

Holy Family RC Primary School

Job Description

POST TITLE	Safeguarding and Pastoral Lead
SCHOOL	Holy Family RC Primary School
GRADE	Grade 6 (SCP 23-27)
HOURS	36.66 Hours per week. Term Time plus 10 day
<p style="text-align: center;">MISSION STATEMENT</p> <p style="text-align: center;">We live, learn and love in His way</p>	

JOB PURPOSE:

- To co-ordinate the pastoral support for children and families
- To work under the supervision of the Deputy Head and Headteacher
- Leading of the provision of a complementary service accessing information from teachers and other colleagues within the school to address the needs of pupils who need support to overcome barriers to learning to raise their aspirations and achieve their full potential

- To adhere to the school's Mission Statement as a Catholic School, whereby the school is committed to the view that each child is uniquely created in the Image of God. The school's dedication to the poor, marginalised and disadvantaged is highly relevant to this post.
- Promote the catholic ethos of the school by good example and commitment
- Create and maintain an environment where children feel they are well known, safe, valued, respected and happy promoting the Every Child Matters themes
- Develop children socially, emotionally, and morally ensuring each child achieves their potential and has equal value and opportunity
- Provide support appropriate to the needs of the child
- Identify any concerns, risks and barriers to progress
- To respond to the concerns, fears and worries of our children and / or parents/carers building positive and effective relationships with parents/ carers, children and staff
- To make parents feel welcome at the school and encourage them in their children's learning
- Ensure parents/carers are aware of their child's educational progress and welfare and any issues relevant to their education, attainment and overall welfare of the child
- Thus giving all those involved confidence in pastoral care arrangements
- To implement and review the Safeguarding Policy and procedures.
- To create, implement and review the pastoral element of the school development plan

Attendance and Punctuality

- Create, implement and review the school attendance policy
- Create, implement and review the school attendance reward system
- Review the policy annually
- To analyse the school's attendance profile
- To oversee the system in the school for monitoring, challenging and supporting pupils and families regarding attendance and punctuality

- Identifying pupils who regularly arrive late to school and manage the arrangements for late arrivals in the morning, subject to whole school policy
- Monitor attendance to identify pupils with excellent attendance as well as poor and persistent attendance.
- To challenge and support the families to make improvements where children have poor attendance and punctuality
- Perform regular punctuality sweeps
- Arrange meetings with parents and SAIS regarding poor attendance and punctuality
- Arrange meetings with parents and Headteacher and governors regarding poor attendance and punctuality
- Provide a breakfast club to improve attendance and punctuality
- Make 'first day of absence texts' to parents and follow up absence texts
- Liaise with the LA's Attendance Service about strategies for improvement in attendance and hold regular meetings. During these meetings provide evidence:
 - That all registers have been completed accurately
 - Of the current whole school attendance and whether this shows signs of improvement
- Regular meetings with the LA attendance advisor to highlight and address persistent absentees. Use of LEA guidelines and support to issue fixed penalty notices and fast track procedures to those failing to take notice of support and advice given
- Conduct home visits
- Set yearly targets with SAIS
- Complete termly Persistent and Severely Absent Reporting required by the LA
- Manage School Comms and MIS software to ensure effectiveness of reporting attendance and punctuality
- Follow procedures for CME children and vulnerable pupils by reporting to the SAIS
- Report on attendance and punctuality on a half termly basis via the school newsletter
- Termly review of attendance for all statutory children linked to their termly achievement

Admissions

- Ensure the school has robust day to day procedures for Admissions
- To arrange and manage welcome meetings for families new to the school. Greet parents and children when they arrive and discuss any concerns or information they would like to pass on at this stage. Allow them to meet their new class teacher and have a look around the school and their new classroom
- Contact parents at the end of a pupil's first week at the school to discuss any concerns and update on progress of settling in
- Liaising with the child's previous school to ensure that the child's needs are identified prior to them starting with us. To arrange with the SLT, SENCO's and class teachers for appropriate support systems to be put in place if necessary
- Ensure information is gathered to assist with the admission such as safeguarding, health needs, and academic support. This information can be sought from previous schools, children's social care, parents etc.
- To ensure departing children's records and information are passed to the new school, and Children Missing in Education procedures are followed if necessary
- To keep a record of the arriving and departing children
- Knowledge of Legislation, policy and practice relating to the smooth admission to this Catholic school
- Knowledge of Fair Access Protocol
- When undertaking transition work, to work flexibly with other schools to promote a smooth transition for the pupils, including the effective transfer of appropriate pupil data / information

