



Ambition • Bravery • Respect

Northern Ambition Academies Trust

Job Role

Inclusion & Safeguarding Manager



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northernambition.org.uk

Our Values

Our mission is for every child to leave our schools equipped with the essential skills they need to contribute effectively to society and to become well-rounded, confident, happy adults. To do this, we keep the following values at the heart of everything we do:



Ambition

- We aim high and don't put limits on ourselves or other people.
- We are relentless in assessing our performance and seeking to continuously improve.
- We make the most of the opportunities offered to us to help us achieve our goals.



Bravery

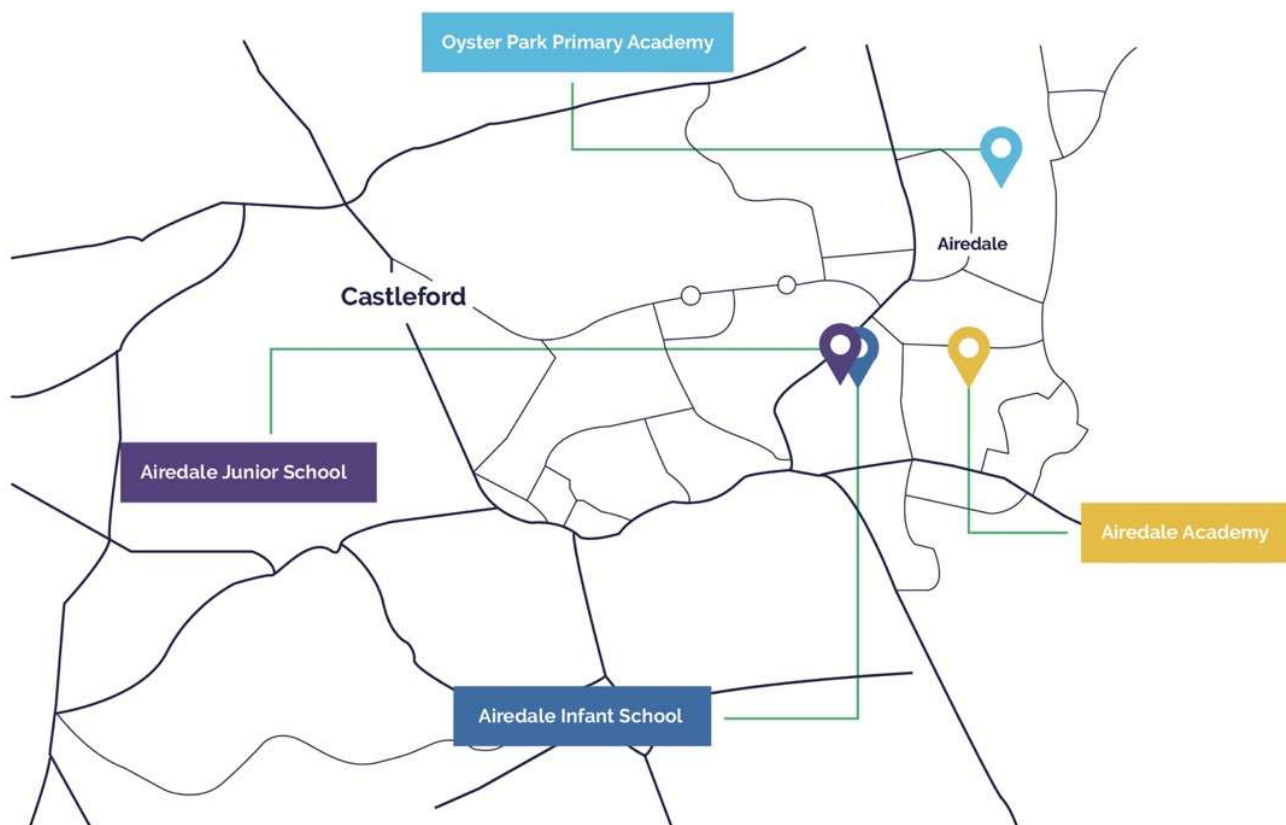
- We try new things and see mistakes as opportunities to learn.
- We don't shy away from tough decisions or difficult situations.
- We don't give up if things are hard.



Respect

- We think about the impact of our actions on others in the choices we make.
- We value what makes us different and believe everyone has something to contribute.
- We encourage honest, open debate and listen to constructive feedback about how to make things better.

Our Academies



Inclusion & Safeguarding Manager

Purpose Of The Post

- Line manage, quality assure and oversee the day-to-day organisation and long-term outcomes within the schools' agreed systems, processes and approaches linked to safeguarding and managing support for learners.
- To promote the welfare of children and their parents/carers through the school, by supporting pupils to overcome barriers to learning and participation, access educational opportunities and raise achievement through early intervention and multi-agency working.
- To establish and maintain strong links between external agencies and parents/carers.
- To work closely with the Senior Leadership Team, particularly the Inclusion Leader and SENCo to assist and effectively contribute to the promotion, direction and ethos of educating the whole child.

Management and Leadership Responsibilities

- To manage the day-to-day running of both Inclusion and Behaviour provision and support; working directly with the Deputy Head Teacher & Assistant Headteacher to monitor and review social and emotional development and safeguarding systems in school and the impact of these.
- To work closely with the Senior Leadership Team in planning SDP objectives and reviewing progress and monitoring impact.
- Work collaboratively with the schools' SENCos to ensure delivery and evaluation of effective provision both in school and the work carried out by external agencies.
- To lead, line manage and supervise the Inclusion Support Team and ensure that they deliver initiatives, adhere to the schools' ethos and follow the schools' policies, undertaking regular review meetings to monitor and evaluate systems and procedures for impact and outcomes.
- To co-ordinate the work of the Learning Mentor team and ensure that all aspects of team's work are reviewed regularly through team meetings and share this information with the AHT so that it may be linked to Performance Management.
- To aid SLT in the termly evaluation reports to the Academy Council which review current inclusion-linked programmes and demonstrate the impact of this.
- To contribute to the review of schools and Trust policies, developing local guidelines, where appropriate.
- To be responsible for supervision, by providing the opportunity to reflect on practice, learn from experiences and to manage and support the emotional demands of the role with that of the team.
- To maintain and encourage innovative practice and keep up to date with new safeguarding and behaviour and safety legislation and developments.

Liaising with

Senior Leadership Team, Learning Mentors, teachers and relevant staff with cross-school responsibilities, relevant non-teaching support staff, parents/carers and Academy Councillors and Trustees..

Responsible To

Headteacher, Deputy and Assistant Headteacher leading Inclusion.

Responsible For

Inclusion support team, Learning Mentors, SEMH 1:1 supporting adults.

Pupil Support

- To facilitate, deliver and review social and emotional intervention programmes to individuals/groups of pupils under the direction and supervision of the Inclusion Leader and to monitor their impact on pupils.
- To support inclusion and a positive, pre-emptive approach to behaviour management through provision of lunchtime activities and supported playtimes; including the monitoring and evaluating of impact of such programmes .
- To liaise with other agencies that may offer in-school support to pupils or groups or pupils (e.g. social care/health professionals) .
- To contribute to the formulation of strategies to enhance pupil achievement and attainment.
- To coordinate and facilitate a programme to pupils experiencing bereavement/loss .
- To work collaboratively with a team of learning mentors and support staff, under the direct supervision of the Inclusion Leader.
- To set up and establish and embed high-quality lunchtime interventions that support pupils in managing low-level conflicts, relationships and interactions with their peers.
- To introduce any other initiatives such as study support programmes which will enhance the development of pupils social & emotional skills.
- To liaise with the range of outside agencies who are available to support young people and their families and refer on where necessary.
- To liaise with the established systems within the school in order to access specialist support from appropriate sources.
- To develop 1:1 sessions based on the support given by multi-agency teams.
- To compile reports and present information on multi-agency panels in order to safeguard pupil welfare.
- To lead multi agency meetings in order to safeguard children at team around the child, child in need and child protection levels.

Parenting Support and Engagement with the Child's Learning

- To encourage parents to engage with the school and their child's learning through consultation opportunities and appropriate support.
- To provide family support, plan out and deliver short programmes to enable families to support their child/children with social, emotional, behavioural or educational needs.
- To audit parental needs to ensure that the school effectively delivers programmes required within the community.
- To facilitate and/or deliver parenting programmes for parents, in order to enhance the skills of parents/carers throughout the school so that these skills impact directly on pupils' needs
- To monitor, review and evaluate the impact of parental programme in school.
- To supervise and support any Outreach work with children and families undertaken by the school team.
- To assess child and family needs in accordance with agreed procedures including the formulation and production of intervention plans through the Common Assessment Framework and act as Lead Professional in subsequent Team around the Child/School/Family meetings. To liaise with the Inclusion Manager on referral pathways and future actions.
- To follow child protection procedures, including participation in multi-agency meetings, reporting and recording of relevant information with designated professionals.
- Provide impartial information to parents about the school and signposting to relevant local services.

Safeguarding

- With the AHT, or on their behalf, act as first point of contact so as to coordinate and manage the school's response to child protection and safeguarding concerns, issues and events; making assessments and managing resulting actions within the school's and national guidance and legislation.
- Managing confidential information on safeguarding and child protection issues and disclosures; evaluating and facilitating the need for intervention, support and guidance.
- Lead on and manage safeguarding referrals using school's agreed systems ensuring interventions are timely and responsive, in line with child protection legislation and statutory guidance; Keeping Children Safe in Education (KCSiE).
- Be a first point of contact for the staff-team, offering advice, guidance and directives around safeguarding and child protection concerns; managing colleagues to adhere to school systems and in line with child protection legislation and statutory guidance; Keeping Children Safe in Education (KCSiE).
- Represent the school and liaise effectively, on behalf of the school, with other stakeholders and agencies, providing information, reports and documentation as necessary in line with child protection legislation and statutory guidance; Keeping Children Safe in Education (KCSiE).
- Work with families, managing the information that is received and shared in a confidential and sensitive manner so as to collaborate as effectively as possible; this may include leading on, or supporting colleagues with, challenging and emotive conversations.
- Reporting to HT and AHT for Inclusion, providing information to the Governing Board or other relevant stakeholders.

