



Safeguarding, Pastoral & Inclusion Lead
Dormanstown & Wilton Primary Academies
Job Reference: DPA 157



TEES VALLEY
EDUCATION
www.teesvalleyeducation.co.uk

WELCOME LETTER

Dear Applicant

Thank you for expressing an interest in applying for a position working with Tees Valley Education Trust.

The Trust currently comprises of five Academies - Brambles Primary Academy, Discovery Special Academy, Dormanstown Primary Academy, Pennyman Primary Academy and Wilton Primary Academy.

Tees Valley academies believe in excellence as a birthright. All children, regardless of circumstance, have an entitlement to a world class education. The Academy Head Teachers operate in an atmosphere of trust, honesty, integrity and an unwavering commitment to excellence for children. They firmly believe there should be “no excuses or barriers!” in education.

All of the academies are located in areas of significant deprivation and its leaders are passionate about the difference education can make to children’s lives.

Therefore, if you are successful, you will be joining a brilliant team. All of our staff, regardless of their role, work together to ensure that our children are provided with the best education possible.

As a Trust, we are committed to giving our leaders and teachers time to fulfil their professional duties and responsibilities. We also offer you the opportunity to work in a vibrant, supportive and friendly atmosphere where you will be enabled to develop both personally and professionally.

Enclosed with this recruitment pack you will find the advert, job description and person specification for the post along with an application form, safeguarding information and guidance on how to apply. If you wish to apply, then please make sure that you complete the application form fully. Please do not attach a curriculum vitae: we will only consider information completed as part of the application form.

Yours faithfully

Katrina Morley

Chief Executive Officer and Executive Head Teacher of Pennyman Primary Academy

ADVERTISEMENT

Safeguarding, Pastoral and Inclusion Lead

Status: Permanent

Required: November 2021

Salary: NJC SCP 22 £27,041 to NJC SCP 24 £28,672 (Pro rata £20,431 - £21,663)

Hours: 32.5 hours, Term Time Only + PD days

Reporting to: Deputy Head of Academy

Dormanstown & Wilton Primary Academies are seeking to appoint a suitably qualified Safeguarding, Pastoral & Inclusion Lead to work as part of the Safeguarding, Pastoral and Welfare Team across the academies and in contribution to the Trust. This will involve working within the team and using your own drive and initiative to develop strategies to:

- enable all children have equal access to education by ensuring their pastoral, emotional, physical and wider needs are met;
- ensure that children are kept safe and work positively with a wide range of stakeholders to protect children;
- support families to ensure that their children attend school regularly.

You should have an understanding of the statutory nature of safeguarding and education welfare work, an understanding of inclusion and a good standard of education and excellent communication skills, both verbal and written. You will need to be confident communicating with children, parents, a range of stakeholders and our wider academy communities. You must possess a current full driving licence and your own car insured for business purposes.

In return, we can offer you the opportunity to join the team of staff at our successful academies within a well-established Trust. Both the Trust and the academies have a strong inclusive ethos and an inherent drive for quality. The best interests of the children are central to our decision making. There is an opportunity to innovate and improve the life chances of our pupils. Our children are proud academy citizens, care for each other and enjoy their learning and achievements in school.

This is an exciting new role offering a varied and challenging key position in a busy and rewarding working environment with access to continuous professional development, as part of a highly functioning team. This new role has been developed to enhance the excellence of provision already offered in safeguarding, pastoral and inclusion across the two Redcar & Cleveland academies within Tees Valley Education. The main place of work will be Dormanstown Academy with some dedicated time based at Wilton Academy.

Tees Valley Education Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check. Applications are invited from prospective candidates who are able to demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join the team and help continue the journey towards excellence.

Visits to the academies are actively encouraged and should be arranged by contacting the Dormanstown Academy office either by telephone on 01642 483696 or email TVEDormanstown@tved.org.uk

If you have any queries about the application process or the position please feel free to contact Mrs Gillian Wilson, Deputy Head of Academy on 01642 483696 or email TVEDormanstown@tved.org.uk

Closing Date: 9:00am Monday 1st November 2021

Shortlisting: Monday 1st November 2021

Interviews: Thursday 4th November 2021

HOW TO APPLY

Application packs can be downloaded or printed directly from the Trust website www.teesvalleyeducation.co.uk or requested from the Academy. Only applications on Trust's official application form will be accepted.

If you are submitting your completed application form by e-mail please be aware that the academy cannot be responsible for any formatting anomalies when printing.

