

Job Description

Job title: Key Stage 2 Pastoral Manager and Deputy Designated Safeguarding Lead

Reports to: Headteacher

Responsible for: Line Management of Midday Assistants

Pay Scale: Essex Pay Scale 7

Overall Job purpose:

- To support staff, pupils, EWO, parents, Health Services, other Outside Agencies.
- To support the Designated Safeguarding Lead with all safeguarding and child protection matters arising at the school (including online safety and understanding the filtering and monitoring systems in place) and to support all other staff in dealing with any child protection concerns that arise
- Promoting and safeguarding the welfare of children and young people.
- To be available for staff to discuss any safeguarding concerns

Principal Duties and Responsibilities

Pastoral Manager

- Contribute to the Pastoral care of all students at KS2 and the individuals within it.
 - Be a line of communication for parents, staff and pupils concerning pastoral issues and to liaise with Teachers and SLT as and when appropriate
 - Contribute to breaktime and lunchtime supervision as directed by Headteacher
 - Liaise with the Attendance Officer on a regular basis.
 - Liaise with outside agencies as the need arises.
 - Promote regular attendance and punctuality, actively dealing with both severe and persistent absence pupils. Attending home visits if needed
 - Contribute to the supervision of the students' attendance, lateness and uniform.
 - Liaise with the Attendance Officer, wider pastoral team and office staff on a regular basis
-

- Cover emergency duty
- To aid transmission and transfer of data between Key Stages.

Deputy Designated Safeguarding Lead

- To act as the Deputy Designated Safeguarding Lead.
 - To lead on day-to-day management of all safeguarding concerns and disclosures. Escalating to DSL when needed
 - Making appropriate referrals about actual or suspected abuse in line with threshold guidance.
 - Liaising with Social Care, police and other external agencies after initial referral is made, and informing parents/carers of the above, where appropriate.
 - Meeting with parents where appropriate/necessary to address concerns and signpost to support where appropriate.
 - Attending and contributing to child protection case conferences including report preparation.
 - Monitoring of students subject to referrals or on the "at risk" register. Providing ongoing support to same, including leading TAF meetings.
 - Engaging in robust review of decision-making.
 - Attending appropriate training and leading internal safeguarding training and updates.
 - To complete the day-to-day administrative tasks relating to safeguarding including maintaining detailed records of meetings and actions.
 - To oversee the management of My Concern (recording system) and subsequent actions.
 - To provide termly safeguarding reports to the LSC and attend Safeguarding Governor monitoring visits.
 - Actively supporting the school to meet all regulatory standards with regards to safeguarding.
 - Engage with Trust safeguarding reviews.
 - To adhere to the statutory guidance set out in the latest version of Keeping Children Safe in Education at all times.
-

- provide staff training as part of the induction process for all new staff members
- Support the emotional wellbeing of children in care
- Attend LAC reviews on behalf of the Headteacher
- Act as Mental Health First Aider to all staff. Sign post them to external services
- To support with pupil transition and transfer of safeguarding files
- To cover emergency duties if required

General Duties

- To have due regard to the provisions of Health and Safety at work legislation
- To have due regard to the Trust's Equal Opportunities Policy
- To be aware of the confidential issues regarding this post including adhering to GDPR requirements
- To undertake any other duties that are within the grade and scope of the post, as determined by the Headteacher/Manager.
- To undertake annual mandatory and statutory training as directed by the Trust or School.

Developing self and working with others

- Promote and maintain a culture of high expectations for self and others
- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from relevant colleagues

Scope:

The post-holder will be based at one of the Trust Schools and will be expected to work across the Trust, travelling from time to time to school sites. This job description needs to be considered in the context of a developing and evolving situation and, therefore, responsibilities described here may be adapted to meet changing needs.

Safeguarding:

Compass Eko Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Employees are expected to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Trust

Person Specification – Pastoral Manager & Deputy Designated Safeguarding Lead

Criteria	Detail	Desirable	Essential
Qualifications & Experience	Specific qualifications & experience	Relevant to post Include experience of working with children where relevant	GCSE's In Mathematics and English minimum grade 4/C or equivalent. No formal qualification required, but good standard of education. Need relevant experience of working with primary school aged pupils aged.
	Knowledge of relevant policies and procedures	e.g. First Aid, Financial Procedures, School procedure/policies – Some policies procedures are covered in relevant sections below e.g. H&S, Behaviour Management, Child Protection	Need to have detailed knowledge and understanding of all school procedures and policies, especially Safeguarding, Rewards and sanctions, Attendance, Equal Opportunities, race Equality, Inclusion and Communications policy
	Literacy	Level of literacy required, including qualification level where required	High level of literacy required – English GCSE minimum grade 4/C or equivalent. Post holder is expected to write to parents and outside agencies following the Communication policy
	Numeracy	Level of numeracy required, including qualification level where required	A level of numeracy which allows for interpretation of baseline data such as attendance, attitude to learning and achievement. GCSE minimum grade 4/C or equivalent.