Early Help Assessments

- To chair and lead EHA meetings and ensure actions are being completed and to provide pastoral support for families involved in an EHA

- To attend EHA's which are led by other professionals
- To initiate an Early Help Assessment (EHA) with families
- Attend and support other multi or single agency meetings as appropriate
- To make referrals and liaise with the Early Help Team to ensure quality of support and advice to families in need.

English Additional Language (EAL)

- To arrange, where possible, translators for Welcome Meetings for pupils new to the school, when needed

Children Looked After

- Day to day monitoring of attendance ensuring the child attends school
- Regularly check the attendance of CLA
- Provide attendance data to LA and or social worker on request
- Refer to School Attendance Improvement Service for additional support/ advice where attendance is below the target of 95%
- Follow safeguarding procedures if necessary
- To assist the SENCo through the administration of PEP's and LAC reviews and liaison with Local Authorities
- Attend PEP Meetings if required
- Attend CLA reviews

Safeguarding

- Implement and manage the school's Child Protection Policy
- To manage the school's Critical Incident Procedures with teaching staff and act appropriately
- To manage and act appropriately on disclosures regarding the welfare of children
- If a safeguarding incident arises; to follow the schools safeguarding procedures
- To attend and prepare for core group meetings, case conferences, and strategy meetings
- To support families, where appropriate, with Child Protection and Child in Need matters
- Monitor progress and any concerns regarding children involved in safeguarding matters
- Ensure the secure storage of safeguarding information through CPOMS
- To deliver safeguarding staff training at the start of the academic year to ensure staff have knowledge of the school's safeguarding procedures
- To deliver information / training to staff on relevant safeguarding such as FGM, CSE
- Ensure staff have read and understood the necessary safeguarding guidance and that this is recorded
- Attend Network Meetings
- Complete safeguarding audit required by the LA
- Attend statutory safeguarding training for DP's
- Support SLT with regular reviews of Safeguarding including Trust reviews

NOHIB (Notification of Hate Incidents and Bullying)

- It is a requirement that the incidents are reported to the Local Authority. Ensure all notifications of hate incidents and bullying are reported to the LA using the NOHIB procedure on a weekly basis

PREVENT

- Report concerns around extremism to the Prevent and Channel team. The Prevent Panel will examine the information and decide on whether to investigate further
- Ensure staff complete PREVENT self-assessment
- Support SLT with Prevent audit

Pupil and Family Support

- Being a point of contact to support parents and vulnerable families giving advice and support relating to family welfare and signposting to other agencies. Referrals could be made for:
 - Nurture/ Emotional Literacy groups
 - Bereavement support and Counselling for traumatised children
 - Support to families in crisis or need
 - Social Interaction Groups

- Parenting Support through advice and workshops
- Strategies and programmes / schemes to support children through difficulties and trauma
- Relate
- Legal
- Develop strategies to improve home school communication and parental involvement
- Provide support with parenting whether that be in the form of a referral to the Early Help Team or courses running throughout Oldham
- Keeping parents aware of their child's progress and any issues relevant to their education, attainment and overall welfare
- Work closely with teaching staff to ensure relevant support plans are in place and barriers to learning are removed
- Gathering information of any changes in the general well-being of children so that relevant staff can be made aware and can respond in an appropriate manner. This also includes being aware of their duties and responsibilities regarding child protection issues and refer cases if necessary
- Co-ordinating the response to referrals of serious incidents or concerns about a child's behaviour, health or welfare followed by an assessment of their needs and whether that means a referral to other agencies, counselling, intervention, SENCO, one to one support for behaviour, or an EHA for family support/ parenting
- Develop and implement action plans for identified pupils relating directly to their individual needs and circumstances, which could be particularly complex needs. Monitor these actions to assess progress. Facilitate reviews and meetings with professionals and parents
- Maintain regular contact with families/carers of pupils in need of additional support and to secure positive family support and involvement including conducting home visits as required.
- Involvement in Mental Health Working Party at school level.
- Build relationships with pupils, supporting in both KS1 and KS2 at dinnertimes.