By email to: recruitment@tved.org.uk adding Safeguarding, Pastoral & Inclusion Lead in the subject.

Hand written or electronic printed copies should be posted or hand delivered to the following address:

By post to:

Dormanstown Primary Academy
South Avenue
Redcar
Cleveland
TS10 5LY

SAFEGUARDING CHILDREN

The Trust, and its academies, are committed to Safeguarding and Promoting the Welfare of all children. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

The Trust pays full regard to DfE guidance 'Working Together to Safeguard Children DfE 2018'. Anyone who works for the Trust, who is likely to be perceived by children as a safe and trustworthy adult (including volunteers and staff employed by contractors), is subject to appropriate checks in line with current legislation and best practice.

Safer recruitment practice includes scrutinising applications, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking checking details with the Disclosure and Barring Service.

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted.

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including DBS checks. Candidates should be aware that all posts in Tees Valley Education involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

UK General Data Protection Regulation

Refer to our privacy policy on how we will process your personal data including how you can request to access your personal data via Tees Valley Education website: <http://www.teesvalleyeducation.co.uk>.

JOB DESCRIPTION

To provide comprehensive and strategic coverage of daily operations involving welfare, safety and oversight of safeguarding and pastoral care including punctuality, attendance and inclusion support. As Designated Safeguarding Lead and Pastoral & Inclusion Lead, you will play a lead role in the running of systems that provide care and support for pupils. The aim of this role is to support children's well-being by breaking down barriers to learning by liaising closely with all academy staff, parents and carers as well as partner agencies.

SUPPORTING CHILDREN AND FAMILIES

- Work with external agencies (eg; Early Help, Social Care, Inclusion) in the best interests of the children;
- Be a point of contact for parents and carers;
- Help parents, carers and families find support by 'sign posting' them to appropriate agencies;
- Find ways to build good relationships with parents, carers and families to support their children's education and well-being;
- Work with the academy counsellor, educational psychologist and other agencies to ensure children's pastoral, emotional, physical and medical needs are met;
- Develop positive relationships with all pupils and provide support in overcoming barriers to learning;
- Actively promote positive behaviour management and work with staff and children to ensure excellent behaviour for learning;
- Oversee the rewards and sanctions system operating in the academy and support pupils to develop positive learning behaviours;
- Analyse patterns in behaviour and provide feedback to the senior leadership team;
- Lead the Junior Leadership Team;
- Uphold the academy uniform policy and ensure children are wearing the correct uniform
- Liaise with other key staff to facilitate extended schools provision including holiday and after school clubs and access to enrichment experiences.

SAFEGUARDING

- Act as Designated Safeguarding Lead working in partnership with the academy's safeguarding team to ensure that all children are protected, and that policies and procedures are rigorously followed;
- Offer advice, support and guidance to colleagues to ensure children are safeguarded effectively;
- Attend child protection conferences and other meetings related to the well-being of children;
- Write reports and liaise with other agencies to ensure children are safeguarded;
- Demonstrate the effectiveness of safeguarding through annual reviews and act upon recommendations;
- Ensure staff are appropriately trained for safeguarding in line with legal requirements, understanding individual LA social care thresholds, and best practice;
- Liaise with the senior leaders with particular reference to vulnerable students;
- Lead referrals to outside agencies relating to safeguarding;
- Work with external agencies to remove barriers for vulnerable, SEND, CIOC, targeted pupils;
- Liaise with parents as required, regarding welfare issues (regular and unannounced home visits are essential to the role);
- Develop and maintain positive relationships with parents and carers, providing professional challenge when required, to ensure that pupils are fully supported and able to achieve;
- Feedback to the senior leadership team on a regular basis;
- Act as the lead professional in all safeguarding matters;
- Act as the lead professional providing support to children, families and other agencies; and
- Keep a high profile around the academy and be visible and active during non-structured time.

ATTENDANCE

- Monitor attendance daily, checking that all children have been accounted for and making phone calls or home visits to ensure children are safe;
- Identify attendance problems and work with children, families and external agencies to find solutions;

- Prepare regular attendance reports and present them at senior leadership meetings;
- Undertake investigations commensurate with the Police and Criminal Evidence Act 1984 and the Codes of Practice thereto, and provide the best evidence as necessary for court action;
- Ensure staff understand the importance of attendance and the impact of non-attendance on the safety, wellbeing and progress of children;
- Develop strategies and policies to improve academy attendance; and
- Support the academy in fulfilling its statutory duties in relation to attendance; lead on Attendance Case Conferences and be capable of instigating legal action following appropriate protocols;
- Meet with Ofsted inspectors and provide detailed information relating to attendance and punctuality and case studies, as required.

