



Learning God's Way

Headteacher: Mr M Jee

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JOB DESCRIPTION

Location St Margaret's CE Primary School, Angmering

Job Title Pastoral and Safeguarding Manager

Responsibility to Assistant Head Teacher – Inclusion

To start Jan 2024: Salary - Scale 9 Point 25

Job Purpose

- To work holistically and proactively with families to improve children's **well-being, SEMH, attendance and attainment, including and especially Pupil Premium and vulnerable children.**
- To be the school's **Designated Safeguarding Lead (working with 2 deputy DSLs from the SLT)**
- To act as the main liaison between school and families needing support with, for example, behaviour at home, children's mental health, agency liaison and signposting, parenting support etc
- To monitor attendance with the Deputy Head of relevant children at risk of poor attendance, support families with improving attendance and report progress to the Governors' Children's Welfare Committee
- To assist staff in developing support programmes for vulnerable children

KEY TASKS

1. Work under the direction of the Assistant Headteacher (Inclusion):-

- To be the school's DSL and lead the safeguarding team in ensuring the highest standards of safety for children at St Margaret's
- To ensure all staff at school receive up-to-date and relevant safeguarding training to effective safeguarding for the children at school
- To meet with the safeguarding governor and report to the governing body regarding safeguarding as appropriate
- To promote good relationships between the home, school and other professionals, and offer support to families as required.
- To promote close collaboration between families, school staff and other professionals, encouraging and facilitating effective dialogue between parents and teachers about children's welfare. This will include providing support for teachers around working with parents and providing support and advocacy for parents.

- To work with the Inclusion Manager, identify which children would benefit most from home-school support and draw up and implement an action plan for each parent/family as required.
- To build links with other agencies, charities and other organisations in order to be able to act as a signpost for families and to ensure that they receive appropriate support.
- To act as an advocate – particularly for families of children with additional needs.
- To work with individual pupils when issues from home or school are affecting or are likely to affect their performance, attendance and/or behaviour at school.
- To develop/maintain information for parents (eg. leaflets, newsletter articles, website information) for parents about the role. To promote and publicise the support available among families, the local community, school staff and other professionals working the areas.
- To assist in providing information and support at times.

2. Support of children:-

- Advise with classroom support especially with dysregulated children as appropriate.
- Taking groups or individual children for activities around the school out of the classroom.
- Accompanying groups of children on off-site activities and on school trips where required.
- Supporting teaching staff in regular playground supervision.
- To use de-escalation techniques, such as Team Teach techniques, as required around the school.

3. Children welfare (arising from medical needs and attendance):-

- To help improve attendance and punctuality and prevent exclusions for identified children and families using the School's Attendance Policy.
- Report attendance matters for relevant to the Governor's Children's Welfare Committee.
- Supporting children in the class who have specific medical/health problems.

4. Clerical/administrative tasks:-

- Helping to up-date children's records within the scope of welfare and safeguarding.

Hours of Duty

The hours of duty will be as those stated at the time of appointment to the post, or as agreed between the post holder and head teacher.

Confidentiality

The Welfare Lead and DSL is required to respect the confidentiality of **all** matters relating to the school, children and staff.



Person Specification:

The Person Specification is an important part of the application process and will be used to shortlist candidates. You will need to demonstrate in your supporting statement/application form how you meet the following criteria. The personal qualities and professional values are fundamental to this post and the successful candidate will need to be able to demonstrate evidence of these during the interview process.

	Essential	Desirable
Qualifications & training	<ul style="list-style-type: none">• GCSEs Maths and English grade C or above, or equivalent;• A levels or equivalent• Evidence of commitment to own professional development.• Child protection training	<ul style="list-style-type: none">• A good degree (I or II/i)• Learning mentor training• CAF training/ family support model• Family support training
Experience	<ul style="list-style-type: none">• Experience of Safeguarding procedures and management in schools• Working with children and families in an educational setting or similar setting• Supporting children's welfare and emotional needs	<ul style="list-style-type: none">• Experience of working with families and children with child protection or child in need plans/core groups.
Professional Qualities	<ul style="list-style-type: none">• A commitment to a high standard of achievement and well-being for all;• A commitment to inclusion and to equality of opportunity;• A commitment to prioritizing the safeguarding and promoting the welfare of all children.	
Knowledge and understanding	<ul style="list-style-type: none">• The purpose of primary school education and of priorities in schools;• The responsibilities of senior leaders in schools;• The confidential nature of the work of child protection• The importance of the environment in a school setting• Health and safety requirements• The importance of effective communications within the inclusion team and school as a whole	<ul style="list-style-type: none">• Knowledge of the local community



Skills	<ul style="list-style-type: none"> • The ability to work collaboratively and positively manage others; • The ability to develop and maintain positive and effective working relationships with all members of the school community; • Flexibility, adaptability, enthusiasm and confidence; • Excellent written and oral communication skills; • Good record keeping and use of ICT; • Sound organisational skills and ability to prioritise in a busy and demanding context. • Able to develop interventions for children and families to remove barriers to learning. • Able to find solutions to challenges • Good use of initiative 	
Personal Attributes	<p>The candidate will be able to demonstrate that they are:</p> <ul style="list-style-type: none"> • Hardworking • Confidential • Efficient and able to work to tight deadlines; • Able to maintain professional confidences; • Motivated and can be independent on completing work tasks and projects; • Be prepared to create and share new ideas • Ability to manage time effectively, organise and prioritise personal workload, working efficiently under pressure • Ability to quickly absorb, interpret and organise large amounts of information • Ability to be innovative and develop new solutions; being able to think outside the box and effectively plan ahead • A positive and self-motivated team player <p>The candidate will have:</p> <ul style="list-style-type: none"> • Excellent communication and writing skills; to achieve effective communication; to maintain confidentiality; to liaise with a wide range of internal and external contacts • Excellent interpersonal skills; building strong working relationships with the rest of the team. 	



	<ul style="list-style-type: none">• Excellent communication skills to build and foster positive relationships with parents and children.	
Special requirements	Will require a DBS check to work within school environment and online social media search	

