



**Teesdale School
& Sixth Form**

We're looking for a
**Safeguarding and
Pastoral Support
Assistant**
to join our team!

Safeguarding and Pastoral Support Assistant

Required September 2020
Term Time + 5 days / Permanent Contract
37 Hours per week
Salary £23,295 - £24,836
(NELT SCP 23 – 25 £26,999-£28785 pro rata)

The North East Learning Trust is seeking to appoint a motivated and ambitious Safeguarding and Pastoral Assistant with effect from September 2020. The post will be based in Teesdale School and Sixth Form, rated as 'Outstanding' by Ofsted in June 2019.

We have 628 children across Key Stages 3 and 4 and Post-16. Our small size means that you can really get to know our students; know who they are; their aspirations, ideas, talents and dreams, bringing out the best in them, helping to champion their ambitions and give them a great start in life.

Nestled in Barnard Castle in the spectacular Teesdale countryside and imprinted with the historic values of the Dales and our close-knit community, Teesdale School is a place where traditional values of kindness, respect and hard work take precedence. Within 30 minutes of both Darlington and Durham and just over an hour from York and Newcastle, our idyllic yet convenient location affords our staff an enviable quality of life.

Deadline: Friday 22nd May 2020
Interviews: Week Commencing Monday 8th June 2020

How to apply:

Application packs can be downloaded from the website.

Letters of application should be returned with application forms to 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.

Job description

Post title:

Safeguarding and Pastoral Support Assistant

Responsible to:

Mr A French – Senior Assistant Headteacher

Job purpose:

- To manage effectively 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.
- Manage and maintain the Medical Needs Register and medical care plans.
- To contribute, develop and deliver a proactive pastoral/safeguarding program to students -working closely with SEMH/RSE and Cultural Capital Leaders in school.

Duties and responsibilities:

Managing 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.
- Provide systematic reports, associated analysis and action plans around themes within referrals rates/content to inform proactive practice in school and contextual safeguarding themes.
- Complete, record and share necessary risk assessments around safeguarding concerns for individuals or groups of students.

Working with staff and other agencies

- 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).
- 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 case manager and the local authority's designated officer for child protection concerns in all cases where a member of school staff is involved.
- Liaise with 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.
- Understand the assessment process for providing early help and intervention – initiate EHA 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.
- Attend and contribute 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, be the lead professional for TAFs in school – understand the procedures and paperwork required as a Lead professional.
- 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.
- Be the designated person for Looked After Children – complete termly PEPs, annual PP+ funding reports in conjunction with budget holders, attend CTMs and attend or file reports for LARs. Monitor and co-ordinate intervention for the academic and social and emotional development of LAC and PLAC. Identify and monitor the PLAC cohort – report this to school CENSUS.
- 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.
- 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 in delivery of assemblies to all students to improve their awareness of safeguarding and pastoral welfare.
- Liaise with staff to develop a PSHE curriculum that includes key safeguarding topics that are bespoke to each year groups' needs.
- Ensure 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, 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.

- To provide support for pupils identified as in danger of becoming disengaged from school for emotional, behavioural and attitudinal reasons.
- 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.

The above list of duties is extensive but not exhaustive and may not identify each individual task which may reasonably be requested of the post holder. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the time of post, but, in consultation with you, may be changed by the head of school to reflect or anticipate changes in the job commensurate with the grade and job title.

Person specification

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

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.

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