	Technology	Ability to uses equipment e.g. photocopier, specialist equipment e.g. for technicians, IT packages etc.	Must be ICT literate, with an ability to use common school ICT equipment for logging, monitoring and communication.
Communication	Written	Form filling, letter writing, report writing	Ability to write detailed reports Ability to write routine letters Ability to write detailed referral forms to outside agencies. Ability to write reports for exclusions and for individual student risk assessments.
	Verbal	Ability to exchange information clearly, presentation skills, training etc.	Listening Skills. Ability to exchange routine verbal information clearly with children and adults. Ability to exchange complex and sensitive information in a firm and non-ambiguous way. Ability to express own views and opinions. Ability to deal with complex emotional issues. Ability to read and respond to nonverbal communication in both pupils and adults.
	Languages	Any specific requirement to have a second language, signing etc.	None required
	Negotiating	Requirement for consultation, and negotiation	Ability to consult effectively with pupils and adults. Ability to motivate/encourage/empower pupils/adults

			Ability to communicate and adjudicate between pupils and adults. Needs a non-judgemental approach. Advising staff on how to work with pupils, providing negotiating and conciliatory skills on behalf of pupils with staff and parents. Meet with parents and prospective pupils to promote the school either individually or at events.
Working with children	Behaviour Management	Knowledge level of behaviour management policy plus any specialist skills	Ability to support with the management for the behaviour of cohorts, pupils in many different settings, e.g. the classroom, on the playground, in corridors, in assembly, on trips – as large groups or as individuals. N.B. sometimes this requires the management of pupils by attending playground duty and area monitoring between lessons. Understanding and implementation of school sanctions and rewards policy. Ability to use physical presence in a positive manner. Develop good body language skills to manage confrontational situations and keep control of a situation.
	SEN	General - understand and support the differences in people	Understand and support the differences in children and adults and respond

		Any specific skills, knowledge or qualification	appropriately. Attend meetings with the SENCO to discuss the welfare needs of pupils. The ability and knowledge to discuss individual needs with outside agencies – e.g. this can be quite complicated as in the case of a full CAF referral.
	Curriculum / School organisation	Knowledge level of the school curriculum. Any specific skills, knowledge or qualification. For those not directly supporting children this may include areas such as exams procedure, timetabling etc.	General understanding of the school curriculum. Working knowledge and experience of implementing the national curriculum and other learning programmes. Understanding of statutory framework relating to teaching. An awareness of religious/cultural differences is essential
	Child Development	Level of understanding required of the way in which children develop	Basic understanding of the way in which pupils develop. Understanding of different developmental stages and the impact of experience on these developments. Understand and support pupils in transition. Refer pupils to outside agency support when developmental support is required.
	Health & Well being	General and any specific requirements to promote and support physical and emotional wellbeing	Understand and promote the value of emotional and physical wellbeing in adults and pupils. Refer pupils to outside

CompassEko Trust

			agencies as appropriate. Take responsibility for own wellbeing
Working with others	Working with partners	Ability to forge networks/links, internal and external partners	Understand and value the role of parents and carers in supporting pupils. Know when, where and how education and support services can be accessed. Be able to make referrals to outside agencies when appropriate.
	Relationships	Abilities to form appropriate and productive relationships with relevant groups – children, colleagues, governors, parents etc.	Ability to establish rapport and respectful and trusting relationships with pupils, their families and carers and other adults using appropriate communication styles. Ability to build open and honest relationships. Ability to counsel pupils, staff and parents on welfare issues relating to pupils.
	Team work	Requirements to work within team and/or independently	Work effectively as part of a team. Ability to work independently. Know when and how to seek support. Know when and how to hand over control. Knowledge of own position within a team environment and the boundaries which apply. Be able to lead team meetings when required.
	Information	Following/giving instructions,	Help with the planning process for the whole school plan for

		requirements to provide information	their relevant key stage and review on a regular basis. Ability to record and report observations in an appropriate manner. Ability to distinguish between option and fact
Responsibilities	Organisational skills	Requirements of the post	Ability to be proactive and initiate action. Be part of groups/committees who consider implementation of school policy e.g. uniform and e-safety.
	Line Management	Any line management, supervisory requirements	Line management of Midday Assistants (MDAs), including responsibility for monitoring and maintaining effective lunchtime supervision. Conduct inductions and manage probation periods for new Midday Assistants.
	Time Management	Requirements of the post	Ability to juggle a myriad of tasks and issues – often needing response immediately and without planning. Need to find time to keep meticulous record and to keep them updated, whilst communicating actions and decisions to all other appropriate parties. PMs operate an 'open door' approach for both pupils and staff, so prioritisation is key.
	Creativity	Requirements for initiative, original thinking, creativity, innovation etc.	Ability to be flexible in ideas and thoughts, constantly finding new methods of supporting pupils to achieve

CompassEko Trust

			their best. Use of strategic thinking skills when devising pastoral support plans. Tactical thinking used day to day with regards to problem solving
General	Equalities	General and any specific requirements	Demonstrate commitment to treating all people fairly
	Health & Safety	General and any specific requirements	Knowledge and practical commitment to the school's Health and Safety policy
	Child Protection	General and any specific requirements	Understand what is meant by safeguarding and the different way in which children can be harmed. Understand and comply with children protection procedures. Understand and comply with specific school procedures. Regularly keep Child Protection training up to date.
	Confidentiality/ Data Protection	General and any specific requirements	Understand and comply with procedures and legislation relating to confidentiality.
	CPD	Demonstrate commitment Evidence of	Attend outside CPD and internal CPD as and when required.
Personal Attributes			To be Punctual, dependable and trustworthy. Be proactive and actively seeks solutions. Discreet, tactful and able to maintain confidentiality

CompassEko Trust

			Be patient, courteous and positive
--	--	--	------------------------------------

Name: _____

Date: _____

Signature: _____