INCLUSION SUPPORT

- Liaise with LA transport teams and lead on transport arrangements at the academy;
- Be available and visible to parents and carers who bring their children at the start and end of the academy day;
- Ensure safe and effective break and lunchtimes and be on duty when required over these periods;
- Lead referrals to outside agencies relating to access and inclusion;
- Support the development of the academy's accessibility plan, SEN Information report and produce pupil premium/sports premium spending report with the Deputy Head of Academy;
- Support the annual reviews of Education Health Care Plans alongside the SENDCo;
- Apply for grants and funding streams to support extended provision/inclusion;
- Support the SENDCo with preparation of reports and submissions for funding to the LA;
- Prepare reports and documents for submission to any potential appeals process related to place planning and admissions;
- Lead on ensuring all medical needs for pupils are met with appropriate care plans in place;
- Ensure all records relating to safeguarding, inclusion and accessibility, both electronic and paper, are up to date, accurate and properly managed. This includes SIMS records, information about dietary needs, medical needs etc.
- Manage the transition process for SEND students ensuring correct file transfer procedures.

OTHER PROFESSIONAL REQUIREMENTS

- Lead safeguarding and attendance meetings and other meetings relevant to the academy;
- Participate in Team meetings and other meetings relevant to the Academy;
- Participate in annual reviews of performance providing clear evidence of impact and case studies;
- Participate in training as appropriate;
- Work as a trainer for Positive Handling;
- Ensure all appropriate information and communications are disseminated to appropriate staff;
- Fire Marshall duties in the case of fire and/or emergency evacuation where applicable;
- Undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

Maintaining Professional Competencies

- Operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them;
- Ensure high level of professional competences by attending regular training and self-study;
- Main the dignity and respect of children, families and colleague through professional behaviour and appropriate levels of confidentiality.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the academy in relation to the post holder's professional responsibilities and duties.

The post holder may be required to work some hours after school or during school holiday periods to attend meetings in order to engage with parents or external agency meetings as required.

Important: In the first instance, applications are assessed against the following criteria:

*overall presentation

*use of standard English

*grammatical accuracy

Where applications do not meet the expected standard, they will be discarded before being matched to the person specification.

PERSON SPECIFICATION		
EXPERIENCE AND QUALIFICATIONS	AM	E/D
Educated to GCSE level or above in English and Maths.	A	E
Significant experience of working in a related area of work.	A, I, R	E
Driving Licence and access to a car.	A	E
Experience of working with families, improving access to services and support.	A, I, R	D
Positive Handling trained.	A	D
Has an appropriate professional qualification in a related field of work.	A, I	D
KNOWLEDGE, ABILITIES AND SKILLS		
An understanding of legislation relating to safeguarding and attendance.	A, I, R	E
An ability to keep up to date with best practice regarding attendance, safeguarding, meeting the needs of vulnerable pupils and family support.	A, I, R	E
Ability to welcome, engage with and positively support all stakeholders.	A, I, R	E
Ability to relate to and deal effectively with parents, colleagues, external agencies and other adults at all levels including being confident to offer professional challenge.	A, I, R	E
Ability to form effective relationships with pupils to support learning and behaviour.	A, I, R	E
Ability to work as an effective team member, supporting colleagues and contributing to the safeguarding and welfare team	A, I, R	E
Ability to assimilate, analyse and action information from a variety of sources	A, I, R	E
Excellent oral and written communication skills, including the preparation and sharing of a range of reports	A, I, R	E
Ability to prioritise workloads and manage time effectively	A, I, R	E
Ability to assimilate, analyse and action information from a variety of sources	A, I, R	E
Excellent oral and written communication skills, including the preparation and sharing of a range of reports	A, I, R	E
Ability to work with others to review the effectiveness of the academy's performance and develop ways to improve continually.	A, I, R	E
Knowledge and understanding of legislative matters related to SEND and the Code of Practice.	A, I, R	D
Ability to provide appropriate training for colleagues within the academy context and across the Trust	A, I, R	D
A proven track record of innovation and ability to apply to improving outcomes for children and their families.	A, I, R	D
Experience of using database systems e.g. SIMS	A, I	D

AM (Assessment Method) - A - Application Form, I - Interview, R – Reference

E – Essential

D – Desirable

Dormanstown Primary Academy is a thriving learning community of 270 pupils aged 3-11. Our context is challenging, serving an area of socio-economic deprivation with high unemployment rates; a high proportion of our children are eligible for pupil premium. We have Local Authority commissioned High Needs base places for 35 pupils who come from across the Redcar & Cleveland Borough.



