



## **Safeguarding and Pastoral Manager JOB DESCRIPTION**

**PURPOSE:** The Pastoral Manager is the link between the Academy and each pupil's family and is fundamental towards ensuring pupils are safe, have a positive sense of wellbeing and achieve their full potential academically. Consistent communication/support as well as working together with school staff and external agencies promotes positive relationships towards these aims. Through this role, the Manager has responsibility for Welfare, Attendance and Safeguarding (as DDSL).

**REPORTING TO:** Deputy Headteacher - Standards

### **MAIN TASKS AND RESPONSIBILITIES:**

#### **Pastoral Lead**

- Build strong/positive relationships with families so that you are seen as an approachable member of staff
- Build strong/positive relationships with staff and share information/concerns as appropriate
- Be the first point of contact for families with pastoral concerns about pupils
- Be the first point of contact for families with personal concerns that may impact upon pupils
- Provide signposting to families for internal and external services to support with pastoral concerns
- Ensure parental engagement in pastoral support of pupils is strong
- Encourage increased parental participation in school-led sessions to raise awareness
- Identify families who are vulnerable and signpost/provide support
- Identify pupils who are vulnerable and signpost/implement targeted pastoral support or refer on to specialist support (e.g. Families in Focus/CAMHS)
- Be aware of vulnerable groups of pupils (e.g. PP/SEND/LAC/Young Carers) and provide additional consideration/support as appropriate
- Ensure the voice of the pupil is considered at all times
- Be the link between external services (e.g. Early Help/Bucks Family Support services) and our families/pupils

#### **DDSL/Safeguarding**

- Refer cases of suspected abuse to First Response as required

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- Refer significant safeguarding concerns to First Response as required
- Support staff who make referrals to First Response
- Refer cases where a crime may have been committed to the Police as required
- Escalate referrals not being appropriately addressed or when in disagreement of outcome
- Co-lead weekly safeguarding team meetings to share concerns/good practice/update vulnerable pupil list and complete other tasks as appropriate
- Liaise with colleagues (especially pastoral support staff, school nurses, PCSOs and SENCOs) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for all staff
- Regularly liaise with lead professionals for pupils receiving specialist support
- Regularly update social care with changes to circumstances for open cases (CIN/CP)
- Complete all training to provide the knowledge and skills required to carry out the role
- Complete updates at regular intervals, as required, and at least annually
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- Implement Wellbeing Champions in the Academy
- Link with safeguarding partners to make sure staff are aware of any training opportunities and the latest local policies/safeguarding arrangements
- Have a working knowledge of how local authorities conduct child in need meetings, a child protection case conference and a child protection review conference and be able to attend/contribute to these effectively when required to do so
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- Keep detailed, accurate, secure written records of concerns and referrals
- Respond in a timely manner to all concerns raised by staff on CPOMS recording all actions taken and the outcome
- Develop the culture of safeguarding by ensuring all staff utilise CPOMS fully to record concerns and actions/outcomes
- Obtain safeguarding records from previous provision for all new pupils

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- Securely send safeguarding records to new provision for all leavers
- During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable
- Maintain confidentiality of specific pupil/family concerns at all times and share information only as appropriate with information sharing protocols
- Provide live record of vulnerable pupils list
- Provide live record of social care referrals/open cases
- Complete monthly E-ACT data for safeguarding open cases and referrals
- Undertake such other duties/training/administrative tasks/hours of work as may be reasonably required, which are consistent with the level of responsibility of the role

#### **Attendance**

- Monitor, analyse, and report attendance data regularly.
- Identify and target persistent absence and vulnerable groups.
- Support the development and implementation of interventions to improve attendance and punctuality.
- Work with families to address barriers to regular attendance.
- Promote a culture of high expectations around attendance across the school.

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## PERSON SPECIFICATION

We want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

## OUR VALUES

<b>Thinking Big</b>	<ul style="list-style-type: none"> <li>• Show energy, enthusiasm and passion for what you do</li> <li>• Demand the highest quality in all that you do, and in the work of your team</li> <li>• Willing to champion new ideas and think beyond the status quo</li> <li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li> <li>• Be open to new ideas and change where it will have a positive impact on the organisation</li> <li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li> <li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li> <li>• Commitment to self-development, and developing your wider Team</li> <li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li> <li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li> </ul>
<b>Doing the Right Thing</b>	<ul style="list-style-type: none"> <li>• Have integrity and honesty in all that you do</li> <li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li> <li>• Take responsibility and ownership for your area of work</li> <li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li> <li>• Be transparent and open</li> <li>• Be resilient and trustworthy</li> <li>• Stand firm and stay true to our mission</li> </ul>
<b>Showing Team Spirit</b>	<ul style="list-style-type: none"> <li>• Understand how you can have a greater impact as a team than you can as an individual</li> </ul>

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	<ul style="list-style-type: none"> <li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li> <li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li> <li>• Recognise and celebrate the success and achievements, no matter how small, of your colleagues</li> <li>• Be generous with sharing your knowledge to help to develop others</li> <li>• Understand and be willing to receive suggestions and input on your area of work from others</li> <li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li> <li>• Be aware of other peoples' needs and show an ability to offer genuine support</li> <li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li> </ul>
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## KNOWLEDGE, EXPERIENCE & SKILLS

<b>Requirement</b>	<b>Assessed at</b>
E – Essential	A – Application Stage
D – Desirable	I – Interview Stage
	P – During the probationary period

		E	D	A	I	P
<b>Organisational Fit</b>	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
<b>Knowledge</b>	GCSE Maths and English minimum grade 4 or equivalent	X		X	X	
	Relevant safeguarding qualification and/or training	X		X	X	
		X		X	X	X
	Knowledge of statutory processes and responsibilities relating to child protection	X		X	X	X
<b>Experience</b>	Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation	X		X	X	X
	Experience of systems, processes and documentation relevant to one or more of the specialist areas: <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Attendance and Punctuality</li> <li>• Admissions and Transition</li> <li>• DSEN</li> <li>• Behaviour and Detentions</li> </ul>	X		X	X	X

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	Experience of working with external agencies	X		X	X	X
	Experience of extracting and analysing data and running standard reports	X		X	X	X
	Experience of dealing with sensitive and confidential student information	X		X	X	X
	Experience of preparing documentation for external agencies and statutory returns		X	X	X	X
<b>Skills</b>	Ability to work effectively within a team environment	X		X	X	X
	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X	X
	Ability to build and maintain effective working relationships with internal colleagues and external agencies	X		X	X	X
	Ability to communicate effectively with a wide range of stakeholders using a variety of media	X		X	X	X
	Ability to hold difficult conversations confidently and effectively	X		X	X	X
	Ability to produce reports in appropriate formats		X	X	X	X
	Ability to analyse and evaluate data to identify trends and issues	X		X	X	X
	Ability to prioritise workload effectively to meet deadlines and work under pressure	X		X	X	X
	Ability to use ICT and other specialist equipment	X		X	X	X
	Ability to use software, spreadsheets, databases and other packages effectively	X		X	X	X

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