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**Safeguarding, Welfare and Inclusion JOB DESCRIPTION**

**Post Title: Safeguarding, Welfare and Inclusion Officer**

The following information is provided to help staff and those people considering joining Woodside Academy to understand and appreciate the work content of their post and the role they are to play in the organisation. However, 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. Woodside Academy is committed to making any necessary reasonable adjustments

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

opportunities for disable job applicants or continued employment for any employee who

develops a disabling condition.

**Prime Objectives of the Post**

* To remove barriers to learning using a range of strategies
* To provide SEMH support to children and their families
* To be able to work as part of a team and to share information both within the team and with other agencies in accordance with the common core of skills and knowledge for the children’s workforce.
* To work effectively with other agencies to achieve the best possible outcomes for children and young people.
* To establish effective communication and engagement with children, young people and their families and carers.
* To promote the development of children and young people.
* To safeguard and promote the welfare of children and young people.
* To provide additional and supplementary support to raise pupil’s achievement.
* To help targeted pupils whose learning may be at risk for a variety of reasons.
* To support children and young people on transition between schools, key stages, into higher and further education and work as appropriate.
* 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)
* To be a Deputy Designated Safeguarding Lead within the school
* To support with the improvement of attendance and punctuality including a focus on behaviour and strategies to support more challenging behaviour

**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 Deputy Headteacher (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 the Multi-Academy Trust of Leading Learners at all times

**Possible Range of Additional Responsibilties**

* 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 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 SEND 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 interventions/activities within a nurture group setting
* To maintain regular contact with families/carers or pupils in need of support, to keep them informed of the pupils' needs and progress, and to secure positive family support and involvement.
* To report to the SEND Leader and other colleagues as appropriate
* To maintain full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for pupils.
* To be a deputy Designated Safeguarding Lead and work well within the team of DSLs in the school
* Analyse data for behaviour and attendance and assist with identifying next steps/future strategies and oversee implementation of these with the team
* Contribute to evaluating data and then reporting findings to SLT and other stakeholders
* Liaise with other staff and external agencies to consider who would benefit from additional support and implement this
* Support learners either in the classroom or outside of the classroom
* To follow Academy policies and procedures effectively

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

Signed……………………………………………………… Dated………………………………………

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**PERSONNEL SPECIFICATION**

**Post Title: Safeguarding, Welfare and Inclusion Officer**

**ATTRIBUTES ESSENTIAL DESIRABLE HOW IDENTIFIED**

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualifications and Education** | * Maths/English (GCSE or equivalent) or relevant level 2 or 3 qualification | * Youth Work, Counselling, Teaching or Mentoring qualification and/or experience or other qualification relevant to the post | Application Form, Letter of Application, References, Selection  Process |
| **Experience/Knowledge** | * Recent and relevant experience of working with children * Experience of working in a team | * Recent work in school or other organisation with children/young people to promote learning, working with children with a range of needs including SEMH * Recent and appropriate experience of enabling families/carers to access support agencies * Has experience of working as a DSL | Application Form, Selection Process,  References |
| **Training** | * Willingness to undertake further training | * Ability to identify own needs and initiate own professional development * Has had DSL training and has had experience of being a DSL in another setting | Application Form, Selection Process,  References |
| **Practical and Intellectual Skills** | * To have the ability to identify existing and potential barriers to learning and jointly engage strategies to overcome these barriers. * To be literate and numerate and be able to produce comprehensive action plans and reports. * To have good organisation skills. * To be able to communicate effectively with a range of adults and young children. * To be willing to commit time and energy into mentoring and associated training. * To be able to use ICT effectively within the post. * To have the ability to empathise * To have the ability to motivate children and act as a role model | * To have an interest in sporting activities. * To have artistic, crafting and creative skills. | Application Form, Selection Process |
| **Special Knowledge** | * Knowledge of the development of children and their needs * Knowledge of school/education provision | * Knowledge of how to access support * Knowledge of Attachment and Trauma informed practice | Application Form, Letter of Application, References, Selection  Process |
| **Personal Circumstances** | * To be able to work in a flexible way, which may involve working out of school hours by negotiation | * None | References, Selection Process |
| **Disposition and Attitude** | * To be friendly, approachable, non-judgmental and engage constructively with young children and families/carers from different ethnic and social backgrounds * To respect confidentiality * To have a mature disposition and be able to offer secure and sensitive guidance to children * To have a commitment to help children achieve their potential * To have the ability to work with, and command the confidence of, all colleagues within school * To remain calm under pressure and have a good sense of humour * To show initiative to act within the philosophy of the programme and be able to work pro-actively and independently * To demonstrate resilience * To be able to self-evaluate * To demonstrate commitment to equality of opportunity | * None | Letter of Application, References, Selection Process |
| **Physical** | * Ability to cope with the requirements of the post and able to engage in a range of activities with children | * None | Application Form, Selection Process |

**Use of References**

References will only be read by the recruitment panel following interviews, after the preliminary selection decision has been made

**Special Conditions**

Leading Learners Multi Academy Trust requires that the following check be carried out as a part of the recruitment process:

* DBS Enhanced Disclosure

**Equality Statement**

Leading Learners Multi Academy Trust employees are required to comply with all current policies concerning racial and sex equality and the rights of people with disabilities in terms of equal opportunity for employment. Job Share applicants welcome for all full-time posts unless otherwise stated in the advertisement.

We are committed to making reasonable adjustments to the job role and working environment so that disabled people have access to job opportunities or current employees can continue at work should they develop a disabling condition.