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| **Job Title:** | Senior Pastoral Lead – Safeguarding (Deputy Designated Safeguarding Lead) and Mental Health |
| **Salary Range:** | TPAT Point 9 |
| **Hours:** | 37 hours per week, 39 weeks per year |
| **Base:** | Mullion School |
| **Responsible to:** | DHT/ AHT |
| **Direct Supervisory Responsibility for:** | Specialist provision lead; External support workers |
| **Important Functional Relationships: Internal/External** | Internal: Headteacher, Leadership Team, SENCO, teaching staff, tutors, support staff, pupils    External: School Governors, parents, external support agencies |

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| **Main Purpose of Job:** |
| To contribute to the effective operation of the school by supporting high quality provision focused on students with the most significant levels of need around their emotional, pastoral and physical wellbeing, securing student engagement and positive learning behaviour through mentoring, advice and guidance and through external bespoke provisions and interventions.  To maintain positive partnerships and communication with parents and carers.  To support effective safeguarding across the school.  To work closely with the senior leadership team in order to ensure a positive, open and proactive culture around safeguarding and wellbeing for students. |

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| **Main Duties and Responsibilities:** |
| **Leading Students and Parents:**   * Monitor and promote students personal and social development through appropriate systems and procedures. * Identify students requiring specialist support (internal school and external agency) in order to succeed. Follow policies and procedures in order to ensure students access support required. * Support high quality mentoring by tutors, mentors and external partners including the implementation of policies to support the learning of discreet groups such as disadvantaged students, gifted & talented and vulnerable children. * Maximise each student’s learning and progress by supporting a well-ordered environment based on high expectations of behaviour according to the School’s Behaviour Policy ensuring that every child is ‘ready to learn’, and taking into account the individual needs of students requiring specialist support. Implement effective intervention to ensure that barriers to learning are removed. * Promote a positive ethos within the school which sets high standards and enhances each student’s self-esteem, fosters good relationships between students and between students and staff, leading to cohesion and a positive team spirit. Celebrate student achievements through appropriate school systems. Oversee the effective and efficient records of students’ achievements, including supporting celebration events and supporting the reward system. * Communicate clearly, effectively and promptly with parents and keep them fully informed of their child’s progress and welfare, and thus promoting a well-informed, positive and co-operative partnership between the home and the school and logging accordingly. * Provide students with opportunities to make positive contributions to the school as well as their local and global communities. * Support the school’s work to ensure high attendance by contributing to effective tracking and intervention. Identify individual students requiring additional support and plan and implement appropriate, effective intervention alongside the attendance team. Identify those students where alternative models will be of benefit and ensure that these are put in place in an appropriate way. * Support and develop Student Voice, leadership and responsibility of students. * Oversee effective and efficient record keeping of all aspects of role, enabling, for example, monitoring of impact of intervention. * Take a lead role in safeguarding students, working within the safeguarding team and ensuring all reports are appropriately followed up in line with the school’s policy. * Support the transition of new students into the school through appropriate induction programme and liaison with teachers. * Take a lead in embedding the school’s anti-bullying culture, including eradicating discriminatory behaviour of all kinds, including sexual harassment and harm.   **Leading Staff:**   * Support tutors to be effective in their roles: in particular in relation to safeguarding and pastoral care and support. * Liaise with the Leadership Team, SENDCO, Heads of Faculty and external agencies to support as necessary when students’ progress or conduct gives rise for concern or merits special congratulations and with regard to meeting students’ additional needs. * Collaborate with other colleagues to provide support with regard to appropriate tutorial programmes and whole school activities. * Meet with the SLT on a regular basis to discuss and agree actions for issues that affect students’ learning. * Participate in the School’s Performance Management and appraisal scheme. * Support to school’s duty rota including at break and lunchtimes, and in pastoral provision as required. * Provide advice and support for other staff within the pastoral support team to ensure that all students and parents experience high quality support and advice. Where appropriate provide informal or formal coaching and support for pastoral support staff. * Provide induction and support for new staff, working within the pastoral team.   **Leading Policy:**   * Contribute to school policy reviews as appropriate. Provide advice to the leadership team as appropriate. * Keep knowledge and understanding of national best practice and policy up to date through appropriate training and development.   **Safeguarding:**   * Work closely with the DSL to ensure a strong culture of safeguarding underpins school operations and that safeguarding policy and practice reflects national best practice so that all students are safeguarded and the school’s duty to safeguard and protect children is fulfilled. * Support relevant training and updates for staff on safeguarding and child protection. Monitor practice and where appropriate, provide individual support for staff in meeting school expectations. * Undertake the role of Deputy Designated Safeguarding Lead, including shared responsibility (alongside the DSL) for out-of-hours safeguarding.   **Student Mental Health and Wellbeing Lead**   * Support the Senior Mental Health Lead to develop a strategic action plan and to implement change which supports positive mental health and wellbeing for students. * Monitor the impact of policy, strategy and approaches and support revisions to school policy as appropriate. * Ensure students can access targeted support and develop their understanding of how to support their own wellbeing. * Develop, with the senior team, a positive ethos in relation to mental health and ensure that both student and parent voice is heard and responded to. * Work with parents, families and carers, promoting resilience and supporting social and emotional learning through the curriculum.   **Transition (for both in year admissions, and transition into Year 7)**   * In liaison with the Head of Year, organise and facilitate a programme of transition events to ensure the confident and successful transition of new students into the school. Support the effective communication with parents about transition. * Take a lead role in the transition and induction of new students into the school, including identification and removal of barriers to learning.   **Other**   * Maintain confidentiality of information acquired in the course of undertaking duties for the School. * Other duties as appropriate to the role and as requested by the DHT/Headteacher. |

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| **Person Specification:** | **Essential** | **Desirable** | **Recruiting method** |
| **Education and Training** | Attainment of GCSE’s  grade C or above (or equivalent) in English  & Maths and a range of other curriculum subjects  Tier 2 Safeguarding Training | Evidence of further professional development in relevant fields  Experience of DSL work including Tier 3 Safeguarding training  Trauma Informed Practitioner | Application Form / Interview |
| **Skills and Experience** | A proven track record of working with students of the relevant age in a learning environment.  Experience of working in at least one secondary school | A track record of supporting students, including vulnerable students and those with SEND, disadvantaged.  Experience in working in more than one secondary setting, or in a different educational context e.g. specialist education | Application/Interview/Assessment |
| **Specialist Knowledge and Skills** | Up-to-date ICT skills.  Good listening & communication skills.  Knowledge of specific curricular areas or key stages.  Awareness of the SEND Code of Practice and guidance on meeting SEND.  Knowledge of statutory policy and procedures for schools e.g. exclusion, attendance, admissions, health and safety, safeguarding | Safer recruitment training  First aid training | Application/Interview/Assessment |
| **Behaviours and Values** | Self-motivated and able to work constructively as part of a team and as a leader. Able to adapt approach to suit circumstances and audience.  Ability to relate well to children and adults and to inspire others to excel.  Role model for Growth Mindsets  Ability to work to deadlines and methodical approach to work. Ability to work under pressure.  Ability to manage challenging situations including with students and stakeholders.  Deeply committed to equality of opportunity, British Values and diversity. | Excellent communicator: to a variety of audiences and orally, in writing and using social media | Application/Interview/Assessment |

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| **General/Other:** |
| * To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the Academy’s pupils at all times * To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance * To be aware of and adhere to all Trust policies and procedures * To be responsible for your own continuing self-development and attend meetings as appropriate * To undertake other duties appropriate to the post as required |

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| **Special Conditions related to the post** |
| * Eligible to work in the UK * Physical fitness * Driving Licence and a willingness to undertake business journeys as required by the post   The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.  Successful applicants must be suitable to work with children and will need to undertake the following before commencing employment:   * Enhanced Disclosure & Barring Service (DBS) Certificate with barred list information * Receipt of two satisfactory employer references one of which must be from your current or most recent employer * Satisfactory verification of relevant qualifications * Satisfactory health check   All new employees will be required to undertake mandatory training required by the Trust. |