



Job Description/Person Specification

Pastoral Coordinator - Safeguarding

Job Description	
Job Title:	Pastoral Coordinator -Safeguarding
Pay Grade / Scale / Range:	NJC Scale points 27-30 SEN Allowance See advert for actual salary
Working hours:	36 hours 40 minutes – Term Time Only plus 5 days Ability to work the hours needed to meet all the demands of the job, plus such reasonable additional time as is expected of a middle leadership role
Location:	Based at New Bridge School site but all staff are required to work at any site of the New Bridge MAT if operationally needed
Staff responsible to:	Director of Pastoral Support
Staff responsible for:	Pastoral Leads
Accountable to:	Head of School
Probationary period:	26 weeks for new employees to the Trust

Our organisation is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and post holders to share this commitment. An enhanced DBS certificate is required for this post.



Overall purpose of the job

To be accountable for leading, coordinating and developing your areas of responsibility within New Bridge School sites

To be ultimately accountable for the overall outcomes within the post-holder's subject area of responsibility across the designated site. KPIs will be agreed annually (through negotiation with line managers)

GENERAL PASTORAL TASKS / RESPONSIBILITIES

1. To fully support the Head of Site and the Local Governing Body of New Bridge School in the discharge of their duties, by ensuring maximum efficiency in all aspects of delegated authority.
2. To play a leading role in the development, dissemination and promotion of an effective and challenging vision and ethos and in developing the aims of New Bridge Multi-Academy Trust.
3. To lead and manage the safeguarding pastoral managers for Key Stage 3 and 4 ensuring all practice and procedure is adhered to and followed.
4. To be responsible for collating assessment/pastoral outcomes for all allocated young people as a member of the Middle Leadership Team to assess the outcomes to determine improvements, for example, safeguarding, causes for concerns, interventions, and behaviour data etc.
5. To represent the views of the group at multi-agency meetings i.e., Child in Need, Child Protection, Core group, Strategy, MDT, Early intervention & Best Interest etc.
6. To provide appropriate reports and information for New Bridge Schools accountability process and for assessing key target areas within the school's development plan and SEF.
7. To ensure the school's Health and Safety policy is implemented and monitored in the department, including appropriate risk assessments when necessary.
8. To play a full part in the life of the school community, to support its distinctive vision and ethos and to encourage and ensure staff and students follow this example.
9. To work in partnership pastoral managers at both key stages, alongside working with form tutors to build relationships with family and external agencies offering advice and guidance on any concerns raised, attending relevant meetings.
10. To support pastoral managers and school staff with complex / significant student issues.



- 11 To be involved with the annual review process as required and ensure there is representation/ communication from social care at EHCP reviews, where necessary.
- 12 To play an active role in school life including extra-curricular activities, lunch and break time duties.
- 13 To provide onsite support to HOS / DHOS/ Director of Pastoral for day-to-day pastoral support / guidance at New Bridge School.

INDIVIDUAL AREAS OF LEADERSHIP RESPONSIBILITY

1. To support pastoral teams around all aspects of effective safeguarding including:
 - Co-ordinating staff around ensuring safeguarding procedure is adhered to, through training and development, ensuring precise record keeping and developing staff knowledge and expertise around the practice of Keeping children Safe in Education.
 - Supporting staff around the recording and reporting procedures, including CPOMS, Causes for Concern etc
 - Coordinating the Pastoral Lead(s) for safeguarding, including caseloads, working alongside key agencies, and ensuring procedure and practice is adhered to.
 - To liaise with outside agencies as required and support the pastoral managers in this role.
 - Monitoring of students at levels of intervention, ie class based, school, based, EH, CIN, CP. To scrutinise this information for both Key Stages and present outcomes via the ADDO process
 - Liaising with colleagues and lead professional around the child.
 - To provide In Service training to all staff as and when required
2. To act as a Designated Safeguarding Lead to support the Director of Pastoral / Head of School as directed around safeguarding concerns/ responses/ actions.
3. To work in partnership with the Pastoral Team, school staff and families to coordinate specific support from outside agencies i.e., Social Care and Health, Early Help, Learning Disabilities team, Positive Steps, Family Support.
4. To work alongside key colleagues in the Pastoral Team around shared issues ie attendance, interventions, engagement, family support under the supervision of the Director of Pastoral and measure impact of support.



Standard Duties

1. To work across the New Bridge Group if required.
2. To understand the importance of inclusion, equality, and diversity, both when working with students and with colleagues, and to promote equal opportunities for all.
3. To uphold and promote the values and the ethos of the Group.
4. To implement and uphold the policies, procedures, and codes of practice of the Group, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
5. To take a pro-active approach to health and safety, working with others in the Group to minimise and mitigate potential hazards and risks, and actively contribute to the security of the Group, e.g., challenging a stranger on the premises.
6. To participate and engage with workplace learning and development opportunities, subject to the Group's training plan, working to continually improve own performance and that of the team/Group.
7. To attend and participate in relevant meetings as appropriate.
8. To undertake any other additional duties commensurate with the grade of the post.

