

Job Description and Person Specification



Job Description

Job Title	Pastoral lead practitioner
Grade	7
Service	Coventry Extended Learning Centre
Reports to	Deputy Headteacher
Location	Wyken and Herald extended learning centres
Job Evaluation Code	A6078



About Coventry City Council

Who we are: At Coventry City Council we are dedicated to making a positive difference to the services we deliver to the diverse citizens of Coventry. The work we do improves people's lives – from helping them into work to providing clean and green places to live, to keeping people safe and protected.

As a Coventry City Council employee, you have our ongoing commitment to your growth and development with opportunities to work across multiple service areas including customer contact, public health prevention and education and skills, adults and children's services and provide support for the most vulnerable.

Our aim is simple – to be globally connected, locally committed, deliver our priorities with fewer resources whilst effectively managing our performance and measuring our progress.

Our Values: We expect everyone who works for us to be committed to our One Coventry values and to share our commitment to becoming a more diverse and inclusive organisation:



About the Service your team will provide

Purpose of the role / Output

To work under the direction of the Deputy Headteacher to take lead responsibility for safeguarding and child protection across the school, including online safety and understanding the filtering and monitoring systems and process that are in place in order to deliver better outcomes for students and their families, through the development and delivery of integrated Early Intervention and Prevention services.

To take part in strategy discussions and inter-agency meetings and contribute to the assessment and child protection planning of children.

To advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

To manage a team to plan, deliver and monitor services and activities as part of the School's support and intervention offer, ensuring that services are targeted at those families and children with the greatest needs within the local community and those at risk of social exclusion.

Where appropriate and needed, delegate to deputy DSLs, whilst retaining ultimate lead responsibility for safeguarding and child protection.

Main Duties & Key Accountabilities

Working with staff and other agencies

This role will involve working across our school sites and collaborating with staff in other partner schools.

- Act as a source of support, advice, and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Inform the Headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, as well as having an awareness of the requirement for children to have an Appropriate Adult.
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases that concern a staff member.
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
 - Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced;
 - Identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school;

Duties And Responsibilities

- The above includes:
 - Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort.
 - Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Refer cases to the police where a crime may have been committed

Managing the child protection file

- Ensure child protection files are kept up to date.
- Keep information confidential and store it securely.
- Make sure records include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome.
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE).
- Where children leave the school (including in-year transfers):
 - Ensure their child protection file is securely transferred to the new school as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term), separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE.
 - Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place.

Raising awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff.
- Work with the Chair of Governors to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the Chair of Governors to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing.

Training

- Undergo training every 2 years to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge, and skills section of annex C.

- Undertake Prevent awareness training yearly.
- Undertake Online Safety training yearly.
- Refresh knowledge and skills at regular intervals and at least annually.

Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.
- Support staff during the referrals process.
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures, the school may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships that facilitate communication.

Holding and sharing information

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Keep detailed, accurate, secure written records of concerns and referrals.

Working with parents and families

- To work in collaboration with partners including Family Support teams, Social Care, Early Support and Health Services to ensure seamless services for children and their families.
 - To be responsible for ensuring that services are targeted at those families who have the greatest need and that those services are accessible and inclusive for groups and individuals at risk of social exclusion.
 - To lead on the delivery of services and activities that meet children's development needs, stimulate learning and reflect concepts of child development.
- Working in partnership with parents and carers as their child's first educators and encourage them to be positively involved in their development.
- To have responsibility for managing a delegated budget ensuring those responsibilities are carried out in line with school requirements.
 - To be responsible for overseeing the delivery of sustainable high quality programmes of pastoral intervention that comply with relevant legislation, statutory guidance and OFSTED in order to improve outcomes for children through raising the quality of provision.

Other areas of responsibility

The DSL will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct. During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally, this will be in person but can also be via phone or video call in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The post holder may be required to do other duties appropriate to the level of the role.

Notes:

This job description may be amended at any time in consultation with the postholder. This job description is in addition to your current role responsibilities and job description.

Key relationships

External	Internal
Social care, partner agencies	Pastoral managers, inclusion coaches, SEMH coaches

Standard information

Post holders will be accountable for carrying out all duties and responsibilities with due regard to Code of Conduct, Safeguarding, Health & Safety and the City Council's Workforce Diversity and Inclusion Policies.

Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.

Smoke Free

The City Council is Smoke - Free. Smoking is not permitted on any of our premises or the surrounding land including car parking facilities.

Training

The postholder must attend any training that is identified as mandatory to their role.

Responsible for:

Staff managed by postholder:

N/A

Person specification

Job Evaluation Code	
Knowledge and understanding	
<ul style="list-style-type: none">• Ability to evaluate the risk of abuse and assess the need for intervention.• Sound working knowledge of safeguarding.• Understand how external agencies work, what they do and when it would be beneficial to use them.• Ability to facilitate children and young people's learning and development through mentoring, promoting and maximising educational achievement.• Problem solving skills• Ability to record information concisely and present reports.• Able to work exercise initiative, work independently and also deal with a number of problems at the same time, being able to prioritise.• An ability to work constructively as part of a team. A customer service ethos.• Ability to work flexibly.• Data analysis skills, and the ability to use data to set targets and identify improvements.• How to coach others, provide focused feedback and develop others• Effective communication and interpersonal skills with an ability to communicate a vision and inspire others	
Skills and Abilities	
<ul style="list-style-type: none">• Professionalism• Commitment• Enthusiasm• Good listening skills and the ability to communicate effectively both orally and in writing, especially with children.• Excellent organisation and time management skills and IT skills.• Ability to lead by example, providing inspiration and motivation• Ability to think analytically and critically• Demonstrate resilience and emotional maturity• A commitment to getting the best outcomes for all pupils• Able to work collaboratively with a range of people in school and the wider community• Able to build a culture of co-operation, manage individuals and lead teams effectively whilst holding staff to account	
Strategic leadership	
<ul style="list-style-type: none">• Ability to lead school improvement initiatives to raise standards• Model personal drive and accountability in all that you do• Ability to effectively prioritise tasks and manage time effectively• Ability to demonstrate a clear educational philosophy and vision	

- Ability to analyse data, develop strategic plans, set targets and monitor and evaluate progress

Experience

- Recent and substantial experience with secondary aged pupils
- Ability to lead safeguarding and pastoral support to a highly effective standard
- Recent successful leadership experience, driving improvement
- Demonstrable experience of successful line management and staff development
- Experience of working with children or young people and their families
- Experience of contributing to or delivering training
- Knowledge and experience of working with a wide range of support agencies and services.
- Experience of working in a school environment
- Experience of dealing with safeguarding cases
- Ability to contribute to policy development

Qualifications

- GCSE grade C or above, or equivalent, in Maths and English
- Working knowledge of policies and procedures relating to child protection.
- Relevant Safeguarding Training Level 2 or equivalent
- Understanding of KCSiE 2023 and the relevance to anyone working with children

Desirable - THRIVE trained and or aware - Trauma informed - Education, Social Work qualification - A degree or equivalent

Special Requirements

This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A Disclosure & Barring Service (DBS) will be required prior to appointment.

Date Created	October 2023	Date Reviewed	
---------------------	--------------	----------------------	--