

JOB DESCRIPTION

Job Title:	Primary Safeguarding and Additional Needs Co-ordinator
Grade:	Grade 7
Primary purpose of the job:	<p>To ensure that primary pupils gain access to the support that is specific to their needs both academically and pastorally by the coordination of intervention provision resulting in:</p> <ul style="list-style-type: none"> • Children being safe both in and outside school • Good academic outcomes (compared to local and national benchmarks) • Good attendance and punctuality • Development of home school links • Effective multiagency working relationships
Directly responsible to:	Primary Phase Leader

GENERAL

To contribute to the development of a strong, effective academy with an emphasis on aspiration and attainment, delivered through positive relationships and strong classroom practice and a fiercely held and demonstrated belief in the role of the academy in developing citizens for the future. To actively engage in collegiate responsibility for the discipline, welfare and progress of all pupils. All staff will demonstrate those philosophies which characterise effective schools – a commitment to education, to the needs and rights of all pupils and to the development of the academy's community, with strong, mutually supportive relationships with parents, partner schools and the broader community. The Academy's ethos is that of achievement, aspiration, commitment, good citizenship and enjoyment.

Pupil progress:

- Use robust assessment to identify individual needs
- Maintain accurate provision mapping for all pupils
- Monitor the progress of individual and groups of pupils with identified SEN
- Identify and develop intervention that is responsive to pupil needs
- Arrange and promote activities within the primary phase

Pupil behaviour

- Monitor, promote and ensure good attendance and punctuality
- Lead positive behaviour strategies across the primary phase
- Actively promote self-esteem and independence, employing strategies to recognise and reward achievement within established Academy procedures
- Encourage pupils to interact positively with others and engage in learning activities
- Establish productive working relationships with pupils, acting as a role model, promoting good relationships between pupils, setting high expectations
- Promoting inclusion and acceptance of all pupils
- Ensure uniform is in place.
- Keep up to date records of pupil behaviour and provide necessary reports.
- To work alongside families/carers of pupils to promote cohesive strategies for supporting pupils' behaviour and social progress.
- Liaise with outside agencies re welfare etc.
- Meet regularly with the primary phase leaders and class teachers

Pupil guidance and support

- Get to know all pupils in the primary phase as well as possible
- Take ownership of Early Help Assessments
- Complete and maintain Individual Health Assessments
- Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement.
- Undertake home visits where necessary
- Organise and promote parenting groups to enable them to better support their child's education
- Take steps to prevent bullying and support victims of bullying

Adult guidance and support

- Share your expertise in pastoral support and child protection with colleagues
- Update class teachers of changes to relevant academy and national policy
- Support the professional development of class teachers and others
- Provide objective and accurate feedback and reports as required to external agencies on pupil achievement, progress and pastoral matters, ensuring the availability of appropriate evidence. Eg Early help forms
- Be responsible for keeping and updating child protection and general records in the agreed format on MStore.
- Be responsible for responding to enquiries from parents and external agencies within agreed timescales, providing requested information and attending meetings as the Academy's representative.
- Develop, foster and promote close links with multi agencies and be the communication person to refer pupils, advise staff etc.
- To work closely with colleagues in the Academy and in other establishments to ensure effective transition into and out of the primary phase.
- To contribute to providing a safe and attractive environment that places value on the pupil and their activities.
- To support staff and pupils (and to provide debrief sessions) in peer support services, e.g. buddy systems, circle of friends.

Support for the Academy

- Be aware of and comply with Academy policies and procedures including those relating to child protection, safeguarding, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned)
- Act as the primary link for child protection and safeguarding, liaising with the Academy's Child Well-being Officer and phase leader over any concerns that arise
- Undertake lunch and break time duties
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the Academy ethos, aims and development/improvement plans
- Appreciate and support the role of other professionals, establishing constructive relationships and communication to support the achievement and progress of pupils taking the initiative to develop multi agency approaches.
- Attend and participate in relevant meetings as required
- Establish own best practice and lead specialist area and use to support others
- Assist with the planning of opportunities for pupils to learn in out-of-school contexts, according to Academy policies and procedures and within working hours
- Participate in training and other learning activities as required
- Assist with the supervision of pupils out of directed lesson time, including before and after school if appropriate and within working hours
- Accompany teaching staff and pupils on visits, trips and out of school activities as required

Customer Care

- To provide quality services that are what our customers want and need.
- To give customers the opportunity to comment or complain if they need to.
- To work with customers and do what needs to be done to meet their needs.
- To inform your manager about what customers say in relation to the services delivered.

Develop oneself and others

- To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan.
- To be ready to share learning with others.

Valuing Diversity

- To accept everyone has a right to their distinct identity.
- To treat everyone with dignity and respect and to ensure that what all our customers tell us is valued by reporting it back into the organisation.
- To be responsible for promoting and participating in the achievement of the school's valuing diversity action plan.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

REVIEW ARRANGEMENTS

The details contained in this job description reflect the content of the job at the date the job description was prepared. It should be remembered, however, that it is inevitable that over time the nature of individual jobs will change, existing duties may be lost and other duties gained without changing the general character of the duties or the level of responsibility entailed. Consequently, the Academy will expect to revise this job description from time to time and will consult with the post holder about such revisions at the appropriate time.

Job Description prepared/updated:

December 2017

Job Description prepared by:

C Wilkinson / G Watson

PERSON SPECIFICATION

Job Title: Pastoral Co-ordinator – Primary phase

STAGE ONE Disabled Candidates are guaranteed an interview if they meet the essential criteria

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
1.	Skills and Knowledge	
1.1	Ability to work effectively within a team environment, understanding classroom roles and responsibilities	Application Form/Interview
1.2	Ability to build effective working relationships with all pupils and colleagues	Application Form/Interview
1.3	Ability to lead and motivate a team of staff, ensuring effective communication and deployment	Application Form/Interview
1.4	Ability to promote a positive ethos and role model positive attributes demonstrating personal resilience and professionalism	Application Form/Interview
1.5	Ability to adapt own approach in accordance with pupil needs	Application Form/Interview
1.6	Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	Application Form/Interview
1.7	Able to deal with confidential information sensitively and appropriately in line with Academy policies	Application Form/Interview
1.8	Good organisational, administrative and time management skills	Application Form/Interview
	Able to chair team meetings	
	Excellent interpersonal communication skills, both oral and written	
	Ability to write clear and concise reports	
1.9	Excellent personal numeracy and literacy skills	Application Form/Interview
1.10	Understanding of principles of child development, learning styles and independent learning	Application Form/Interview
1.11	Minimum 2 years' experience of working with children in an educational setting (within specified age range/subject area)	Application Form
1.12	Working knowledge of relevant policies/SEND code of practice/legislation	Application Form/Interview
1.13	Understanding of statutory frameworks relating to SEND, Safeguarding and Child Protection	Application Form/Interview
1.14	Understanding of inclusion, especially within a school setting	Application Form/Interview
1.15	Effective use of ICT to support learning including use of digital media	Application Form/Interview

2. Experience/Qualifications/Training etc		
2.1	5 A*-C GCSEs including English & Maths	Application Form/ Certificates
2.2	Degree in relevant discipline	Application Form/ Certificates
2.3	A minimum of two years' experience of working with primary aged children in any setting	Application Form
2.4	Proven track record of supporting children with SEND, including the planning of individual intervention programmes	Application Form/Interview
2.5	Experience in working with a wide range of professionals including outside agencies	Application Form/Interview
2.6	L3 Designated safeguarding Leader training or willingness to undertake	Application Form/ Certificates
2.7	Recognised SEND qualification or willingness to undertake	Application Form/ Certificates

3. Work Related Circumstances – Professional Values & Practices		
3.1	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Application Form & Interview
3.2	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Application Form & Interview
3.3	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	Application Form & Interview
3.4	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Application Form & Interview
3.5	Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning	Application Form & Interview
3.6	Able to improve their own practice through observations, evaluations and discussion with colleagues.	Application Form & Interview
3.7	Have a positive, enthusiastic and solution focussed approach to working in an educational environment	Application Form & Interview
3.8	Be flexible with an ability to be able to embrace and generate change	Application Form & Interview
3.9	Reliable, outstanding attender	Application Form & Interview

STAGE TWO Will only be used in the event of a large number of applicants meeting the minimum essential requirements

ADDITIONAL REQUIREMENTS		METHOD OF ASSESSMENT
1. Skills and Knowledge		

2. Experience/Qualifications/Training etc		
2.1	A minimum of two years' experience of working with primary aged children in an educational setting	Application Form
2.2	HLTA qualification	Application Form/ Certificates
2.3	Counselling qualification	Application Form
2.4	Willingness to undertake appointed person certificate in First Aid	Application Form/Interview

Person specification updated by:

C Wilkinson / G Watson

December 2017