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A picture containing text, building, outdoor, store

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Description automatically generated**Welcome to TSFA**

**Job Description and Person Specification:**

**Safeguarding & Welfare Manager**

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| Trinity Sixth Form AcademyJob Description | |  | |
| Job Title: | Safeguarding & Welfare Manager | |  |
| Job Scale: | Scale 6/SO1 (Point 18-25) |  | |

**BASIC JOB PURPOSE**

* To lead on implementing child protection and safeguarding policies, procedures and guidance for the academy, including acting as a Designated Child Protection Officer and delivering of training.
* To work directly with children in need, and where appropriate their families to prevent young people from suffering significant harm.
* To ensure that students at risk of harm, or are in need, are supported and referrals are made through the appropriate local authority / local safeguarding board procedures.
* To take the lead role in monitoring progress and attainment for vulnerable students
* To manage the medical needs of students in line with academy policy and procedures, maintaining accurate student medical records, including administering First Aid and medication, as required.
* To develop initiatives and work with students and staff to actively promote health and wellbeing.
* To co-ordinate programmes of support for identified students within college, working in collaboration with other pastoral and SEN staff.
* To support the development of programmes which focus on students’ attitudinal and academic development as identified through relevant evaluation and improvement planning.
* To liaise with all relevant staff to support students progress and overall development.

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| **Reporting to:** Designated Safeguarding Lead |  |
| **Responsible for:** n/a |  |

**MAIN RESPONSIBILITIES**

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|  | To support the day to day management of identified vulnerable students. To provide pastoral support to students, as directed by the Senior Leadership Group (SLG), Personal Progress Tutors and when appropriate the SENCO, ensuring that all learners are guided, as appropriate and that their progress is regularly monitored and reviewed. |
|  | To contribute towards the process and systems of self review, student reviews and working with other staff and agencies who support students (including Local Authority and Government Agencies, Health and Children’s Services, Voluntary Groups, Parent and Carer Organisations) to ensure effective communication concerning the maintenance of students wellbeing. |
|  | To record and maintain accurate student records, in line with Data Protection legislation and academy policy and procedures. |
|  | To support process and procedures that monitor attendance and welfare. Where required liaise with other staff to undertake home visits, contacting parents and attending other key meetings. |
|  | To support Personal Progress Tutors and SENCO in monitoring the overall experience of students in the college to ensure equal opportunity to all, attendance and other key indicators are in line with academy targets. |
|  | To act as a role model and actively demonstrate understanding of academy policy and procedures to students, staff and parents. |
|  | To support the administrative organisation of child protection processes, and required record keeping processes at the academy. |
|  | To act as day to day contact between the academy and multi-agency teams to support the welfare and pastoral support for identified vulnerable students. |
|  | Develop an understanding of student tracking systems that are used across the academy to contribute using data systems so learners are informed and advised appropriately throughout their learning, particularly transition points. |
|  | To support the improvements of the pastoral system through contributing to the monitoring and evaluating the quality of Form Tutoring sessions, and student engagement, through data analysis, learning walks, surveys and other evaluation methods. |
|  | To contribute to the organisation and preparation of individual or small group learning activities and intervention programmes across the whole academy, working alongside and in conjunction with professional teaching staff. |
|  | To deputise for Personal Progress Tutors in chairing team meetings, managing the meeting in line with agreed agendas, positively promoting and providing guidance on academy policy and procedures to tutors. Support from SLG link provided. |
|  | To provide First Aid in emergency situations and to administer medicines, as directed. |
|  | To deal with day to day student medical or welfare needs and ensuring that absences for medical reasons have a minimal impact on students attendance or learning. |
|  | To co-ordinate the Academy’s First Aid provision ensuring the academy has an appropriate number of fully trained first aiders and that all equipment and stocks are procured and maintained. |
|  | To ensure that the Accident Book is maintained and events are reported, in line with health and safety legislation. |
|  | To train other staff (or source appropriate training), so that they are able and confident to support students with specific medical needs. |
|  | To actively promote health and welfare issues to students and the wider academy community. This will include developing initiatives and working directly with education colleagues and students to promote health and wellbeing. |

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| Other specific duties: |
| * All staff are expected to demonstrate consistently high standards of personal and professional conduct and maintain high standards of ethics and behaviour, within and outside school. * Treat all students with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people. * To continue personal professional development as required. * Attend staff and other meetings and participate in staff training and development events as required. * To actively engage in the performance review process. * All support staff may be used to perform appropriate duties as and when required by the academy, commensurate with the salary grade of that post if it is higher than the employee’s current salary. * To work in the best interests of the academy, students, parents and staff. * To adhere to the academy’s policies and procedures with particular reference to child protection, equal opportunities, teaching and learning and health and safety. * To work flexibly, including some evening work, and to travel, as required, to meet the needs of the role. * To work at locations across the academy trust, as required.   Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.  This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. |
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| **PERSON SPECIFICATION** | | |
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| **Job Title: Safeguarding & Welfare Manager** | | |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications and experience** | * 5 or more GCSEs (or equivalent) at C or better, including English and Maths * experience of working in a busy organisation and dealing with confidential matters * experience of using databases, word processing and a range of other IT packages. * experience of successfully working with young people (of a relevant age) | * leadership of a community project/area of school development * First Aid qualification with experience of administering first aid * deal sensitively with people and resolve conflicts * experience of working in an educational environment * experience of working with young people with medical or other needs |
| **Knowledge and understanding** | * understanding of equal opportunities issues and the need to treat all students and staff with an equal standard of care * understanding of safeguarding and child protection issues. * innovative approaches to working with students, parents and multi-agency partners * understanding of the importance of community/partner/parent agency links * understanding of record keeping, filing, storage and related procedures | * basic knowledge of reward strategies and understanding how these could be applied * knowledge of the needs of SEN students in academic surroundings * innovative approaches to working with staff, students and other academy partners |
| **Skills and abilities** | * ability to work consistently, prioritise, handle pressure and to work to deadlines * ability to work in a team, and collaboratively with other staff * ability to communicate clearly and sensitively, both orally and in writing, with pupils, parents/carers, multi-agency partners and staff * demonstrate sound judgment and be able to make decisions based on understanding of relevant information * using initiative; think creatively and imaginatively to anticipate, identify and solve problems * develop, maintain and use an effective network of contacts, seeking advice and support when necessary | * willingness to develop own understanding and capability through advice and training * think clearly in emergency situations * negotiate and consult fairly and effectively * ability to interpret and analyse data |
| **Personal qualities** | * an excellent record of attendance and punctuality * commitment to learning * resilience and perspective * set high standards and provide a role model for students and staff * seek advice and support when necessary | * reliability, integrity and stamina |