

**Batley Multi Academy Trust - Job Description**

<b>School Post:</b>	<b>Batley Girls' High School</b>
<b>Department:</b>	<b>Pastoral and Safeguarding</b>
<b>Post:</b>	<b>Safeguarding and Attendance Officer</b>
<b>Grade:</b>	<b>8</b>
<b>Accountable to:</b>	<b>Deputy Headteacher</b>
<b>Responsible for:</b>	<b>N/a</b>
<b>Purpose of Job</b>	
<p>To inspire confidence and work with learners and staff to create a shared strategic vision which motivates all. Assist with the development and implementation of strategies to support the pastoral care of all learners and ensure their success and achievement both socially and academically, with a particular focus on attendance.</p> <p>Liaise with external providers and external agencies (including other schools) to ensure all learner needs are met and that support packages are designed and provided which are accessible for learners and that every learner makes progress.</p> <p>In conjunction with the DSL and Attendance Officer, manage the attendance monitoring for hard to engage learners and families, and ensure that they receive the appropriate care, guidance, support and academic provision.</p>	
<b>Responsibilities</b>	
<b>Leadership and Pastoral</b>	
<ul style="list-style-type: none"> <li>• In discussion with the DSL, plan appropriate academic and pastoral support for all learners with Safeguarding/ CP needs or support.</li> <li>• Contribute to the accurate use of CPOMs for recording and monitoring of all information.</li> <li>• Feedback to DSL, SLT and when appropriate governors about the progress learners are making with regard to their support plans etc.</li> <li>• Communicate procedures to and work closely with staff, learners, parents and other stakeholders about the specific Safeguarding/CP needs of learners.</li> <li>• Ensure the completion of accurate statistical returns of such information on behalf of the school to all relevant agencies. This includes paperwork e.g. transition information (particularly years 9 to 10 and year 11 to post 16).</li> <li>• Provide one to one and small group focussed support for the learners, as required or deemed necessary, by the relevant external agencies and/or senior leaders.</li> <li>• Liaise with SENDCO to ensure all learners' needs are met.</li> <li>• Liaise with the Behaviour team to ensure all needs are met.</li> <li>• Promote good behaviour, dealing promptly with conflict and incidents in line with established policy and procedures and encourage learners to take responsibility for their own behaviour.</li> </ul>	

- As required, deal with learners who require physical restraint and intervention, using such methods as Team Teach under the direction of SLT.
- Develop and maintain strong home school links.
- Be responsible for the intake or transfer of any learners throughout the year transitions into and out of school.
- To develop and maintain records of any interventions with learners, meetings with parents and external agencies.
- In conjunction with class teachers ensure records are maintained on individual learners who have socialisation, CP, safeguarding or behavioural difficulties.
- Promote the Every Child Matters agenda across the whole school.
- Work in cooperation with outside agencies that may offer help and support to learners with welfare or academic concerns and to record any direct involvement with these agencies.
- To arrange meetings with staff, governors, parents and other professionals as appropriate to discuss learners' academic, social and behavioural problems and to put in place effective procedures for dealing with such issues under the line management of the DSL.
- To attend all parents' evenings, training days and any other relevant meetings as directed by the Headteacher/ DHT.

#### **Attendance and Punctuality**

- Monitor the attendance and punctuality of the learners
- Conduct home visits and accompany staff undertaking attendance collection systems.
- Safeguarding/CP/Attendance watch list and set targets for improvement with individuals and their families.
- Develop strategies to ensure that attendance and punctuality targets are met.
- Ensure good attendance and punctuality of learners and groups is recognised and celebrated.
- Monitor the attendance and punctuality of individual targeted learners putting into place appropriate strategies to encourage improvement through liaison with parents, external agencies such as health, ESW etc ensuring completion of appropriate referrals.
- Work with parents/carers of targeted learners to improve attendance and punctuality, including home visits.
- Develop a return to school programme for learners with long absence and be the schools APSO Officer for hard to reach attendance cases, working closely with the Attendance Officer and DSL.

#### **Additional Information**

- Undertake any such duties commensurate with the post as directed by the Headteacher/Line Manager.
- As part of the wider duties and responsibilities, the post holder is expected to promote and actively support the school's responsibilities towards safeguarding.
- A good knowledge and understanding of the Data Protection Act 2018 and a willingness and commitment to ensure compliance of this and any associated data-related legislation.

- Develop and maintain an awareness of mental health issues affecting both colleagues and students/learners and in act in a supportive way that helps others and enables them to be open about any issues affecting them.

**Batley Multi Academy Trust - Employee Specification**

<b>Post: Safeguarding and Attendance Officer</b>	<b>Grade: 8</b>
--	-----------------

Please carefully read the notes of guidance enclosed with the application form and provide information to help us decide whether you meet the criteria below.

<b>Qualifications, Skills, Experience</b>	<b>Essential/ Desirable</b>	<b>Method of assessment</b>
Minimum of 5 GCSEs Grade 4-9 (A-C) or equivalent including English and Maths	Essential	Certificates
Specific qualifications for the role such as NVQ level 3 in Teaching Assistant or equivalent experience.	Essential	Application Form/ Selection Process
Relevant Safeguarding /Child Protection training.	Desirable	Application Form/ Selection Process
Team Teach qualification	Desirable	Application Form/ Selection Process
Experience of working with learners aged 11-16 in a school environment.	Essential	Application Form/ Selection Process
Experience of dealing with sensitive issues including Safeguarding matters.	Essential	Application Form/ Selection Process
Experience of designing and implementing individual child learning programmes.	Essential	Application Form/ Selection Process

<b>Performance Attributes</b> <i>Please note, all the following criteria are <b>essential</b></i>	<b>Method of assessment</b>
Good literacy and numeracy skills to be able to produce complex documentation.  Good IT skills.	Application Form/ Selection Process

<p>Effectively communicates and exchanges orally or in writing sensitive information to inform others, including colleagues, students, parents/carers and members of the public.</p>	<p>Application Form/ Selection Process</p>
<p>Works cooperatively as part of a team, taking responsibility for activities as identified.</p> <p>Makes an active contribution to working flexibly with colleagues within and across the teams and supports others to achieve shared goals.</p> <p>Effectively supervises and leads others.</p>	<p>Application Form/ Selection Process</p>
<p>Organises own and others' workload with minimum supervision and prioritises to meet deadlines and meet the needs of the school/ Trust.</p> <p>Takes a flexible approach to changing priorities or unexpected situations.</p>	<p>Application Form/ Selection Process</p>
<p>Consistently performs to the best of their ability in accordance with the school's/ Trust's policies and procedures and delivers an efficient and effective service.</p> <p>Reflects on performance and is committed to improving services.</p>	<p>Application Form/ Selection Process</p>
<p>Responds appropriately to difficult or unexpected situations in the workplace and interprets information to resolve difficult/ complex problems.</p> <p>Ability to use a range of problem solving techniques, to think creatively when presented with complex requests and to know when to refer on to colleagues.</p>	<p>Application Form/ Selection Process</p>
<p>Recognises the importance of continued professional development and identifies training needs.</p>	<p>Application Form/ Selection Process</p>

