

| | |
|-------------------------|---|
| POSITION: | Safeguarding and Intervention Officer |
| REPORTS TO: | Executive Head Teacher (or delegated Senior Leader) |
| RESPONSIBLE FOR: | Student Welfare Officers, TAs responsible for running any programmes |
| GRADE: | 9 |

| |
|---|
| <p>KEY PURPOSE OF THE JOB</p> <p>The Safeguarding and Intervention Officer will work with pupils, parents, staff and outside agencies to ensure that the school fully supports pupils who need help to overcome barriers to learning by planning, delivering and monitoring the impact of Intervention programmes including those with social and emotional and behavioural difficulties with and those with EHCPs.</p> |
| <p>MANAGEMENT RESPONSIBILITIES</p> <ul style="list-style-type: none"> • Monitoring pupil attendance and punctuality, including first day absence calling, and the management of persistent absence. • Managing the school's intervention programmes in relation to attendance and punctuality, including writing to and meeting parents when there are concerns working with other staff to establish support interventions. • Liaising and working with the Early Help Team in relation to pupils where there are serious concerns over attendance or punctuality. • Managing the setting up intervention clubs that supports SEBD including line management responsibility for staff employed to run these clubs. • Monitoring the implementation of the school's behaviour policy, including administration of rewards and sanctions. • Supporting teaching and support staff in managing behaviour and in aspects of personal, social and health education. • Ensuring effective communication between all staff regarding identified pupils on support / intervention programmes and between school and home. • Communicating regularly with SLT and/or other teaching staff regarding concerns relating to pupils. • To maintain up to date records and data bases regarding attendance and punctuality, individual pupils and the implementation of whole school behaviour policy. • To ensure effective exchange of written records and information at times of pupil transfer between different phases within school and at pupil transfer to secondary schools. • Line Manage 2 student welfare officer's work in relation to supporting vulnerable families, children and feedback to teachers. Organise their timetable, planning, activities and be responsible for their performance management. • Ensure that the SWOs are involved in lunch time activities that will support in the first instance vulnerable / identified pupils. • Organise the work of an administrator responsible for admin and inputting data for attendance. • Line Manage the senior midday supervisor and support her with the organisation of lunchtime provision. • Ensure that the lunch time provision is effective and support children's development of their social, emotional and physical development. • Be a Trained First Aider |

WORKING WITH PUPILS, PARENTS AND CARERS

SAFEGUARDING

- To be one of the Designated Persons for Safeguarding and taking a leading role in supporting children, families and staff with reference to child protection issues (reporting the head).
- To support the Executive Head Teacher in all training sessions related to safeguarding including those for new head teachers in Southwark, teachers and or support staff across the Riverhill federation.
- To be one of the Mental Health First Aiders in the school in order to support staff and parents as appropriate.
- Representing the school at CP conferences, initial assessments, TAC meetings and reviews to ensure that the Safeguarding Team at DKH is kept up to date with children's wellbeing and future planned support.
- Attend weekly / bi weekly CP meetings at school with the safeguarding team to ensure relevant information is shared.
- Ensure that **MyConcern** is used to record all incidences of safeguarding and that the profiles are regularly printed and filed.
- Ensure that **Arbor** has all relevant information regarding children on the Safeguarding register.
- Ensuring that all pupil files including safeguarding, attendance and punctuality are up to date for all pupils.
- Ensure that the safeguarding register is updated at least every half term but also as information changes.
- To work with teaching staff to identify pupils who are at risk of under-achieving due to concerns related to safeguarding.
- To use pupil performance tracking data, assessments from teachers and support staff and information from parents to inform the setting of individual pupil targets as appropriate.
- To undertake and/ or line manage SWO's to conduct a range of responsibilities regarding identified pupils to support them in achieving their targets, including;
 - Drawing up and implementing individual action plans and/or Pastoral Support Plans, in consultation with class teachers, the Special Educational Needs Co-ordinator, parents or carers and external agencies.
 - Managing programmes of study support, such as homework club, breakfast club and peer mentoring programmes;
 - Promoting and supporting family learning programmes;
 - Holding counselling sessions;
 - Introduce a 'Listening Drop In Service' for pupils (self referral)
 - Taking groups of pupils for 'Anger management' and 'Self Esteem' work;
 - Supporting School Council sessions when appropriate.
 - Set up Peer Mediators and ensure they support positive conflict resolution amongst pupils
 - Set up Play Buddies to support positive play in the playground.
- To develop effective 1:1 relationships with pupils in order to monitor progress towards agreed goals.
- When in professional dialogue with others (including teachers, parents, community members and outside agencies) to act as a mediator and advocate working in the best interests of mentored pupils.
- To initiate and maintain contact with families and carers to ensure a positive relationship with school and develop family support for the pupils.
- To secure, through home visits, and home-school contracts as required, support and guidance to parents or carers of individual mentoring and support programmes, including those with poor attendance
- To keep parents or carers informed of their child's needs and progress.
- To be the immediate point of contact within school for children and families in crises.
- Supporting the reintegration of pupils who have been subject to fixed term exclusion.

