** Job Description** **Safeguarding Administrator.**

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| Date  | April 2023 |
| Name  | Vacancy  |
| Post Title | **Safeguarding Administrator.**  |
| Responsible to  | AHT (DSL / SENDCo) |
| Responsible for | * To provide admin support for safeguarding through managing My Concern and being responsible for maintaining safeguarding records, case studies and minutes.
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| Liaising with | DSL, DDSL’s, Pastoral teachers and Residential Senior Team, Students, Outside agencies. |
| Core Purpose | To provide admin support for safeguarding through managing My Concern and being responsible for maintaining safeguarding records, case studies and minutes. To support the management of Provision Map under the direction of SENDCo.To work with other staff to support engagement, attendance, behaviour, transition and progression in order to improve student progress and achievement. To hold delegated responsibilities on behalf of the Designated Safeguarding Lead including attendance at meetings and the recording and follow up actions to those meetings.  |
| Grade Range  |  **For discussion** 19 hours per week, term time only (TTO 39 Weeks + 1 = 40) Scale 3 - 4 Calculations based on our discussion and for plus details set out below. | **FTE Equivalent** 36 hours per week, term time only (TTO 39 + 1 = 40 Weeks) = £22,977.08 @ Scale 3/5  |

**Purpose of Role**

* Working positively with families and other agencies, leading on Early Help support, CIN and other professional meeting, ensuring all paperwork is up to date.
* To manage ‘My Concern’ and other e-safeguarding systems to protect the interests of the student on a daily basis, assigning case workers, closing historical cases in liaison.
* To provide admin support for the DSL & DDSL when needed for Team Around the Child (CIN) and other safeguarding meetings
* To support the development of Provision map and ensure record are updated in a timely fashion.
* Upload relevant documents on to SIMS.
* To be responsible for Safeguarding Admin maintaining accurate records and help with any administration relevant to safeguarding and safeguarding minutes.
* To perform staff training and provide guidance to staff on safeguarding and behaviour CPI as required.
* Perform any other duties necessary to aid the growth and development of the post. To undertake training where required – SIMS management, My Concern, Safeguarding Level 3.
* Any other duties as directed by the Headteacher or Senior Leadership Team commensurate with the general level of this appointment.

**Working with Students**

* To monitor through provision map and SIMS behaviour & rewards the social, emotional and mental health within all year groups in the school - signposting information to the DSL and wellbeing Team the need for positive interventions when necessary.
* To help create individual support plans for students who are a safeguarding priority in the school
* Promote effective safeguarding links between the school and the residential unit and encourage links with other similar providers.
* To support the administration of medication and first aid as needed.

**Focus on safeguarding**

* To ensure the maintenance of accurate and up to date student information on SIMs & ‘My Concern’ and be able to create reports in areas relating to pastoral care
* To ensure that all protocols and procedures implemented complement the whole school systems in place with discussion initiated with the Line Manager as appropriate.
* To contribute to the completion of the Annual Reports and Annual Safeguarding Audit.
* To complete all administration in respect safeguarding meetings
* To maintain records of safeguarding training through the Key and TPD safeguarding training.
* With the DDSL send out safeguarding bulletins to staff and parents. Maintain the safeguarding pages on the website.
* Research and share information regarding safeguarding updates with the DSL team.
* To undertake any other appropriate duties, as requested by the DSL and or Headteacher, to assist with the efficient running of the School’s support services.
* To attend and participate in meetings as required.
* To participate in training and other learning activities as required.
* To contribute to the planning and delivery of safeguarding training to staff and volunteers and maintain accurate training records.

**General:**

* To promote and safeguard the welfare of pupils in your care or that you come into contact with in accordance with the Safeguarding and Child Protection Policy.
* To comply with, promote and act in accordance with all school policies.
* To be responsible for complying with data protection legislation and expectations for confidentiality. Any issues or breaches to be reported to the School Business Manager/ School ICT Manager at the earliest opportunity.
* To be responsible for complying with health & safety legislation and guidance. Any issues or breaches to be reported to the School Business Manager immediately.

**Leading best practice**

* To identify and contribute to the adoption of best practice across the school in all areas of pastoral care.
* To keep key staff informed about aspects of your work and schedule which may affect the support you can give them.
* To develop your effectiveness by updating your knowledge and skills, seeking and taking account of constructive feedback on your performance, making effective use of the development opportunities made available to you.
* To identify and agree personal development objectives with your line manager. To be courteous to colleagues and provide a welcoming environment to visitors.
* To operate at all times within the stated policies and practices of the school.
* To take part in marketing and liaison activities and other appropriate school events.

