



RYDERS HAYES SCHOOL

JOB DESCRIPTION

SAFEGUARDING AND PASTORAL LEADER

Salary: SCP 23-27 term-time only (plus INSET and 2 weeks working during school holidays), part-time role (minimum 28.75 hours, notionally 09:00 – 14:45/15:15 - flexible).

FTE: £27,741 -£31,346, based on 37 hours/week all year. Part-time salary pro rata for 41 weeks per year; 28.75 hours/week.

Actual pro-rata salary: £19,175 - £21,667

The postholder is immediately responsible to The Head Teacher

Every member of staff at Ryders Hayes School has the responsibility to make a positive impact on children's learning; life skills; good character and wellbeing. Each jobholder is required to understand his/her part in the core purpose and to contribute to support the overall vision, aims and ethos of the school

Job Purpose:

To work closely with the Head Teacher and Deputy Head Teacher in all aspects of safeguarding, ensuring that the DSL is made aware and kept fully informed of any concerns in relation to safeguarding and/or child protection; to provide an excellent example of professional practice as a leader; to embed the school's vision and values and secure sustained school improvement, which raises pupil achievement, through:

- supporting the school in ensuring that all areas of Safeguarding are in place and effective; continuously monitored and developed; new requirements and improvements implemented and regularly reviewed
- managing pupil safeguarding (Child Protection): following up cause for concerns from staff, parents and pupils and operating as required within the thresholds, according to policy and KCSIE and managing CPOMS (software) and PREVENT.
- providing support and guidance for families through Early Help, Child in Need
- acting as Parent Support Advisor for the school and its families and sign-post to other agencies
- leading the pastoral care of pupils within the school, working alongside staff and parents, to provide both sustained individual and group input over time for those in need of emotional support as well as ad hoc support for children experiencing trauma, bereavement or the emotional impact of life events.
- leading on a whole-school approach to wellbeing and Mental Health for the School, for pupils and staff, as one of our Mental Health First Aiders.
- co-ordinating and monitoring a programme of Family Learning within school, using Parentkind's 'Blueprint for Parent-Friendly Schools', to set out an ambitious new parental engagement strategy, with teacher lead for family learning.



- co-ordinating and managing a varied programme of extra-curricular provision, including support on residential visits, and camping on school grounds
- developing the extended schools' offer, proactively seeking additional funding to support extended school activity, including holiday provision

Detailed Duties and Responsibilities will include:

Safeguarding:

- Liaise with DSL to inform him or her of all safeguarding/child protection issues
- Manage referrals through *CPOMS* as the main safeguarding and child protection system within School, including administration of *CPOMS*, for recording and documenting CP issues and linking with SIMs system, encompass...
- To be the lead/expert for FGM; CSE; DV, linking with Computing Leader for e-safety and leading on anti-bullying; equality and anti-racism.
- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Liaise with the "case manager" Initial Response and the designated officer(s) at the local authority for child protection concerns
- Liaise with staff on matters of safety and safeguarding, and when deciding whether to make a referral, liaising with relevant agencies as appropriate to determine thresholds.
- Act as a source of support, advice and expertise for staff.
- Undergo and update training to provide the knowledge and skills required to carry out the role. This training should be updated at least every two years, including PREVENT training.
- Refresh training and remain up-to-date via e-bulletins, meeting safeguarding leads, briefings and understanding and disseminating any new guidance at regular intervals to SLT and all staff as appropriate.
- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so are able to keep detailed, accurate, secure written records of concerns and referrals;
- Ensure each member of staff has access to and understands the school child protection policy and procedures, especially new and part time staff, and has successfully completed L1 assessment annually; are alert to specific needs of children in need, those with special educational needs and young carers; and are updated on any changes to guidance during the year and refreshed on key aspects of the guidance each term.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff
- Link with the WSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school, including who is on the Safeguarding Team.
- Where children leave the school ensure their child protection 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.
- To work with the DSL and Deputy DSLs to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities, to be available in their absence for staff to discuss any safeguarding concerns.
- To work with Safeguarding Governor and present at Governors meetings or in Head Teacher's Report and SLT as appropriate.
- Support induction of all new staff by delivering L1 safeguarding bespoke to Ryders Hayes' context.



Parent Support

- To further raise standards by working in partnership with the families, parents, carers and pupils of Ryders Hayes School to increase participation in educational opportunities and overcome barriers to learning, working especially with vulnerable families.
- To promote and support high quality parenting amongst our parents
- To help parents improve their parenting skills by planning, managing and delivering a variety of support activities such as basic parenting classes, providing information or making appropriate referrals
- To identify, in consultation with parents, their needs for parenting support groups or parenting classes. To keep records or documentation of meetings/contact with children and their families
- To conduct reviews and assessment of the effectiveness of work being carried out including the evaluation of parenting courses by delegates
- To initiate, develop and maintain effective links and working relationships with all partners, including the Head Teacher and staff of Ryders Hayes School, Walsall Children Services, Initial Response and Early Help Teams; and other agencies, parents and volunteers
- To design programmes of activities for hard to reach families (disadvantaged) throughout the year, including occasional holiday and evening programmes.
- To provide impartial information or referrals for parents to relevant local services and sign-post them effectively.
- To meet with families suffering financial hardship to support with uniform; resources and advice/signposting re available financial support.
- To support parents and families with transition into school; across key stages and into secondary school, including support with applications.
- To be the school lead for Early Help; CIN and other interventions.
- To manage a caseload of families requiring additional support
- To keep up to date on the range of agencies working locally in order to maintain knowledge of services to which parents may be signposted
- To contribute to the school's monitoring of vulnerable children, linking with SENDCo and Pupil Premium Leader and act as key worker as appropriate. To monitor and liaise with vulnerable children (and their families) who may be working remotely
- To attend relevant meetings and undertake relevant training in Early Help; higher level Safeguarding; dealing with Domestic Violence etc as appropriate
- To report to SLT & Governors on caseload, trends and developments in school with safeguarding
- To keep up to date with the latest initiatives and guidance from the DfE, Ofsted and Walsall Safeguarding Board

