

## Senior Social Worker

<b>Reporting to:</b>	Vice Principal
<b>Responsible for:</b>	Attendance Officer, Designated Safeguarding Lead
<b>Salary:</b>	£60,000 per annum (TCES Pay Scale 3.01)
<b>Location:</b>	Wimbledon, with Travel as required
<b>Contract:</b>	Permanent, Term time plus 2 weeks.

### Job Purpose

The role provides both strategic and operational leadership as the senior qualified social worker of the National Online School, a DfE accredited online SEND school for pupils across the UK.

Internally, and with the school's context, the role is equivalent of an Assistant Principal.

As a senior leader (SLT), they contribute to the continuous development of the school, ensuring appropriate procedures are in place from a Social Work context, and support a multi-disciplinary approach in the effective provision of engaging all pupils in online learning and reaching their full potential.

The Senior Social Worker / Assistant Principal is accountable for the consistent management and development of the school's behaviour, attendance (engagement), inclusion, and safeguarding processes and procedures within an online environment, while supporting the SLT in wider school improvement.

### Main duties and responsibilities

#### **Designated Safeguarding Lead (DSL) & Families and School Together (FAST) provision**

Fulfil the role of Designated Safeguarding Lead in line with *Keeping Children Safe in Education*, adapting procedures to the online context, including digital safeguarding and remote welfare monitoring.

Lead and manage the FAST provision, including virtual family liaison, partnerships, and direct online family support.

Take responsibility for a small but highly complex caseload of pupils and families requiring intensive intervention, often delivered remotely.

Coordinate and lead multi-agency assessment and care planning (Early Help, CIN, CP, LAC), ensuring effective virtual collaboration and communication.

Maintain oversight of partnership working, ensuring effective remote liaison with parents/carers, commissioners, Local Authorities, and other professionals.

Refer safeguarding concerns appropriately to Local Authorities in consultation with the Headteacher.

Refer cases to the Channel Programme where there are concerns regarding radicalisation.

Liaise with the Headteacher and TCES Head of Safeguarding regarding allegations against staff or those in positions of trust.

Lead preventative interventions that support pupil wellbeing, particularly in the context of online learning and potential isolation. Provide guidance and expertise to staff on safeguarding, including online safety and digital risk.

Promote best practice and a culture of vigilance, professional curiosity, and continuous safeguarding development across the school.

### **Behaviour (Online Engagement & Conduct)**

Promote a positive, inclusive, and respectful online school culture.

Work with SLT, Pastoral Care Coordinators, and middle leaders to implement effective behaviour and engagement strategies in virtual classrooms.

Monitor online behaviour incidents and ensure appropriate interventions are applied in line with TCES Behaviour Policy and Toolkit.

Lead the continuous improvement of behaviour management, including online de-escalation strategies and engagement techniques.

Ensure adherence to Health and Safety policies, including digital safety and safe online practice.

Oversee the implementation and review of risk assessments, including those related to online learning environments.

### **Attendance (Engagement)**

Oversee tracking, analysis, and reporting of pupil attendance and online engagement.

Develop and implement strategies to improve participation in live lessons and online learning activities.

Work with families and external agencies to address barriers to engagement.

Lead initiatives to reduce persistent absence and disengagement in an online setting.

### **Inclusion**

Champion inclusive practice within the online school environment.

Work with clinical and inclusion teams to develop strategies to support pupils who struggle to engage or "fail to thrive" in virtual learning.

Support staff in understanding neurodiversity and adapting teaching approaches for online delivery.

Embed a strong culture of inclusion where all pupils can access and benefit from remote education.

## **Quality Assurance**

Monitor and evaluate behaviour, attendance (engagement), inclusion, and safeguarding practices in line with the TCES Quality Assurance Framework.

Ensure comprehensive risk assessments are in place for all pupils, including digital risk and online participation.

Maintain accurate, up-to-date case records within the school's management information systems.

Support SLT in ensuring the school is fully prepared for internal and external quality assurance processes, including Ofsted.

Contribute to achieving Outstanding standards across all areas of provision.

## **Partnerships**

Promote effective partnerships with parents/carers, Local Authorities, and external agencies, with a strong emphasis on virtual communication and accessibility.

Work collaboratively with families and professionals to identify needs and provide appropriate support, resources, and signposting.

## **Staff Training and Development**

Identify staff training needs related to behaviour, engagement, safeguarding, and inclusion in an online environment.

Develop and deliver training using a cascade model, including effective online teaching, engagement strategies, and digital safeguarding.

Support the Headteacher in implementing performance management systems.

Monitor staff performance and support professional development for individuals and teams.

Ensure all staff have access to appropriate support, guidance, and training.

Line manage attendance Officer, DSL and social worker, including regular supervision meetings.

***Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.***

***The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.***

# PERSON SPECIFICATION

## **Education and Qualifications**

An appropriate degree level professional qualification (or equivalent) in Social Work.

Current UK Registration - Social Work England.

NPQ for Leading Behaviour and Culture, NPQLBC (D).

## **Knowledge and experience**

Recent proven experience (minimum of 2 years) as an effective Designated Safeguarding Lead, ideally within a specialist provision.

Relevant experience within areas of specialism as defined below:

- Pupils at high risk of aggressive and/or sexualised behaviour.
- Pupils presenting with high risk and/or complex co-morbid mental health issues at Tier 3 and 4.
- Pupils who are highly vulnerable to exploitation including those at risk of sexual exploitation and vulnerable young mothers.
- Pupils with complex offending, substance misuse and/or significant gang related issues.
- High dependency pupils with a range of physical, psychological and healthcare needs.

Experience working in or collaborating with relevant multi-disciplinary teams across education, health and social care, and working in collaboration with professionals and the wider community to safeguard children and young people.

Experience of supporting neurodiverse children or with ASC and/or SEMH and an understanding of potential implications for communication, learning and behaviour patterns.

Demonstrable experience of raising outcomes for pupils with neuro-diverse needs whilst promoting a culture of inclusion.

Knowledge of principles and practice of quality assurance systems and performance management - school self-evaluation desirable.

Proven experience of managing, motivating and developing staff teams.

Knowledge of legislation, National Policies and Procedures e.g. Keeping Children Safe in Education, Child Protection, Children's Act etc.

Knowledge of local systems and procedures in respect of safeguarding.

## **Skills and ability**

Be able to offer a calm response to children with ASC and SEMH and always promote de-escalation and emotional regulation.

Able to keep effective, accurate records and reports, including planning documents.

Raising outcomes for pupils with neuro-diverse needs whilst also supporting pupils in forming and sustaining effective relationships.

Excellent verbal and written communication with experience of writing and keeping effective records and reports for a range of audiences, using proficient IT skills.

Solution focused with the ability to lead, influence and manage change, acting decisively and consistently.

Proactive, innovative and versatile with a high level of drive, resilience, and a sense of perspective.

Hold very high expectations of yourself and others (behaviours etc.) with the ability to reflect on own practice and to always seek self-improvement.

Resilient, committed and a hard worker - able to keep going in the face of adversity and never giving up.

**Other**

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES Values.

D = Desirable

**June 2026**