



# Job Description

## Supporting Children & Young People

### Grade 9

*This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006.*

*Dorothy Goodman School is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.*

<b>Job Purpose</b>	To be a proactive leader of pupil wellbeing and advocacy, empowering students and their families to access essential support while driving a culture of inclusion and positive outcomes across the whole school community
<b>Culture &amp; Values</b>	Embodying the OTP ethos to champion pupil wellbeing, advocacy, and high-quality education that secures ambitious outcomes for every child
<b>Vision in Action</b>	<p>Model professional excellence, foster collaborative partnerships that cultivate a safe, welcoming environment where every person is treated with dignity and supported to grow.</p> <p>Ensure high quality effective support and intervention is put in place where monitoring and assessment identifies additional barriers to learning for pupils in vulnerable groups including pupil premium, looked after and previously looked after children and young people.</p>
<b>Learning, curriculum and assessment</b>	<p>To drive pupil progress by removing barriers to learning through expert wellbeing support, robust advocacy, and the precise use of assessment data to inform holistic, multi-agency planning for every child's future.</p> <p>To drive high levels of attendance by proactively removing barriers to engagement, fostering deep trust with families, and ensuring every pupil feels a sense of belonging and purpose within the school community.</p> <p>To empower every pupil by embedding their voice at the heart of the school, ensuring that through robust advocacy and structured decision-making, students are active architects of their own learning and future.</p>
<b>Teams</b>	<p>To act as a deputy designated safeguarding lead, working with the designated safeguarding lead to support children, young people and their families by working in collaboration with internal and external partners.</p> <p>To be a courageous ambassador for every child, building high-trust partnerships across the school community with the professional integrity to provide constructive challenge to colleagues and external agencies.</p> <p>To serve as a lead mentor who coaches and empowers staff to become courageous champions for their pupils, ensuring that every member of the team has the skills, confidence, and professional integrity to advocate for ambitious outcomes and challenge barriers to progress.</p> <p>To use electronic and digital systems effectively within your role ensuring communication and compliance with school and Trust expectations and policy.</p>
<b>Community</b>	<p>Ensuring effective partnerships with all stakeholders which maximise positive outcomes for children and young people</p> <p>To cultivate a safe and inclusive learning environment where equality of opportunity is secured through vigilant safeguarding and a commitment to coaching every staff member to be a proactive advocate for the rights and voices of our pupils.</p>

<b>To whom the postholder reports to</b>	<p>The postholder is responsible to:</p> <ul style="list-style-type: none"> <li>• The Head of School in all matters</li> <li>• Their identified line manager and member of the wider leadership team</li> </ul>
<b>Generic duties and responsibilities</b>	<p>Everyone is responsible for safeguarding children and young people to the highest standard including supporting and meeting their medical needs.</p> <p>Everyone is responsible for ensuring they follow and comply with OTP and school policy and procedures at all times.</p>