**Safeguarding and Family Support Lead**

**High Point Academy**

**JOB DESCRIPTION**

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| **Job Title** | Safeguarding and Family Support Lead |
| **Salary** | Grade F, Point 30-42 £30,127 - £37,691  Term time only, plus 4 weeks |
| **Contract Type** | Permanent 36.5 hours per week- term time plus 4 weeks  A mobile phone and laptop will be provided to enable performance of duties.  Access to a car would be required to fulfil the role. |

**JOB DESCRIPTION AND PURPOSE:**

The Safeguarding and Family Support Lead, under the direction of the Headteacher and Trust Safeguarding lead, will be responsible for the welfare of pupils and families at High Point Academy in line with the vision and values of the school and Forward Education Trust

There are three key aspects to this role;

* To be one of the school’s Deputy DSLs, contributing to support for the safeguarding needs of the pupils,
* To give targeted individual support to families and carers, maintaining professional boundaries at the same time as fostering close working relationships.
* To provide advice and signposting to enable families to access universal and targeted services and to provide family workshops/ training to promote wellbeing and support.

**JOB CONTEXT**

The pupils in our school have a diagnosis of Autism and EHCP, they may also have additional needs associated with their Autism such as moderate learning needs and speech, language and communication needs. Some pupils may exhibit some Social, emotion, mental health needs, ADHD, PDA, and ODD.

To support with the wellbeing and behaviour needs of the pupils in school and support their families.

**REPORT TO:** Headteacher

**DUTIES AND RESPONSIBILITIES**

**Key responsibilities**

**Safeguarding**

* To report to the senior leadership team (DSLs) on progress and activity around Early Help and work with Vulnerable families
* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
* To receive training on the responsibilities of a Deputy Designated Safeguarding Lead in support of the school team.
* To be responsible for the admin and monitoring of safeguarding records within the school’s agreed systems
* To investigate any concerns raised in school about the safety of a child in line with the school’s procedures and national guidance.
* To attend case conferences, CP and CIN meetings.
* Provide/ contribute to reports for school leader and local academy councils
* To lead whole school training on safeguarding.

**Family Support**

* To act as first point of contact in school for families in need of support and establish constructive relationships with parents/carers and communicate as required.
* To work with the school on early identification of families needing support and take appropriate action including home visits
* To complete Early Help Assessment referrals with families in order to assist them in seeking the most appropriate support
* Be the school based Early Help lead professional for families in order to assist them in seeking the most appropriate support.
* To provide advice, support and practical ideas in promoting learning, communication and positive behaviour at home.
* To maintain regular contact with families of children receiving support to encourage positive family involvement in their child’s learning.
* To provide information to parents and carers about events happening in their local areas, particularly in relationship to events targeted at pupils with SEND.

**Liaison with colleagues and External Agencies**

* To work with the Trust safeguarding lead to develop proactive outreach, support and intervention work with vulnerable families, using best practice in the Trust and beyond.
* To refer when appropriate to other services e.g. cerebra, Resources for Autism etc and the assist families. This will include completing referral paperwork if necessary
* Liaise with professionals from external agencies such as Children with Disabilities team, Early Help team, housing, school nursing team and maintain in-school records of this support and liaison
* To organise, lead and host parent/carers ‘coffee mornings’ and/or parental workshops (remote and in person) on a half termly basis, liaising with other professionals to attend if needed.
* To initiate, run and co-facilitate education and information programmes and other less formal groups for parents/ carers and support these programmes operating in school to establish a Parent, carer teacher association and be the main point contact.

**Vulnerable Pupils and Attendance Support**

* Work with families where needed to support the school in promoting good attendance and punctuality of all pupils, including writing and monitoring of plans to improve individual pupil attendance and liaison with external agencies.
* To monitor attendance data across the school in consultation with the school’s SLT
* To provide half term analysis of attendance and identify pupils who are not attending regularly
* To carry out home visits where necessary
* To support families to reintegrate pupils back into school
* To adapt timetables to support with reintegration.
* To follow the LA’s attendance procedures and work closely with attendance support to provide relevant support for families
* To provide support with attendance procedures and prosecutions
* To identify pupils and families who would benefit from additional support around attendance
* To be lead professional when appropriate
* Joint lead with Deputy Headteacher for the school’s response to pupils with emotional based school avoidance / non- attendance.

