



Safeguarding Assistant & Inclusion Support

Candidate Information Pack
January 2026

Learning Today: Leading tomorrow

Our School

Learning today: leading tomorrow

At Bentley Wood High School for Girls we are proud of our fine record of academic achievement within our safe, caring, stimulating environment where pupils learn happily and well. We encourage each girl to develop a wide range of skills and interests, to achieve her personal best and to work co-operatively with consideration for all members of our learning community at all times.

As a single sex school, we recognise that research has shown that our environment empowers girls to maximise their potential, participate fully in all areas of school life and achieve their very best.

Bentley Wood High School is a rich and diverse community. We celebrate our diversity and welcome further opportunities to learn from each other. Our partnership with parents is a strength of the school. Parents and carers consistently provide positive feedback and are very supportive of the school through our Parent Voice group.

We are extremely lucky to be in a school in such a beautiful natural setting which adds so positively to our working and learning environment. Please do not hesitate to come and visit us.

I very much look forward to meeting you.

Ms Naseema Akbar

Headteacher



Job Description: Safeguarding Assistant and Inclusion Support

Purpose: To work with the Designated Safeguarding Lead to support staff to safeguard the school community and promote student's welfare and develop effective liaison with external services to provide support, advice and guidance on safeguarding issues. In addition to work as part of the Inclusion team to provide intervention and mentoring support for a key case load of high-profile vulnerable students.

Responsible to: Designated Safeguarding Lead (DSL)

Main Duties and Responsibilities

1. To be committed to and to promote the school's vision, aims, objectives and values;
2. To be committed to safeguarding and promoting the welfare of children, there will be a high involvement in regulated activity relevant to children. Please see our [Child Protection Policy and Procedures](#)

Safeguarding

1. Check the daily attendance/punctuality of specific vulnerable students, who are absent at 9.00am each day, and make daily calls for any vulnerable student who is absent. This information to be reported back to the relevant external professionals in the daily/weekly communication as directed;
2. Support the DSL to co-ordinate and maintain a central document in regards to home visits, liaising with DSL, Heads of Year and the Senior Leadership Group;
3. Support students in their learning, and encourage positive attitudes and behaviour in and around school;
4. To support students at break and lunch time, and running a support session for students once a week as well as running a session for targeted families/parents each half-term;
5. Encourage a culture of listening to children and taking account of their wishes and feelings in any measures the school may put in place to protect them;
6. Support teachers, tutors and support staff working directly with identified students with additional safeguarding and welfare needs.
7. To attend fortnightly safeguarding meetings, sending out agendas and taking minutes.

Supporting policies and practices in school

1. Where students join the school, request any Child Protection and SEN information as soon as possible and maintain a centralised spreadsheet of this;
2. Where students leave the school ensure that their Child Protection and SEN file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained;
3. Support with training for new members of staff. With the careful oversight of the DSL and Headteacher, maintain the whole school training log for safeguarding, as well as in-year starters for staff training/induction;
4. Support the DSL in ensuring parents, Governors and other appropriate members of the school community have access to appropriate safeguarding documentation;
5. Support the DSL in ensuring that the school website meets requirements in relation to safeguarding; including ensuring that the Child Protection Policy is available publicly.

Supporting Safeguarding Referrals

1. Support the DSL to refer / ensure cases of suspected abuse are referred to the appropriate body;
2. Support the management of the CPOMS reporting system, producing reports and monitoring to support the DSL.

Multi agency working

1. To support the DSL, AHT/ SENCO and Deputy SENCO to contact external agencies as appropriate.

Inclusion Support

1. Manage the SEN files ensuring all information is stored in an organised and confidential manner;
2. Under the direction of the AHT/ SENCO and Deputy SENCO, to apply for access arrangements using Access Arrangements Online;
3. Manage the exam access arrangements files ensuring that all necessary paperwork is stored in an organised and accessible manner;
4. Support the AHT/ SENCO and Deputy SENCO in the creation and daily management of the Teaching Assistant timetable including arranging cover for absent teaching assistants and exam support;
5. Provide administrative support to the AHT/ SENCO and Deputy SENCO including arranging annual review meetings, requesting feedback from staff, preparing annual review paperwork, taking minutes of annual reviews and taking minutes of Inclusion Department meetings;
6. Keep records of any referrals and feedback given to external agencies by the AHT/ SENCO and Deputy SENCO;
7. Work with the DSL & AHT SEND/Inclusion to visit parents of vulnerable students to improve parental engagement and student learning and attendance.

Other Duties

1. Undertake other duties and responsibilities as directed by the DSL and AHT/ SENCO;
2. All staff are required to participate in training and other learning activities and in performance management and development, as required by the school's policies and practices;
3. To comply with any reasonable requests from a leader/manager to undertake work of a similar level that is not specified in the job description.

The job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to meet changing regulations or circumstances. These would be commensurate with the grade and title of the post.

Person Specification:

| Qualifications | Essential | Desirable | How measured |
|--|-----------|-----------|---------------------------------------|
| GCSE/A Levels or equivalent | ✓ | | Application |
| Degree or equivalent | | ✓ | Application |
| Evidence of professional development | ✓ | | |
| Skills & Experience | | | |
| Be interested in children as individuals in how they learn and be able to motivate, encourage, counsel, guide and direct students | ✓ | | Application, references and interview |
| General administrative experience and the ability to undertake tasks entailed in a school office | | ✓ | Application, references and interview |
| Good interpersonal skills, a high level of initiative, energy and enthusiasm | ✓ | | Application, references and interview |
| Confidence to communicate effectively, clearly and accurately both orally and in writing | ✓ | | Application, references and interview |
| Good experience of working with Microsoft Word and Excel | ✓ | | Application, references and interview |
| Be able to manage groups of students in a variety of situations | | ✓ | Application, references and interview |
| Be able to show initiative and know when to ask for guidance | ✓ | | Application, references and interview |
| Be well organised, able to prioritise and good at starting and completing tasks | ✓ | | Application, references and interview |
| The ability to work as a member of a team and to have sensitivity and tact in dealing with a wide range of young adults and people | ✓ | | Application, references and interview |
| The ability to remain calm under pressure, maintain complete confidentiality and discretion at all times | ✓ | | Application, references and interview |
| Experience of using school management information systems | | ✓ | Application, references and interview |
| Be interested in children as individuals in how they learn and be able to motivate, encourage, counsel, guide and direct students | ✓ | | Application, references and interview |
| Qualities | | | |
| Commitment to student safeguarding and well being | ✓ | | Application, references and interview |
| A commitment to the positive behaviours of students | ✓ | | Application, references and interview |

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| Commitment to equal opportunities | ✓ | | Application, references and interview |
| A willingness to share in the school's educational vision | ✓ | | Application, references and interview |
| Strong team player | ✓ | | Application, references and interview |
| Self-motivation and a sense of initiative | ✓ | | Application, references and interview |
| Open and transparent work ethic | ✓ | | Application, references and interview |
| Flexible and adaptable in approach and hours if necessary | ✓ | | Application, references and interview |
| Professional conduct and personal integrity | ✓ | | Application, references and interview |