**Low Ash Primary School**

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| **Post Title:** | **Safeguarding, Attendance & PASTORAL officer** |
| **Post Ref:** |  |
| **Grade:** | **Band 8 SCP 17-22 (dependent on experience)** |

**Generic Introduction:**

The following information is furnished to assist staff joining Low Ash Primary to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description.
2. Officers should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Employees are required to comply with all current equality policies in terms of equal opportunity for employment.
4. Low Ash Primary is committed to making any necessary reasonable adjustments

to the job role and the working environment that would enable access to employment

opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**Prime objectives of the post**

**Safeguarding**

* To work on the school’s safeguarding team acting on Child Protection and Safeguarding concerns, following school’s policies and procedures.

**Attendance**

* To work on the school attendance team, helping to support parents/carers to ensure their children maintain full and regular attendance.
* To initiate and identify with parents/carers the reasons for their child’s non-attendance and/or lateness, and work with them through positive telephone calls and/or contact to improve and achieve regular attendance.
* Alongside the Inclusion Leader, monitor and provide comprehensive evidence and reports for Headteachers, Governors and Inspectors that demonstrates the impact attendance monitoring has on attendance figures.

**Pastoral**

* To develop and maintain effective and supportive mentoring relationships with pupils and those engaged with them by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve their potential.
* To have lead responsibility for identifying those pupils who would benefit most from SEMH support and, working with others, draw up and implement a comprehensive assessment and action plan for each pupil who needs particular support covering their personal, social and emotional needs (except where the pupil is already subject to an individually tailored plan, eg when changing schools).
* Alongside the Inclusion Leader, monitor and provide comprehensive evidence and reports for Headteachers, Governors and Inspectors that demonstrates the impact learning mentoring has on pupil progress.
* To be able to work as part of a team and to share information both within the team and with other agencies.
* To develop school to school support to work together with other providers of parenting support and enable them to develop their extended services for children’s mental health, learning and emotional wellbeing in partnership across their geographical area.
* To work to improve pupils’ mental health and well-being by delivering whole class and one-to-one sessions.
* To work effectively with other agencies to achieve the best possible outcomes for children and young people.
* To initiate and support parents/carers in building their engagement and involvement with their child’s learning.
* To research and maintain up-to-date knowledge and work closely with the existing support available to parents/carers and school staff within the local community area to signpost any of these individuals to relevant agencies for advice and guidance as soon as possible and avoid duplication.
* To develop and implement effective referral procedures and criteria for mentor support, which will deliver effective, alternative programmes to raise motivation, aspirations and develop positive behaviours, ensuring that cases that require highest and or immediate support are a priority.
* Develop and implement individual plans that challenge inappropriate behaviour, build positive self-image, enhance educational achievement and reduce the likelihood of exclusion and early criminal behaviour.
* Effectively manage and be responsible for a caseload of individual mentees, including those with complex and challenging needs, ensuring reviews of support are carried out periodically to inform of progress.
* Act as key focal point for pupils needing additional care, guidance and support and those going through complex key transition stages in their lives, eg family break up, loss, bereavement, friendships and illness.
* To support the Inclusion Leader in ensuring effective and clear communication with teachers, support staff, families and professionals in order to support individual plans and learning.
* Build and establish productive working relationships with pupils that challenges and motivates, and promotes appropriate behaviour, and that encourages self-awareness in relation to learning and the interaction with others, providing information and advice to enable pupils to make choices about their own learning and behaviour.
* Provide significant contribution to the school’s extended services, supporting educational opportunities, active participation, welfare and personal development and support the Inclusion Leader in initiating and sustaining support programmes for targeted groups at risk of underachievement, eg CLA, unattached asylum seekers, young carers, and new entrants/non-standard joiners.
* To provide additional and supplementary support to raise pupils’ achievement.
* To work under agreed line management to deliver a specialist mentor service bridging learning and pastoral support for pupils and those engaged with them, in order to remove barriers to learning and raise standards.
* To work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to pupils both within and outside of school.
* To maintain a full and up to date knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils.

**Other**

* To work on the school’s First Aid team.
* To support children and young people on transition between schools and key stages.
* To be willing to undertake further training to meet the needs of the school.
* To be prepared to work some out of school hours and holidays as required by negotiation.
* To establish and supervise out of hours learning provision (particularly for disadvantaged pupils).
* May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

**Supervisory / managerial responsibilities**

* To be responsible for individual pupils and groups of pupils both within and outside school.
* To assist with overseeing the pastoral team.
* To supervise support staff members within your working environment.
* To assist with allocating work for other members of the pastoral team and monitor this.