**Record Keeping and Training**

* Undertake relevant training in order to comply with the requirements of the post
* Participate in arrangements for own further training and professional development
* Maintain up to date knowledge and awareness of current legislation and initiatives related to the role
* Graded 2 profile lead
* Work towards becoming a Team Teach Trainer and contribute to training updates / advice for the whole staff team.
* \*\* This role includes 4 weeks of working within the school holiday periods. The specific weeks will be confirmed with the school’s Headteacher and the Trust Safeguarding Lead will provide supervision / advice during these weeks.. \*\*
* Contribute to the Trust’s development of good practice in safeguarding and family support through attending the FSW networking meetings scheduled for school holiday periods.

**General**

* Carry out other duties as outlined by the Head Teacher pertinent to the post and the needs of the Trust
* Demonstrates that you are an effective professional who challenges and supports all pupils and staff to do their best through being respectful and professional, engaging and motivating families by inspiring trust and confidence
* Contribute to the overall ethos/aims of the school
* Attend and participate in relevant meetings as required

**Other Responsibilities**

* Weekly supervision with HT and Senior Leadership Team
* Model positive play at Lunchtime
* School Council (Joint responsibility with Safeguarding and Family Support Lead)
* Demonstrate commitment to safeguarding and promoting the welfare of children, young people, and vulnerable adults.
* Carry out your duties with full regard to the Trust’s published employment policies.
* Comply with health and safety policies, organisational statements, and procedures, undertake to report any incidents/accidents/hazards and to take a proactive approach to health and safety matters in order to protect both yourself and others.
* Contribute to the overall aims and ethos of the Trust and establish constructive relationships with the Trust’s schools.
* Always promote the Trust’s co-operative ethical values
* Any other duties as commensurate with the post.

**ANNUAL LEAVE**

This is a term time post, plus four weeks which are agreed by the Headteacher.

**REVIEW AND AMENDMENT**

This job description is normally subject to annual review. It may be amended at the request of the CEO or the post holder but only after full consultation with the post holder.

This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed to reflect or anticipate changes in the job commensurate with the grade and job title.

The role has recently been independently evaluated in respect of responsibilities and pay range.

**PERSON SPECIFICATION**

**JOB TITLE -**

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| Criteria | Essential | Desirable |
| Education, qualification and professional development | GCSE or equivalent in English and Maths at Grade C or above.  Qualifications relevant to working with children and young people.  Excellent written and oral communication skills  This post holder will require an enhanced DBS Driving licence and access to a car | Degree or higher-level qualification relevant to working with children and young people.  Other educational/professional qualifications, especially linked to SEN, safeguarding or therapeutic intervention  Designated Safeguarding Lead training and/or experience |
| Experience, professional skills and knowledge | Experience of delivering evidence-based interventions with children, young people and their families  Experience of completing Early Help assessments of a child’s needs that identifies needs and informs Intervention  Able to identify issues that require escalation to the DSL team in line with the School Safeguarding Protocol and the Right Help Right Time guidance to promote and safeguard the welfare of children and their families.  The ability to follow instructions from the Designated/Deputy Designated Safeguarding Lead and also show initiative and work independently  To make effective contributions to the team as appropriate  Ability to establish positive relationships with pupils and their families and empathise with their needs  The experience of and the ability to deal positively with children and parents  Ability to demonstrate active listening skills Ability to use language and other communication skills that pupils can understand and relate to  Ability to work within and apply all school policies e.g. behaviour management, child protection, Health and Safety, Equal Opportunities  Experience of working with children with autism in a specialist setting or experience  Experience working with pupils with social emotional and mental health needs  Experience of working with children relevant to the cohort and age-range of the school  Experience of supporting pupils achievement, social, emotional development and well-being  The ability to liaise confidently with stakeholders, including parents/carers and other professionals.  Confident in the use of ICT  Familiar with analysing behaviour data and recognising trends and implementing interventions.  A good knowledge of relevant management information and recording systems i.e. Bromcom, and CPOMS Knowledge of Safeguarding policies and procedures and how to implement these within a school setting  An understanding of policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection  The ability to presently confidently and competently at meetings or training sessions  The ability to use data effectively to monitor, analyse and report on progress  A willingness to complete any relevant training required  To participate in development and training opportunities  Work in ways that promote equality of opportunity, participation, diversity and responsibility | Experience of working in a trauma-informed / attachment aware setting  Experience of restorative practice  Experience with the emotion coaching approach  Knowledge of SEN Code of Practice  Recent Special School experience, preferably within the discipline and/or specialism for the school to which you are applying.  Ability to use school-based management information system  Awareness of Sandwell Safeguarding procedures |
| Personal qualities and attributes | Recognising the importance of bespoke programmes for individual pupils.  Investment in all pupils which you work with by building positive relationships with all  Ability to build positive relationships with stakeholders  Self- motivation and personal drive to complete tasks to the required standards and timescales  To be able to work well under pressure and resilient in challenging situations  To be approachable within a school environment  To have a good level of communication skills  The ability to work flexibly when required  A commitment to school improvement  Ability to work within a team effectively  Demonstrate a strong commitment to the ethos of the Schools/ Trust | Excellent interpersonal and communication skills including the ability to relate well to people on all levels.  Shows drive, enthusiasm, and commitment in the achievement of objectives  Collaborative working style |