Family Learning:

- To work in consultation with the School Leadership Team (SLT), Family Learning Lead and Pupil Premium Lead, staff and parents to plan and implement a programme of Family Learning throughout the year, using Parentkind's 'Blueprint for Parent-Friendly Schools', to set out an ambitious new parental engagement strategy.
- To monitor the effectiveness of the Family Learning programme by assessing uptake/attendance, and seeking and analysing feedback from delegates
- To actively promote Family Learning opportunities and recruit and register "hard to reach" families on relevant programmes
- To maintain registers of attendance with regard to Family Learning
- To provide reports on the impact of Family Learning programmes to relevant parties i.e. Head Teacher, SLT, Governing Body
- To liaise with outside providers to support Family Learning opportunities
- To attend meetings as appropriate
- To keep up to date on the range of agencies working locally in order to maintain knowledge of services to which parents may be signposted



Extra-Curricular Activities and Extended Schools:

- To liaise with staff (linking with PE leader for sporting activities) and outside providers to provide a plan of varied extra-curricular activities for the children throughout the year, spanning the age ranges within school
- To manage before and after school club: oversee staffing; policies; health and safety and curriculum, and arrange training and sickness absence absence cover for staff as appropriate.
- To consult with children, parents and staff to ascertain and respond to their needs with regards to extra-curricular provision
- To maintain registers and statistics to provide information on the numbers of children participating in extra-curricular provision
- To actively promote extra-curricular activities and encourage the participation of “hard to reach” and vulnerable children
- To support the Head Teacher in providing advice and guidance to staff running extra-curricular programmes with regard to school policies such as: health and safety, child safeguarding, equal opportunities, and inclusion; the completion of risk assessments, staff: pupil ratios, registers, consent forms, collection of fees and all other relevant policies and administrative information
- To support on residential visits
- To initiate and maintain close liaison with parents, the school and other childcare and play-related agencies.
- To proactively seek additional funding to support extended schools’ activities and services including writing and submitting bids to relevant agencies and developing local partnerships, which will maximise funding options

Pastoral Care, Mental Health and Well-being

- To actively lead a whole school approach to positive mental health and well-being in school, including Monday Morning Mindfulness and whole school strategies. Support whole class; group and individual need.
- To manage any individual pastoral programmes, ensuring best practice; correct procedures and guidelines are followed; assessing pupils’ suitability for Counselling; Drawing Therapy; group work, 1:1; using assessment tools.
- To oversee the planning and ensure the delivery of a high quality, personalised curriculum, designed to meet individual need in terms of wellbeing and mental health (and that of the group).
- To monitor individual pupil progress of caseload using profile data as well as staff and pupil feedback relating to impact back in class; liaising effectively with the class teacher; Inclusion Leader and parents.
- To lead the Bereavement Support Station, supported by other staff members and counsellor as well as trained pupil helpers, maintaining links with St Giles, Whittington for supervision and advice.
- To keep up to date with new approaches.
- To lead on anti-bullying, anti-racism, equality and well-being within the school and LGBT/gender related issues, linking with Inclusion Leader for issues relating to mental health and social and emotional wellbeing.
- Support with the further development and embedding of the principles of the Mental Health Award (Gold) and Rights Respecting Schools (Gold), and work with the School Council to ensure that pupil voice is heard and impacts upon strategic decisions.
- Provide counselling and well-being support for staff, as a Mental Health First Aider and sign-post as appropriate.
- Liaise with mental Health Nurse Practitioner assigned to school to manage caseload (working with pupil groups and 1:1) to prevent the need for referral to CAMHS.

Attendance

- To maintain and improve good levels of attendance and punctuality at school (with Attendance Officer and Consultant) through a raised profile of the importance of regular and timely attendance as a life skill; discussions with families of poor attendees below 95% and a determination to resolve barriers to poor attendance.



- To use the weekly newsletter as a platform to promote good attendance and raise awareness of good punctuality.

This job description has been prepared for the purpose of school organisation and may change through consultation as the role and the needs of the school develop and evolve. This document will be reviewed annually as part of the school's appraisal process.

Ryders Hayes School is committed to safeguarding and promoting the welfare of children and young persons and expects all staff and volunteers to share this commitment.

After consultation Job Description agreed by:-

Safeguarding and Pastoral Leader:

Head Teacher:

Date: