



## JOB DESCRIPTION

Job Title:	Safeguarding Officer
Start Date:	As soon as possible
Accountable to:	DSL and Headteacher
Hours:	34.5 hours per week – 08.30 – 16.00 Mon to Thurs, 08.30 – 15.30 Fri, plus 2.5 hours to be worked flexibly each week during term time. Term Time Only plus Inset and 2 weeks in the summer holidays
Salary:	Grade 6

### **About The Angmering School:**

The Angmering School is a secondary school with 1,350 students of which 150 are in sixth form. We are effective in delivering outcomes that provide well for all students' needs. Students are well prepared for the next stage of their education, training or employment.

This job description is intended to convey information essential to understanding the scope of the job and the general nature and level of work performed by job holders within this role. It is not intended to be an exhaustive list of skills, efforts, or duties, associated with the position. There may be a requirement to undertake other duties reasonably required by the line manager/Head Teacher provided the task is commensurate with the post holder's core skill competencies, knowledge and experience in the role.

The Angmering School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to a Disclosure & Barring Service.

This job profile recognises the demands of the current Pay and Conditions Regulations and reflects the policies established by the governors at The Angmering School.

**RESPONSIBLE FOR:** Coordinating support and intervention for students across all year groups and working with vulnerable, at risk and families in crisis to safeguard and promote student welfare and wellbeing. The focus is to re-engage the student with their learning and create active engagement in learning and attendance to lessons.

### **1 PURPOSE AND SCOPE**

1.0 To act as operational DSL, co-ordinating referrals to social care and the Dedicated Schools Team and supporting the establishment and maintenance of Early Help Plans alongside Year Team Leaders.

1.1 To coordinate targeted work in supporting students who have been subject to fixed term suspension and those who are at risk of exclusion from school.

1.2 To coordinate targeted work for children who have been identified as having ACEs and defined Attachment & Trauma needs.

1.3 Provide 1:1 support or small group work both in and out of classes.

1.4 To work with specific students and, where necessary, their families for fixed periods of time.

1.5 To meet with families at school, in their home or at an alternative venue.

1.6 To actively seek and develop new ways of working with students, their families and school staff to ensure their wellbeing and engagement in school.



1.7 To work within the parameters of the SEN Code of Practice, following the Assess, Plan, Do, Review process to ensure effective evaluation of all work with children and their families.

1.8 To work alongside the Year Team Leaders to attempt to resolve all serious incidents and emerging behavioural patterns.

## **2. MAIN DUTIES AND RESPONSIBILITIES**

### **Support for students**

2.1 Provide learning and pastoral support to students as well as feedback on such issues as progress, achievement, behaviour and attendance, always seeking to establish productive relationships, engagement in mainstream education and acting as a role model.

2.2 Lead the development and implementation of targeted individual education plans for students, following the SEND Code of Practice.

2.3 Provide support & interventions for those students not working to a normal timetable.

2.4 Develop one to one mentoring arrangements with students and provide proactive support for those who are distressed and in need of adjustments to their normal school timetable.

2.5 Coordinate reintegration for students who have been absent due to emotionally based school refusal, SEMH needs or for physical or medical reasons.

2.6 Provide information, advice and guidance to enable students to make choices about their own learning/behaviour/attendance/social/emotional/mental health needs.

2.7 To meet with members of the staff, support agencies, students and parents as part of the reintegration or behaviour review process.

2.8 Work alongside the school's SEMH provision to support the development and evaluation of plans and provisions for students who are disengaged with education.

### **Support for Teachers**

2.8 Liaise with feeder schools and other relevant bodies to gather student information and target those students who may need support at transition to secondary school, sharing this information in a timely, concise and targeted manner with teaching staff.

2.9 Support student access to learning using appropriate strategies and resources with other staff in planning and adjusting learning activities as appropriate.

2.10 Assist in the development and implementation of appropriate behaviour management strategies within Student Services and in subject lessons in liaison with Heads of Departments and teaching staff.

2.11 Work alongside teachers and tutors to support students to reintegrate into learning after any break from their formal timetable arrangements.

### **Support for families**

2.12 Work alongside Early Help and social care to support children and families who are subject to targeted support at tier 3 and 4 of the continuum of need.

2.13 To provide support and intervention as necessary for families in need of additional support, who have not reached Tier 3 West Sussex Continuum of Need.

2.14 To build positive and effective working relationships with families by exchanging information and providing honest, constructive and timely feedback over any support offered to them or their children.

2.15 To provide targeted parenting programmes for families who are stuck and in need of support and guidance.

2.16 To signpost and support access to appropriate support services, groups and organisations as need arises.





	<ul style="list-style-type: none"><li>● be a role model for staff and students</li><li>● be happy, confident and effective when working with young people, parents/carers &amp; all other stakeholders.</li><li>● a good communicator at all levels.</li></ul>	Essential Essential Essential
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