**How To Apply**

The following guidelines are designed to help you submit a job application in line with our requirements. Please ensure that you comply with the instructions below as, if you do not, the panel may not shortlist you. If you require clarification or have any questions regarding the application process, please contact

**Meeting the Headteacher**

There will be opportunities to meet with the Headteacher to discuss the role and ask any questions. Please contact the school directly to arrange an appointment.

**Application Form**

Please complete all the sections of the form in full, giving as much detail as possible. Once completed, you must sign and date the application form to confirm that the information and any attachments are correct. Please note that CVs will not be accepted.

**Equal Opportunities Monitoring**

Please ensure that you have completed the online Equal Opportunities Monitoring form or attach the Equal Opportunities Monitoring Form to your application. Please send these documents to [enquiry@highpoint.fet.ac](mailto:enquiry@highpoint.fet.ac) and [recruitment@fet.ac](mailto:recruitment@fet.ac) to arrive by the closing date Wednesday 7th June 2023.

**Shortlisting**

Shortlisting will be completed as soon after the closing date as possible. Shortlisted candidates will be contacted by telephone and by email. If you have not heard from us within two weeks of the closing date you should assume that you have not been shortlisted for interview.

**Interviews**

Interviews will be held at Wednesday 21st June 2023. Candidates may be required to complete a test or exercise relating to point(s) of the job description and criterion/criteria of the person specification.

Candidates who are invited for interview will be required to provide proof of their eligibility to work in the UK by producing verifiable documents. Candidates will be required to bring some photo ID with them on the day of the interview e.g. valid passport, driving license or identity card.

**References for shortlisted candidates**

All referees whose details are included on the application form will be contacted before the interview unless you have indicated that you wish otherwise. Appointments will not be confirmed until The Heights Academy has received two satisfactory references (one must be from your current employer or, if you are not currently in employment, from your most recent employer), confirmation of your fitness for employment, an enhanced Disclosure & Barring Service disclosure and confirmation of your right to work in the UK.

Having read the application pack and believe you possess the highlighted skills and qualities, are passionate about working alongside pupils with SEND and would like to shape their futures at a progressive school, then we would like to hear from you. Applicants should apply at [enquiry@highpoint.fet.ac](mailto:enquiry@highpoint.fet.ac) and recruitment@fet.ac

The deadline for applications is Wednesday 7th June 2023 at 9am.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent and spoken English is an essential requirement for this role. Please note that only applications received via our application portal will be accepted, we will not read accompanying CVs. Enhanced DBS clearance, Disqualification (regulations) 2009, and prohibition checks if overseas trained. Certificate of good conduct will need to be obtained if applicable prior to interview. If you do not hear from the school within 14 days of returning your application form to us, please assume that your application has not been shortlisted.

Forward Education Trust is committed to the safeguarding and welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate must promote this ethos.