**JOHN GULSON PRIMARY SCHOOL**



**HEAD OF SAFEGUARDING, SEND, BEHAVIOUR AND PASTORAL CARE**

**CANDIDATE PACK**

**Welcome from the Headteacher**

Thankyou for showing an interest in joining our school.

This is an exciting and unique opportunity for a dynamic and vibrant leader to join a newly constructed senior leadership team following a staff restructure and work collaboratively to drive forward the new era at the school. John Gulson Primary is on an exciting and challenging journey of improvement as we aim to ensure that our children have access to the educational experience that they deserve: one rich in excellence, fun, wider experiences and personal development / well-being.

We are currently a 3 form-entry school, with 520 pupils on roll but are in the process of decreasing to 2 form-entry as the city of Coventry faces a decrease in the birth rate. The school was rated as ‘Good’ at its previous inspection in 2019; however, the school is currently working hard towards achieving an RI judgement at the next full inspection.

You’ll drive forward improvement in the quality of safeguarding processes and procedures, as well as ensuring the highest quality provision and outcomes for our SEND, vulnerable and LAC pupils. Along with the Headteacher, you will help develop and lead the newly created Family Support Team, that will consist of a Family Support Worker and 2 learning mentors. You will lead on the development of our established Nurture Provision – ‘The Nest’ – and you will also be responsible for building a whole-school consistent approach to behaviour management. You’ll work with the experienced Headteacher (who was appointed to the school in September 2020) as well as a newly appointed Head of Teaching, Learning and Curriculum. Together we will ensure that our pupil’s, who come from across a broad spectrum of backgrounds, beliefs and cultures, work together developing the skills and strength of character they need to be successful beyond their time at John Gulson Primary School.

This opportunity will involve supporting an established class-based team from Nursery phase through to Year 6 with the development of their practice so that the outcomes for SEND, vulnerable and LAC pupils rise swiftly and these improvements are sustained in the long-term. The successful candidate will be able to effectively coach and mentor staff in these areas of their practice and provide a strong and well-planned programme of identification where success is rigorously monitored and outcomes are measurable.

This is a full-time, non-class-based position to reflect the needs of the school now and in the future. It will have a dedicated teaching commitment of weekly PPA cover in Year 2. It offers the successful candidate the opportunity to enhance their leadership skills to best prepare them for potential future roles.

For an informal discussion or to arrange to visit to the school please contact the Headteacher: v.sumner@johngulson.coventry.sch.uk or via telephone 02476 227791.

If you are interested in applying for this post, please contact the School Business Manager (f.macnab@johngulson.coventry.sch.uk) for an application form and return your completed form to the same email address by 12pm on Friday 19th February 2021. Late applications will not be considered.

***In line with our Safer Recruitment processes, appointment to this post is subject to an enhanced DBS disclosure.***

**OUR VISION AND VALUES**

At John Gulson we empower and enable all children to be aspirational learners who are committed to achieving their best, now and in the future.

**VISION**

Through our inclusive practice, all learners will reach their own individual potential and will:

Develop a wide range of communication skills

Develop secure foundations in Reading, Writing and Mathematics, enabling to them to fulfil their full potential

Experience a wide range of learning including in humanities, science and technology, the arts – within and beyond the formal curriculum

Know how to keep themselves safe and healthy

Be compassionate and resilient

Know their own strengths and how to build on them

Be supported to develop and maintain friendships and relationships

Access their community feeling safe and confident

Celebrate diversity

Be committed to contributing to local, national and global communities

**VALUES**

We are **ACE** Learners!

**A**mbition:

* We are aspirational learners and want to achieve our best in all that we do.

**C**OMMITMENT:

* We are caring, show kindness and help everyone to achieve their best.

**E**XCELLENCE:

* We are the best we can be now and in the future.

**AMBITION + COMMITMENT = EXCELLENCE**

 Job Description

**Head of Safeguarding, SEND, Behaviour and Pastoral Care**

**Full-time**

**Salary: L13 – L19**

The Head of Safeguarding, SEND, Behaviour and Pastoral Care (HoSSBP) is a key member of the Senior Leadership Team (SLT), reporting directly to the Headteacher and working closely with the Head of Teaching, Learning and Curriculum (HoTLC), other members of SMT and the rest of the staff. The post is non-class based, although there will be a regular teaching commitment.