**Person Specification**

To be able to undertake the duties in the job description, applicants should possess the following:

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| **Area to be Demonstrated** | **Essential Requirements**YOU **MUST** DEMONSTRATE THAT YOU MEET THESE REQUIREMENTS | **Desirable Requirements**YOU DO NOT HAVE TO MEET THESE REQUIREMENTS BUT IF YOU DO, PLEASE TELL US | **How Assessed****Application Form or Interview or Both** |
| Knowledge and skills: | • An ability to diffuse conflict • A range of behaviour management strategies • Empathy with young people facing barriers to their learning • The ability to deal with sensitive information in a confidential manner • The capability to remain calm under pressure • The ability to use own initiative and flexibility to cope with the unexpected To undertake PBS training and become a PBS lead for the school. Maintain that all training is updated as required. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • A good level of English & Maths. • Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts. • Excellent organisational and time management skills. • The ability and willingness to work constructively as part of a team. • The ability to supervise pupils effectively both in and out of school in line with the school’s behaviour policy • Experience of working with children in an educational setting• ICT skills sufficient to perform the role. • Child Protection training, undertaken within the last 2 years.  | * Knowledge & understanding of the National Curriculum, especially the literacy and numeracy strategies

• Extremely competent IT skills to support learning and to demonstrate and use a range of educational software. • Thrive or TIS training (desirable, not essential) • Level 3 work related qualification or higher education qualifications.• GCSE English and Maths (A\*-C) or equivalent (Level 2 Basic Skills Literacy/Numeracy). • The ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for behaviour intervention & teaching and learning  |  |
| Experience and Skills | • Experience of working with children and young people in a learning environment. • Awareness and understanding of child protection issues. • Ability to work to deadlines. • Good planning and organisational skills. • Good communication and interpersonal/listening skills. • Good oral and written communication skills in English. • Experience of working with students exhibiting challenging behaviour. • Willingness to promote the schools policies and practices.  | • Ability to recognise the importance of health and safety issues relating to working practices. • Willing to contribute to extracurricular activities. • Experience of working to support young people’s learning• Ability to confidently and competently apply knowledge and skills acquired from training into a practical context.  |  |
| Attitude and Temperament | • Reliability and resilience. • Flexible outlook and interpretation of the needs of the job. • Ability to remain patient and calm in challenging situations. • Ability to build effective working relationships with all learners and colleagues. • Ability to promote a positive ethos and role model positive attributes. • Willingness to participate in relevant training and development opportunities. • Ability to form and maintain appropriate professional relationships and boundaries with colleagues and students. • Professionally discreet and able to respect confidentiality. • Flexible approach to tasks.  | • Ability to work effectively within a team environment, understanding roles and responsibilities. • Firm, sensitive and effective approach towards managing student behaviour. • Confident and able to use own initiative.  |  |
| Appearance and Health | • Smart, well presented and in good general health. • Good attendance and punctuality record.• Set a good example in terms of dress, punctuality and attendance.  |  |  |
| Quality Assurance and standards: | • To support the aims and ethos of the school. • To set a good example in terms of dress, punctuality and attendance. • To be professional when dealing with staff, students, parents and outside agencies. • To be proactive in matters relating to health and safety. • To implement and promote the schools policies and procedures relating to all areas of employment and service delivery.  |  |  |
| Additional Duties | • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage students to follow this example. |  |  |

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably requested, allocated or delegated to them by the Headteacher.

It is implicit that these duties are carried out in accordance with school and Council policies on equal opportunities.

**Relevant pre-employment checks.**

This post will involve contact with vulnerable groups (children, young people and/or adults) and is therefore exempt from the Rehabilitation of Offenders Act 1974 and subject to an Enhanced Disclosure Barring Service (DBS) check. This exemption means that applicants for this post are required to declare all criminal convictions, cautions, reprimands and bind-overs both spent and unspent in their application, regardless of the passage of time.

**Equal Opportunities**

Must be able to recognise discrimination in its many forms and be willing to put the Schools’ Equality policies into practice.

Willing and able to deal with people professionally at all levels and from a variety of backgrounds.

This job description will be reviewed by the postholder and the Headteacher in the autumn term 2022.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Postholder)

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Headteacher)