Other Requirements

- Have an up to date understanding about the legislative framework regarding School Admissions, Attendance, Safeguarding, CLA, Early Help and Children's Social Care/MASH
- Interpret complex documents; legal proceedings / contact arrangements / case conference documents / care proceedings
- Be a point of contact between the school and external agencies involved in supporting pupils, proactively initiating and establishing links with other services as necessary and maintaining positive working relationships to facilitate successful outcomes for pupils attending relevant meetings as required
- Plan and prioritise work- make decisions to deliver service in the most appropriate and efficient way
- Thorough knowledge of data protection and confidentiality issues; encryption, keeping documents secure and locked, only using it for necessary purposes
- Contribute to the development, planning and implementation of whole school strategies relating to a variety of topics such as attendance, safeguarding initiatives and inclusion
- Process and monitor finances relating to the pastoral service such as resources, counselling services, prizes and incentives
- Monitor and evaluate the effectiveness of the pastoral provision within the school, ensuring the collation, monitoring and evaluation of data and production of associated reports as required
- Provide objective and accurate feedback and reports, both written and verbal, appropriate to the intended audience regarding pupil progress and achievements, ensuring the availability of suitable evidence
- Appropriately share information to relevant audiences to facilitate pupil welfare within procedures covering confidentiality and data protection

Developing self and working with others

In particular

- Effective liaison and communication with parents
- Awareness of the significance of interpersonal relationships and strategies for promoting individual and team development

- Contributing to, and promoting an open, fair and equitable culture consistent with the school's Catholic ethos
- Demonstrate an understanding of the relationships between self-evaluation, performance management and continuing professional development
- Demonstrate the importance of partnership working and accepting appropriate support from others, including colleagues, governors, Diocese and the Local Authority
- Recognise the role of collaboration and networking within and beyond the school
- Demonstrate analytical skills to solve problems and make recommendations; attendance analysing and recommendations to agencies
- Holding staff to account regarding all policies relating to the post

Standard Duties

- Undertake related clerical and administration tasks as required.
- Understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
- Uphold and promote the values and ethos of the school.
- Implement and uphold the policies, procedures and codes of practice of the school, including relating to finance, data protection, ICT, health and safety, anti-bullying and safeguarding/ child protection.
- Demonstrate a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school.
- Participate and engage with workplace learning and development opportunities, subject to the school's training plan, working to continually improve own performance and that of the team/school.
- Attend and participate in relevant meetings as appropriate.
- Ensure the safe storage of information

CONTACTS

- Head Teacher
- SLT
- Members of the Trust
- Teaching and other staff in school
- Pupils
- Parents/relatives/carers
- LA / CSC/ Attendance Officers / Police
- Governors
- Teachers at other schools
- Other external agencies
- Healthcare professionals

RELATIONSHIP TO OTHER POSTS WITHIN DEPARTMENT

- **Supervision received from:** Headteacher/Emmaus Trust
- **Line Management Responsibilities** - None

EXPERIENCE, EDUCATION, SPECIAL QUALIFICATIONS AND TRAINING REQUIREMENTS

- See Person Specification

CONTROL OF RESOURCES (HUMAN, FINANCIAL, MATERIAL)

- As required by the Headteacher.

SPECIAL CONDITIONS

- To make home visits as and when required
- Full driving licence and use of car with business use insurance, desirable but not essential
- The Governing body is committed to safeguarding and promoting the welfare of children, young people and families and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure from the Criminal Records Bureau (CRB) and obtain any other statutorily required clearance.

GENERAL NOTES

1. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
2. You are required to comply with any reasonable request from your manager to undertake work of a similar level that is not specified in this job description.
3. This job description is current at the date shown. This job description may be changed, in consultation with you, to reflect or anticipate changes in the job commensurate with the grade and job title. Where such a change is felt to be necessary by the and agreement cannot be reached, changes may be made by the employer giving the required notice of a change to the job description.

This job description must be considered alongside the C.E.S. Contract of Employment as issued by the Governors to all teachers in the school.