All colleagues are expected to comply with any reasonable request from the Chief Executive Officer or his representative to undertake work of a similar level that is not specified in this job description.

Special Conditions:

An Enhanced Disclosure and Barring Service (DBS) check is required for this post

Contacts:

Students, parents, staff, governors, visitors to the college, professionals from outside agencies, colleagues from other schools.

Responsible for: None

Responsible to: Head of Site / Director of Pastoral

	DATE	NAME	POST TITLE
PREPARED	15/06/16	G Quinn	Executive Principal
REVIEWED	01/10/22	ATL /SSM	Head of Site/HR Manager
REVIEWED			



PERSON SPECIFICATION

PLEASE NOTE: Governors/Directors will use the criteria below **(those emboldened)** to shortlist. Only those applicants who demonstrate that they meet those criteria (to the Governors/Directors satisfaction) will be invited to interview.

	Selection Criteria Essential	Selection Criteria Desirable	How Assessed
Education & Qualifications	NVQ level 3 – Learning, Development & Support Service (LDSS) or equivalent	NVQ level 4 – Learning, Development and Support Service (LDSS)	AF / I
	GCSE English Language grade ‘C’ or equivalent		AF / I
Experience	Experience of working with a children and young people with a range of Special Educational Needs including SLD, MLD, PMLD, Autism, SEMH, to support them in overcoming barriers to their personal, social, or learning development	Experience of working with children and young people in an educational or social care setting.	AF / I
	Experience of supporting children and students with a wide range of social and emotional difficulties including challenging behaviours through a range of positive handling strategies, (Team Teach or similar) bespoke support programs and targeted interventions.		AF / I
	Experience of processes and procedures around KCSIE in education including staff training, assessments and the		AF / I



	<p>monitoring of children and young people.</p> <p>Knowledge and experience of working with LA MASH teams, including referral process and procedure.</p> <p>Experience of the monitoring of data and information around safeguarding – including leading others working with the child / family / carer.</p> <p>Experience of working in a team collaboratively to share ideas and achieve objectives</p> <p>Experience of using and integrating ICT as part of the learning process</p> <p>Experience of undertaking clerical and administrative tasks</p> <p>Experience of working in partnership with families and staff to coordinate support systems and specific support from outside agencies.</p> <p>Experience of working as a designated safeguarding lead and implementing systems to ensure young people are safeguarded.</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p>
Skills & Abilities	<p>Communication skills to influence, persuade, motivate, and engage with a wide range of children, young people and their families</p> <p>Ability to lead a team and manage others' workloads over 2 sites.</p> <p>Interpersonal skills to form and maintain positive working</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p>



	<p>relationships with students, their families, colleagues, and other education/healthcare professionals and partner organisations</p> <p>Listening skills to support children, young people and their families through understanding their point of view in a non-judgemental approach</p> <p>Creative skills to develop a range of different options and alternatives that will support children and young people to engage in the learning process</p> <p>Analytical skills to interpret information, determine different options for action and feasibility of proposals to solve difficult problems</p> <p>Initiative to plan and prioritise the work of the service, and make decisions to deliver the service in the most appropriate way to achieve the best outcomes for students</p> <p>Organisational skills to manage time effectively, meet potentially conflicting deadlines and work without close supervision</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p> <p>AF / I</p>
Knowledge	<p>Knowledge and understanding of the range of potential barriers to learning and attending school faced by children and young people with SEND</p> <p>Knowledge of how these barriers can be overcome or mitigated to reduce their impact on children and young people in particular around social and</p>		<p>AF / I</p> <p>AF / I</p> <p>AF / I</p>



	<p>emotional needs and challenging behaviours.</p> <p>Knowledge and understanding of KCSIE.</p> <p>Knowledge and understanding of data protection and confidentiality issues</p> <p>Detailed knowledge of relevant legislation and government initiatives and how that relates to the curriculum within the school</p> <p>Knowledge of safeguarding, including CAF processes, and child protection issues with knowledge of appropriate action to take if a disclosure is made</p>		<p>AF / I</p> <p>AF / I</p>
Work circumstances	<p>To work occasionally out of school hours</p> <p>Could be the requirement to make home visits for which an appropriately insured vehicle needs to be available to use</p>		<p>I</p> <p>I</p>

Abbreviations: AF = Application Form; I = Interview.

Any candidate with a disability who meets the essential criteria will be invited to interview

