

Job Description

Post Title:	DSL- Safeguarding Pastoral Manager
Location:	Rushcliffe Spencer Academy
Salary/Pay Range:	NJC15-19
Hours of work:	37 Hours Per week, Term-Time Plus 2 weeks
Reporting to:	Pupil Wellbeing Leader (Deputy DSL)

Safeguarding

Rushcliffe Spencer Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff and volunteers to share this commitment.

Overall Purpose of Post

This post holder is responsible for supporting our most vulnerable pupils, developing and maintaining links between school, home and external agencies, ensuring the safety, well-being and safeguarding of all pupils and working closely with the Senior DSL, Deputy DSL and pastoral team to work collectively to support the wellbeing and development of the 'whole child', including their attendance, behaviour and academic achievements.

Responsibilities

- Child Protection and Safeguarding
- Supporting Pupils
- Supporting Parents & Carers
- Liaising with colleagues across the school to support pupils' welfare and wellbeing
- Working with external agencies to access/ensure support for pupils
- Ensure continued personal professional development by undertaking the appropriate level of Child Protection training and MIS training (e.g. Synergy and CPOMS) and a commitment to engage in regular DSL clinical supervision.

Principal Tasks

- To triage pupil safeguarding & welfare concerns (largely reported via CPOMS) and respond in a timely and effective manner complying with the school's statutory obligations as detailed in DfE KCSiE / Working Together to Safeguard Children and in line with the school's policies and ethos

- Use the whole school online reporting system (CPOMS) to maintain accurate records and a chronology of reported disclosures / incidences and subsequent actions
- Be responsible for the production of written reports for external agencies and liaising with colleagues to gather information, including but not limited to: social care (MASH) referrals, reports for ICPCs, RCPCs, Core Groups, TAC/TAFs, CAMHS referrals and EHAFS
- Be responsible for shaping, facilitating and delivering individualised support programmes for pupils who are: open to social care, identified as CP or CIN, referred to CAMHS, diagnosed with mental health problems, pupils showing signs of 'low-level' mental health problems e.g. anxiety, pupils who self-harm, pupils who have experienced a loss/had a life changing experience/experienced a traumatic event, and any other vulnerable pupils.
- Be responsible for communicating with staff appropriate updates for all pupil groups outlined above to ensure teachers, Tutors, Heads of Year and specialist support staff are informed, without compromising issues of confidentiality.
- Write, monitor and review risk assessments for identified pupils and share these with staff and parents whilst considering confidentiality.
- Undertake home visits as necessary, following school procedures and guidelines to encourage parental participation in their children's educational development and to give information regarding their child's development and wellbeing.
- Maintain effective working relationships with a range of outside agencies e.g. Children's' Social Care, Virtual Schools and Health Service representatives. Advise and support parents/carers/guardians in their understanding of issues relating to their child's safety and wellbeing to ensure they are receiving appropriate support and signposting them to the relevant external agencies.

General

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge and qualifications in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all school policies including in particular Health and Safety and Safeguarding.
- Participate in the school appraisal process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.

These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.

Name

Signature

Date

Person Specification

	Essential	Desirable
Education & Training:		
Educated to A Level or Level 3	✓	
DSL Certificate of Training (or willingness to train once appointed)	✓	
Educated to degree level		✓
Health & Social care or safeguarding qualification		✓
Experience & Knowledge:		
Working in a DSL role - an understanding of national policies and procedures including the Childrens Act 1989, Working Together to Safeguard Children and DfE KCSiE 2023	✓	
Working directly with children & young people	✓	
Knowledge of wellbeing and mental health	✓	
Strategies and interventions to support children and young people's wellbeing	✓	
Knowledge relating to safeguarding children	✓	
Knowledge of early intervention strategies	✓	
Awareness of NSCP local safeguarding arrangements and referral thresholds such as the pathway for provision	✓	
Working within an education setting		✓
Working with/supporting families		✓
Experience of using School MIS systems (Synergy, CPOMS)		✓
Knowledge of local community demographics and services		✓
Skills:		
Ability to remain calm under pressure and in difficult situations	✓	
Strong organisational skills and ability to prioritise and meet deadlines	✓	
Excellent verbal and written communication skills with colleagues, external agencies, pupils and families	✓	
Confidence to initiate and work independently within school policy and practice guidelines	✓	
Computer literacy: Microsoft Word/Excel	✓	
Disposition & Attributes:		
Empathy, warmth and appropriate assertiveness	✓	
Adaptable, resilient and creative	✓	
Enthusiastic and motivational to raise aspirations of pupils and families	✓	
Sense of humour	✓	
Additional Requirements:		

Understanding of and commitment to equal opportunities, diversity and inclusion	✓	
Understanding and committed to working safely (Health & Safety)	✓	