 or NVQ equivalent.</li> <li>Understanding of Child Protection and or Special Educational needs.</li> <li>IT skills sufficient to carry out the role, for example, input data, producing reports.</li> </ul>	<ul style="list-style-type: none"> <li>A level or higher qualifications.</li> <li>Relevant professional qualification.</li> <li>Knowledge and understanding specific to the post, for example, Keeping Children Safe in Education, the SEND Code of practice.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Experience of working with young people and their families.</li> <li>Experience of working under pressure and managing deadlines.</li> <li>Experience of prioritising work load.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in a school, social work or special educational needs setting.</li> <li>Knowledge of the principals of confidentiality and data protection.</li> </ul>
Aptitude and skills	<ul style="list-style-type: none"> <li>Effective oral and written communication.</li> <li>Excellent interpersonal skills to work effectively with young people, families, carers and a range of professionals.</li> <li>Organised.</li> <li>Excellent time management skills.</li> <li>Ability to keep accurate records.</li> <li>Ability to provide reports and analyse data.</li> </ul>	<ul style="list-style-type: none"> <li>Willingness to keep up to date with changing legislation and guidance.</li> <li>Willingness and commitment to undertaking further training.</li> </ul>
Personal qualities	<ul style="list-style-type: none"> <li>Professionally discreet.</li> <li>Be empathetic.</li> <li>Calm and kind.</li> </ul>	

## References:

Any relevant issues arising from references will be taken up at interview.

## DBS and pre-occupational health:

The North East Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

An enhanced DBS check and pre-occupational health check are an essential part of the selection and recruitment process.



### **Equal opportunities:**

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community.

Applicants with disabilities will be granted an interview if the essential job criteria are met.