**Supervision and Guidance**

* To be responsible to the Inclusion Leader (or other Designated member of staff).
* To liaise closely with school staff and other relevant workers eg Education Social Work service.

**Range of Decision Making**

* To make decisions using own initiative when appropriate and within established working practices and procedures.
* To make decisions in consultation with other appropriate staff/relevant concerned agencies.
* To work within the agreed practices and procedures of Low Ash Primary School at all times.

**Possible Range of Additional Responsibilities**

* Work with teaching and support staff to participate in the assessment of pupils and at key times to work with those who need extra help to overcome barriers to learning inside and outside school.
* To work with staff and agencies to create plans of support for children including strategies, monitoring and evaluating these.
* To work with the play leader to ensure social times and unstructured times are organised and planned for, with activities available.
* To work closely with staff and agencies to continue to develop inclusion e.g. delivering assemblies/staff CPD at staff meetings, training days.
* To advise parents/carers on a range of issues and offer continuous support for them including home visits, parent workshops etc.
* To maintain accurate records.
* To support with securing additional funding to support learners.
* To assist in the identification of those pupils who would benefit most from a pastoral support and to work with the Inclusion Leader to plan and implement activities to meet the needs of these pupils.
* To develop a range of mentoring relationships with pupils needing particular support and aimed at achieving goals defined in their individual plans.
* To plan and deliver small group and/ or one to one interventions/activities

This job description may be amended at any time following discussion between the Headteachers and member of staff and will be reviewed as required.

**Knowledge and Skills:**

*(See Personnel Specification)*

**environmental demands/Working Conditions:**

* Will have long periods of sitting or standing.
* Available to work during contracted hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions/ undertake holiday clubs outside of usual hours.
* Will have contact with members of the public/other professionals, eg teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
* The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/pupils/site users.
* This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
* Report all concerns to an appropriate person.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level.

Intermediate Threshold Level

The post holder should demonstrate:

* They can express themselves fluently and spontaneously with minimal effort and,
* Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

**Special Conditions of Service:**

* No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

**Other considerations**

* To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and follow correct procedures in reporting such matters.
* To act in accordance with the Data Protection Act and maintain confidentiality at all times, eg access to staff/student/parent and carers files.
* Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
* Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
* Must be legally entitled to work in the UK.

**PERSONNEL SPECIFICATION:**

**E – Essential**

**D - Desirable**

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|  | **ESSENTIAL (E) / DESIRABLE (D)** |
| **Experience:** | * Recent work in school or other organisation with children/young people to promote learning, working with children with a range of needs including SEMH (E) * Recent work in school or other organisation as a member of the Safeguarding Team (D) * Recent work in school or other organisation as a member of the Attendance Team (D) * Recent and appropriate experience of enabling families/carers to access support agencies (E) * The ability and tenacity to manage pupils who have social, emotional and behavioural difficulties. (E) * The willingness to carry out a range of non-teaching and welfare tasks. (E) * Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level if requested. (E) | |
| **Qualifications/**  **Training:** | * GCSE English and Maths or equivalent qualification or experience. (E) * Willingness to undertake training in order to develop skills required for integrated working. (E) * Full, clean driving licence (the role will involve driving to meetings and some pupil transportation) (E) * Social work, Youth work, Counselling, Teaching or Mentoring qualification and / or experience. (D) * Qualifications relating to the post, eg health, children, practical skills, first aid, Designated Safeguarding Lead (D) * Experience of multi-agency working and sharing information including the use of electronic systems that support integrated working. (D) * Knowledge of/ experience of using the Common Assessment Framework (CAF). (D) * Awareness and training in specific needs for Autism, Attachment Disorder, ADHD and Tourette's syndrome. (D) |
| **Knowledge/ Skills:** | * Knowledge of the development of children and their needs. (E) * Knowledge of school/education provision. (E) * To be literate and numerate and be able to produce comprehensive action plans and reports. (E) * To be able to communicate effectively with a range of adults and young children. (E) * To be willing to commit time and energy into mentoring and associated training. (E) * To be ICT literate. (E) * In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. (E) * An understanding and depth of knowledge of the many factors that contribute to emotional and social development. (D) * Knowledge of the Bradford equal opportunities policies. (D) * An understanding of the range of support services/providers available for parents / children. (D) * An understanding of the principles of supporting parents and in particular, barriers to learning or participation in events. (D) * To have the ability to identify existing and potential barriers to learning and jointly engage strategies to overcome these barriers. (D) * Knowledge of the importance of collaborative approaches in and beyond school and the use of rewards and sanctions. (D) * Ability to identify existing and potential barriers to learning. (D) * An understanding and depth of knowledge of the many factors that contribute to emotional and social development. (D) |