**The post holder will**

* Be an outstanding, creative classroom practitioner, with experience of leading staff in significantly raising the standards from Nursery to Year 6 – they will know what ‘excellence’ looks like
* Have experience of teaching across all primary phases, having a clear understanding of what excellence looks like from Nursery to Year 6
* Hold the SENDCO accreditation
* Be an experienced DSL (Designated Safeguarding Lead)
* Will be a YMHFA (Youth Mental Health First Aider) and have experience of leading mental health provision and support in a primary setting
* Be proactive and interested in keeping the school up-to-date over the latest educational issues by attending courses and conferences as appropriate, sharing good practice and monitoring impact upon standards
* Have exceptional interpersonal skills, being able to motivate all staff and provide bespoke CPD
* Be directly responsible for line managing the Pastoral Team (Family Support Worker and Learning Mentors) ensuring that inclusive support for the children and wider community is easily accessible, monitoring the impact upon the outcomes for pupils
* Maintain an effective whole school behaviour for Learning and Safety culture
* Ensure rigorous monitoring of whole school behaviour standards
* Ensure the provision for professional development and support opportunities ensure the highest standards of behaviour management among staff
* Be responsible with the Headteacher, for the process involved in monitoring and evaluating the whole school behaviour system, including lesson observations, statistical analysis and target setting
* Be responsible with the Headteacher for ensuring that all children with specific needs are appropriately supported to access the curriculum
* Co-ordinate the effective deployment of resources and strategies to ensure that students behavioural and emotional needs are being met and they are able to engage in learning effectively
* Be fully involved with the life of the school both inside and outside the classroom

**Safeguarding:**

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

Some safeguarding activities may be delegated to deputies, although the HoSSBP will retain lead responsibility for the work of deputies and will ensure it is completed to the highest standard

As lead DSL, will take lead responsibility for safeguarding and child protection across the school. They will take part in strategy discussions and inter-agency meetings and contribute to the assessment of children.

They will provide annual safeguarding training to all staff and ensure that all newly appointed staff receive a full induction into the schools’ safeguarding procedures, ensuring the school is fully compliant with statutory duties

Ensure all records of children that move school are sent on accordingly and information is shared on a need to know basis

Keep detailed, accurate and secure records of concerns and referrals using the CPOMs system, monitoring the system and providing regular reports to the Headteacher and Governing Body

**SEND:**

Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision

Maintain an accurate SEND register and provision map

Determine the strategic development of SEND policy and provision from Nursery to Year 6

Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual pupils with SEND (including applications for EHCPs and organisation of external agency involvement)

Will review the SEND Policy and Information Report as required

Contribute to school self-evaluation, particularly with respect to provision for pupils with SEND or another additional need

Provide professional guidance to colleagues, working closely with staff, parents and other agencies

Maintain an up-to-date knowledge of national and local initiatives which may affect the academy’s policy and practice

Have experience in managing funding and regularly evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Communicate regularly with parents or carers

Ensure that if the pupil transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the pupil

Promote the pupil’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

Manage any special arrangements for pupils during the end of Key Stage tests

Provide CPD to all staff and monitor the impact of this on practice

Ensure that additional classroom support is expertly utilised to maximum effect

**Behaviour:**

Have responsibility for the school’s Behaviour policy; its development, maintenance and evaluation. This includes the following:

Ensure that the school’s policy is consistently applied throughout the school

Interpret and analyse data and provide half-termly summary reports to the Headteacher, senior leadership team, staff and governors

Manage a system of recording whole school behaviour, ensuring consistency across the school

Work with SLT, middle leaders and class teachers setting appropriate targets for the children with behavioural, emotional and SEN needs.

Assist teachers in the identification of children with behavioural needs, advising them on appropriate strategies

Support the Headteacher and other colleagues in finding appropriate strategies to deal with behaviour difficulties and manage any resulting training needs

Monitor and assist with the referral of children to the various support services and outside agencies and to liaise with them

**Pastoral Care:**

Manage the nurture provision for targeted KS1 and KS2 children, identifying ways in which provision can be extended and utilised to maximum effect

Line manage the FSW and Learning Mentor, monitoring impact upon outcomes for families and children

**Other areas of responsibility for the post holder**

* + Work in partnership with the Headteacher and HoSSBP sharing the overall management of the School and take a fair and appropriate share of duties
	+ Prepare and present half-termly reports on Safeguarding, Behaviour and SEND for the Headteacher and Governing Body
	+ Present weekly impact reports for the Headteacher
	+ Assist the SLT in deciding appropriate whole school INSET foci
	+ Teach across the school as appropriate
	+ Assist in the performance management of staff as necessary
	+ Build links and liaise with parents, engaging them fully in their child’s learning experience
	+ Ensure that key policies are up-to-date, robust, reviewed accordingly and shared with staff
	+ Ensure that areas of the website relating to inclusion matters are regularly updated and compliant with statutory expectations
	+ Be closely involved in the appointment of new staff
	+ Perform any other task requested reasonably by the Headteacher