General Duties

- To meet regularly with the Headteacher/Inclusion Lead/SLT to assess, monitor and evaluate impact of actions and programmes; to make representations as a Senior Member of staff.
- To comprehensively record all relevant information on the record systems and CPOMs as required; including liaising with other staff to gain an accurate picture.
- Keep records and all documentation pertaining to meetings/contact with children and their families.
- Performance Management of Learning Mentors, LSAs lunchtime inclusions support, and staff delivering mentoring support programmes.
- To review the progress made by individual pupils on any inclusion-linked programmes, and feedback to teachers & parents/carers..
- To monitor on a termly basis the impact of the work on pupil outcomes within school.
- To support SLT in evaluating the impact of pastoral behaviour support provision and Multi-Agency working against the School Self Evaluation Form.
- To develop area specific action plans in order to improve pastoral care and pupil welfare throughout the school on an annual basis.
- To ensure that all case work records are up to date and filled in appropriately by members of staff within the team.
- To monitor the performance indicators in order to compile termly evaluation reports for the Governing Body on the impact of the child and parental support programmes offered.
- Training and supervision where necessary.
- Attend all relevant training and commit to a programme of continuing professional learning and development.
- Attend supervision.
- Gather information and data relevant to the role.
- Any other duties which are commensurate with this grade of post.

Characteristics of the Post

The ability to regularly attend meetings as required by the Senior Leadership Team.

The postholder may be required to work in any of the Academies operated by Northern Ambition Academies Trust as directed by the Headteacher/CEO.

Employees are encouraged to participate in training activities in order to enhance their own personal development.

All employees of a school have a responsibility for promoting and safeguarding the welfare of children and young people.

The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:

Evidence of entitlement to work in the U.K.

Evidence of essential qualifications – see page 1 of the job specification

Two satisfactory references

Confirmation of medical fitness for employment

Registration with appropriate bodies (where applicable)

Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level

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.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy/Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The 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.

Person specification

CRITERIA\	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> NVQ Level 3, 2 A levels or equivalent Qualification or relevant experience working with children with SEND/SEMH challenges or other support needs (e.g. short-term behavioural problems) Recent Team Teach/Positive Handling training Designated Safeguarding Lead training (L3)
Experience	<ul style="list-style-type: none"> Experience working in a school environment or other educational setting Experience working with children / young people with SEND and/or short-term difficulties (e.g. behavioural difficulties, mental health, physical disabilities) Experience supporting and working with parents of young people with SEND / additional needs Experience planning, delivering & monitoring the impact of targeted interventions Experience of working with other agencies both formally through scheduled meetings and informally for advice and guidance Experience liaising with families and carers, building productive relationships and communicating aims Experience of a SEMH approach to supporting children's emotional and behavioral development Experience supporting and/or managing colleagues in relation to safeguarding information and pastoral/emotional development strategies and guidance/training
Skills and knowledge	<ul style="list-style-type: none"> Understanding of the graduated approach to supporting children with specific needs (SEND) Knowledge and understanding of the role of assessment of individual pupils beyond the academic Tailoring plans and interventions to individual pupils and tracking progress and successes Assessment and other data analysis and tracking Knowledge of external agencies in the local area who may be called on for support, guidance and training Safeguarding of children and young people Creating impact reports for Headteacher and other relevant stakeholders
Personal qualities	<ul style="list-style-type: none"> Patient, calm and resilient Desire to provide the best possible opportunities for all pupils Able to create good relationships with children, staff, parents and external agencies Organisation, time management, proactive and self-motivated Be able to support own professional role with reading, research and self-development Sense of humour

Who's Who

Executive Team

CEO

Liz Fairhurst

Chief Financial & Operations Officer

David Walton

School Improvement Team

Katie Robinson (Primary)

Paul Greenough (Secondary)

Headteachers

Dan Neal, Interim Principal
(Airedale Academy)

Kirsten McKechnie, Primary Executive Headteacher
(Airedale Infants and Airedale Juniors)

Jode Chapman-Kemp, Headteacher
(Oyster Park Primary Academy)

Head of Human Resources

Nikky York

Members

Mike Dixon

Richard Sloan

Andy Clark

Alex Nicholson

Board of Trustees

Chair

Rob Hall

Vice Chair

Stephen Groves

Alison Latham

Simon Fox

Kevin Guy

Nina Wrightson

Bruce McDowell

Trust Governance Professional

Karen Wood-Stones

Recruitment Process

1

Advert posted with job description and person specification.

2

Candidates invited to look around if desired.

3

Shortlisting process.

4

Candidates invited to interview, and references requested.

Interview days may include a task or teaching example depending on the role.

5

Offer made to successful candidate(s).

6

Pre-employment checks completed.

7

Start date and induction period.



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