Our children are entitled to an excellent education; we ensure children have the essential knowledge, learning dispositions and key values to embrace the opportunities and challenges they encounter to go out into the world and make a difference to their own lives and that of others. We achieve this through expert teaching routed in cognitive science and underpinned by:

- A positive climate and routines for learning
- A well-sequenced, knowledge rich curriculum
- Planning for learning rather than performance
- Responsive teaching and effective feedback approaches
- Explicit teaching to extend and enrich vocabulary learning to address language development and the word gap
- A commitment to continual development by all staff



We have a shared understanding that 'Learning is a persistent change in the long-term memory'. Using Trust plans as a starting point, teachers at Dormanstown plan clear sequences of learning which address and activate prior knowledge, introduce new knowledge in granular steps and make meaningful connections between old and new learning. This includes how to use spaced retrieval to ensure information is regularly revisited to enable the information to move from the working to the long term memory.



Our responsive teaching approach to feedback ensures we are constantly consulting and co-constructing learning with our pupils. Pupils are encouraged to be independent and teacher's assessment for learning is pivotal in this process.

The recent relaunch of our school logo in collaboration with our whole community ensures our children display learning behaviours underpinned by our core values: 'aspiration, inspiration, collaboration and celebration', creating a nurturing environment that enables children to be successful learners.

Our children have excellent learning behaviours, are eager to learn and are supported by a team of hard-working and dedicated staff. The children of Dormanstown Primary are happy learners, who work hard to reach the challenges set by their teachers.

We work as part of Tees Valley Education, a Trust that has been operating since September 2015. We work very closely with our partner academies: Brambles, Pennyman, Wilton and Discovery. This gives us the opportunity to develop best practice and deliver improved outcomes for our children. It also allows us to ensure that all our staff receive high quality CPD to support them in achieving their professional goals.

Our vision for Dormanstown is ambitious, and presents a significant challenge, but we are already a long way into this journey. With inspirational pupils who share a love of learning, a passionate staff team and the resources of the TVEd Trust professionals, we ensure that our children set aspirational goals, inspire one another, collaborate and celebrate together.





At **Wilton Primary Academy**, we are very proud of our family atmosphere and we strive not only to provide the highest quality of education, but also to help our 65 pupils aged 3 - 11 become happy, successful and fulfilled individuals. Our school serves a mixed catchment that can be geographically isolating and our context can be challenging as we serve a community that experiences some socio-economic deprivation. Approximately a third of the children are eligible for the pupil premium and we have a larger than average percentage of children who experience some kind of SEND need. Our excellent reputation in supporting pupils with additional needs means, as a small school, we have a greater proportion of children with complex needs due to our inclusive and personalised approach.



We are fully committed to developing each child's unique potential within a secure and caring environment. We believe that our children should not only realise their best academically, but also develop a thirst for knowledge and a love of learning. Our children have excellent learning behaviours, are eager to learn and are supported by a team of hard-working, talented and dedicated staff. The children of Wilton Primary are happy learners, who work hard to reach the challenges set by their teachers.



We aim to provide a curriculum, which inspires and challenges all learners, promotes a love of learning and enables the development of life skills in preparation for experiences beyond primary school. At the heart of our curriculum is the requirement that pupils have to apply their learning in a number of contexts, which makes learning active and authentic.



The curriculum focus, is to develop pupils' knowledge, skills and understanding, so that they leave Wilton Primary with skills to take them onto secondary education and beyond with a view to their working life.

We recently joined the team at Tees Valley Education, a Trust that has been operating since September 2015. We work very closely with our partner academies, Brambles, Discovery, Pennyman and Dormanstown. This gives us the opportunity to develop best practice and deliver improved outcomes for our children. It also allows us to ensure that all our staff receive high quality CPD to support them to achieving their professional goals.

The vision for Wilton is rightly ambitious and the recent changes are exciting and provide new opportunities and direction for our school community. Our pupils, staff, parents, TVED colleagues and wider community are all committed to our journey to success.