**HEAD OF SAFEGUARDING, SEND, BEHAVIOUR AND PASTORAL CARE**

**PERSON SPECIFICATION**

|  |  |  |
| --- | --- | --- |
| **Description** | **Essential** | **Desirable** |
| **Professional Qualifications** |
| * Qualified teacher status
 | **** |  |
| * Evidence of professional development in preparation for school leadership, gained within the last two years
 | **** |  |
| * The accredited National Award for SEND
 | **** |  |
| * A qualification for the assessing and teaching of pupils with specific learning difficulties
 |  | **** |
| * Qualified Youth Mental Health First Aider (or other relevant youth mental health accreditation)
 |  | **** |
| * Evidence of further professional development (e.g. MA, NPQSL, NPQH etc)
 |  | **** |
| **Knowledge and Experience** |
| * A well-grounded and inspirational individual with recent experience of senior leadership in a primary school setting
 | **** |  |
| * Knowledge and understanding of the statutory requirements of legislation concerning Safeguarding, Child Protection, Equal Opportunities and SEND
 | **** |  |
| * Knowledge and understanding of the SEND Code of Practice and its practical application strategies for meeting the needs of SEND pupils throughout the school
 | **** |  |
| * Experience of planning and implementing an effective teaching programme and IEPs, including the effective identification of pupils with additional needs, monitoring, assessment, recording and reporting of pupils’ progress
 | **** |  |
| * Knowledge and understanding of current developments and best practice in SEND legislation and all aspects of inclusion and pastoral care
 | **** |  |
| * Knowledge and experience of managing a SEND notional budget, monitoring impact and outcomes for pupils
 |  | **** |
| * Experienced Designated Safeguarding Lead
 | **** |  |
| * Experience of effectively leading behaviour within a primary school setting
 |  | **** |
| * Experience of conducting pupil progress meetings across the primary phase
 |  | **** |
| * Experience of being lead for LAC pupils, including effective expenditure of the designated funding
 |  | **** |
| * Experience of leading Nurture provision
 |  | **** |
| * Outstanding classroom practitioner with the ability to inspire others
 | **** |  |
| * Knowledge and understanding of the wider educational agenda and how that impacts on school life
 | **** |  |
| * In depth knowledge of the statutory requirements pertaining to schools
 | **** |  |
| * Knowledge of safeguarding procedures and experience of dealing with them
 | **** |  |
| * Experience with working with digital communications technologies
 | **** |  |
| * Experience of teaching in more than one key stage
 |  | **** |
| * In depth knowledge of the primary curriculum
 | **** |  |
| * Experience of leading performance management of class-based staff
 |  | **** |
| **Leadership and Management** |
| * A leader with presence and visibility, who inspires, motivates and empowers others, restless to continue improving the quality of education
 | **** |  |
| * A person who sets high standards and is able to hold class-based staff to account
 | **** |  |
| * Experience of leading a pastoral / family support team
 |  | **** |
| * Is articulate and approachable with excellent communication skills, both verbally and in writing
 | **** |  |
| * A strategic thinker with the ability to analyse, prioritise, operationalise and meet deadlines provided by the Headteacher
 | **** |  |
| * Highly organised, with the ability to anticipate and manage in a complex and changing environment
 | **** |  |
| * Evidence of working with staff to manage the preparation, implementation and monitoring of the school improvement plans and self-evaluation process in relation to teaching, learning and curriculum
 | **** |  |
| * Experience of working in partnership with parents and external agencies, with a commitment to the collaborative ethos of these invaluable partnerships
 |  | **** |
| * The ability to implement and evaluate appropriate evidence-based improvement plans and policies
 | **** |  |
| * The ability to develop class-based staff through inspirational leadership and effective teamwork
 | **** |  |
| **Safeguarding** |
| * Have good knowledge of Child Protection and Safeguarding
 | **** |  |
| * The ability to promote and safeguard the welfare of all the children within the care of the school
 | **** |  |
| * The ability to maintain and develop a ‘culture of vigilance’ with regard to safeguarding and child protection
 | **** |  |
| **Personal Qualities and Attributes** |
| * A self-reflective person who will support the values and ethos of John Gulson Primary School
 | **** |  |
| * A person with a passion for children’s learning and development, and a genuine respect of ‘childhood’ with a commitment to securing a fully inclusive approach to learning, securing the best outcomes for all children
 | **** |  |
| * A caring, people person who is approachable, empathic and who demonstrates genuine commitment to the well-being of staff, as well as pupils
 | **** |  |
| * A person who is collegiate in approach, who works well with others in local networks and communities
 | **** |  |
| * A person with energy and initiative who can manage their own time effectively in order to achieve challenging goals
 | **** |  |
| * The ability to maintain confidentiality
 | **** |  |