- To work with other staff to draw up a programme of reintroduction to the mainstream for pupils receiving support in Learning Support Units and Pupil Referral Units.
- To support pupils and parents or carers during pupils' transition between Key Stages, including secondary transfers.
- To provide supervision / debrief to staff as appropriate

WORKING WITH OUTSIDE AGENCIES

- To be the focal point of contact between various agencies where a multiple agency approach is required for a targeted pupil, eg. Early Help, Community Health and Youth Offending Team, Pupil Referral Unit, so that the needs of the pupils are met in a focused and integrated way.
- To have a good knowledge and of the range of activities, courses, opportunities, organisation and individuals that could be drawn upon to provide extra support for pupils.
- To write and contribute to reports, meetings and programmes to support children and their families.
- Attending meetings regarding pupils and preparing and submitting reports for these e.g. TAC, TAfs, Core Group or Case conferences meetings.
- Liaising with mentors in other schools, including secondary to ensure smooth transitions.
- To acquire and apply knowledge from courses, opportunities, organisations, including Ofsted, and individuals that could be drawn upon to provide extra support for pupils, staff and parents.

OTHER DUTIES

- To undertake other duties consistent with the scope of the post and within the competence of the post-holder as required.
- To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Southwark Safeguarding Children's Board and the federation's safeguarding policy.
- To carry out these duties with due regard to the Council's Equal Opportunities Policy and priorities.
- Required to carry out all reasonable duties and responsibilities of the post in accordance with the Council's policies and procedures and standing orders.
- Enactment of Health and Safety requirements and initiatives as appropriate
- All employees are required to declare any conflict of interest that may arise before or during their employment.
- Any outside activities, either paid or unpaid, must not in the view of the School conflict with or react detrimentally to the Authority's interest, or in any way weaken public confidence in the conduct of the School's business.
- Undergo and meet school conditions for a satisfactory enhanced DBS check.
- Must comply with all equality legislation, policies and procedures; actively promote ways of eradicating and challenging racism, prejudice and discrimination through the School's policies and procedures.
- To have due regard for safeguarding and promoting the welfare of children and young people, and to follow the child protection procedures adopted by the Southwark Safeguarding Children Board.
- Being aware of responsibilities under the Data Protection act for the security, accuracy and relevance of information held and maintained.
- Treating all information acquired through your employment, both formally and informally, in strict confidence
- To demonstrate a commitment to good customer care.
- Any other duties of an appropriate level and nature will also be required.
- Participating in training to be able to demonstrate competence.
- Participating in first aid training as required.
- Participating in the ongoing development, implementation and monitoring of the service plans.

- Contributing in meetings and being a supportive member of the school team

| Person Specification | | Essential | Desirable |
|------------------------------------|--|--|------------------|
| Experience | <ul style="list-style-type: none"> • Significant and successful experience or working with vulnerable children and families in a school setting, including working with individuals and groups to support learning in and out of the classroom. • Understanding of the National Curriculum and the National Literacy and Numeracy Strategies • Experience of intervention or 'catch up' programmes • Experience of working with colleagues to set up short term goals for individual pupils and of supporting the pupils in achieving these • Experience of working with other adults in a team situation • Experience of working with professionals from a variety of outside agencies • Experience of managing/chairing meetings • Experience in managing a team of staff. | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | |
| Knowledge and Understanding | <ul style="list-style-type: none"> • A good knowledge of keeping Children safe in Education document. • Knowledge of the Personal, Social and Health Curriculum, including resources available to support teachers. • An understanding of how children learn and of strategies to motivate children who are disaffected or who are experiencing barriers to learning. • Knowledge of the roles of the various outside agencies available to provide support to the school • Knowledge and understanding of safeguarding legislation • An understanding of the principles of inclusion and a demonstrable commitment to inclusive education for all. • Knowledge of information technology data management systems | <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> <p>√</p> | |

| | | | |
|-----------------------------|--|--|---|
| Skills and Abilities | <ul style="list-style-type: none"> • Ability to communicate the highest expectations to all, particularly pupils whose behaviour may be challenging, and those at risk • Ability to be tenacious and flexible and to try different approaches with children whose needs may be very different • Ability to work well as a member of a team and to gain the confidence of teachers, parents and carers and other professionals. • Excellent communication skills, both oral and written, with the ability to adapt effectively to different audiences and different situations • Ability to present detailed and written reports, in a clear and professional style • The ability to build very effective relationships with pupils, to motivate disaffected learners and to improve self-esteem • Ability to collate, analyse and present a variety of data, for different audiences and purposes • Ability to work under pressure and to meet deadlines • Ability to maintain confidentiality • Ability to listen, empathise and be a sensitive mediator and advocate on behalf of mentored pupils • Training in counselling skills • Mental Health First Aider | <p style="text-align: center;">√</p> | <p style="text-align: center;">√</p> <p style="text-align: center;">√</p> |
|-----------------------------|--|--|---|