



Recruitment pack

Pastoral and Safeguarding Lead

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## Welcome from the Academy Principal

Thank you for showing an interest in working at Unity Academy.

I am proud to be the Principal of this unique and exciting academy that offers highly bespoke education that aims to meet the needs of every child.

Before I outline how we work, it is important to explain what we are not. Unity Academy is not a school in a traditional sense. The specialist team is based in Denewood Academy (which provides onsite education for Key Stages 2 and 3). We do not offer onsite education for Key Stage 4 pupils excluded from mainstream education. Therefore, describing the Academy as a virtual school would be better.

This unique approach is a historic decision by the Local Authority. Our role is to work with our parents/carers and alternative education providers to create the best curriculum and personal development match based on availability. Once we have established the best fit, we work with providers to ensure the quality of education and overall experience is on par or better than previously.

Simply put, instead of being offered one curriculum option, our approach means the children will have approximately 22 curriculum offers to consider based on availability at the point of their exclusion.

With the support from our partners, Unity Academy ensures all our settings are safe and nurturing, where safeguarding and the well-being of our pupils is our utmost priority. The academy team not only wants our young people to achieve academically, but we also place great value on their personal, social, moral, and emotional development. We want our pupils to leave well-rounded, knowledgeable, resilient, and ready for the next part of their academic journey. We are determined in our ambition to create an educational and social experience that meets our learner's needs whether that be further education, training, or employment. We achieve this within a caring, supportive, and structured environment. We recognise that our pupils may have faced difficult previous educational experiences, and we strive to re-engage our pupils, help them develop new skills, and love learning again.

We warmly invite you to contact us if you require any further information.

Elizabeth Browne BSc (Hons) PGCE NPQH  
Executive Principal – Alternative Provision  
Unity Principal

POST	PASTORAL AND SAFEGUARDING LEAD
<b>Reports to</b>	Trust AP Lead (DSL)
<b>Salary range</b>	GLPC – F Point 20 –24 £25,025.17 (actual starting salary)
<b>Contract type</b>	Permanent
<b>Hours</b>	37 hours per week, Term time only + 1 week

## The role in a nutshell

**We are seeking to recruit an outstanding enthusiastic and dedicated Pastoral and Safeguarding Lead to join our team.**

**The role is essential in providing support to pupils across the academy and play a role, with others, in working proactively to break down barriers to learning. This includes overseeing interventions to engage the pupils in their provisions to reduce the risk of suspensions and improving attendance. The role is also essential in planning and delivering practical support, advice and guidance to the providers and vulnerable families/pupils to reduce the risk of being referred to social care, ensuring families recognise their roles and responsibilities in the education of their children.**

You will advise and support the providers on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

As a deputy DSL for Unity Academy, you will undertake the day-to-day monitoring and resolution of concerns raised, using face-to-face contact and the secure online reporting system CPOMS to respond to safeguarding issues raised by staff, pupils and parents/carers. Each of the alternative provision providers have a designated safeguarding lead in place. You will be readily available to support staff and pupils in each setting, and ready to hear and record their views then agree well-informed supportive measures to address their concerns.

You should have a knowledge of strategies to engage and motivate young people and families. You will be a natural problem solver and have experience of working closely with other external agencies, sometimes with highly confidential information and complex scenarios.

You will have an excellent and up-to-date knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies. You will take part in strategy discussions and inter-agency meetings; contribute to the assessment of children; and contribute to the evaluation of support strategies and plans.

## Why the school needs this role

**This fantastic opportunity has become available as the school continues to drive its core ambition to offer an excellent education to all children.**

You will be supporting the staff in their aim to help children learn, and thrive, and develop the skills and character required to foster confidence, curiosity, creativity and empathy. We believe that with these values, they will progress with the spirit and skills necessary to embrace life's challenges.

## The opportunity

**Do you want to go to work every day knowing that you're valued and making a difference? If so, then working with us as a Pastoral and Safeguarding Lead may be for you.**

In this role, you will support and assist the Designated Safeguarding Lead (DSL) for Unity, ensuring that the academy meets statutory requirements for safeguarding. You will support pupils with safeguarding and welfare issues, to ensure that they are successful, safe and thrive. Using your communication skills, you will connect and build a rapport with a wide range of stakeholders and respond appropriately to their needs. Key responsibilities include supporting pupil learning, welfare and success through ensuring a positive learner experience.

## The school

Unity Academy offers full-time education for permanently excluded young people aged between 14-16 years old from mainstream schools. We educate over 145 pupils by offering bespoke curriculums via approximately 19 alternative education partners. These come in many forms, including free schools, independent schools, and Nottingham City approved alternative provisions. Combined, they offer a wide range of curriculum and personal development opportunities which help us find the right fit for your child. All are subject to an ongoing, rigorous quality assurance process completed by the academy and local authority. We are supported as a sponsored Academy by the Raleigh Education Trust, which acts as the Nottingham City commissioner for all permanently excluded children and young people who reside in Nottingham City.



## The candidate

The ideal candidate will have an excellent knowledge of Keeping Children Safe in Education, and an unrelenting commitment to children's welfare and safety.

They will be an excellent communicator: empathetic; consistent; trustworthy. The ideal candidate will be able to work independently and manage their own workload and diary. They will have proficient IT skills and be able to maintain accurate records. The ideal candidate will be expected to use/have access to transport to attend meetings with external agencies and visit the providers when required (additional expenses will be reimbursed in line with policy).

We welcome applications from everyone who believes they meet the expectations of the role, regardless of age, gender, ethnicity, sexual orientation, faith or disability. In order to ensure that our staff composition is representative of the communities we serve, applications from groups who are currently under-represented in education including people with disabilities and people from minority ethnic backgrounds are particularly encouraged.

## About your benefits

The position attracts an excellent remuneration package including a competitive salary, pension and health assured programme of support. Participation in annual training and development is expected and training bursaries are available on request.

## About the application process

If you meet the criteria and you are enthusiastic about the role, we would welcome your application. To complete the application you would need the following document(s):

- Maximum of 2 A4 sides, outlining how you feel you meet the role and why you believe you can make a difference to children and young people educated.
- Completed application form and associated documents through the portal which can be found at <https://www.raleightrust.org/work-with-us/current-vacancies/>

If you would like an informal discussion with the Principal, please contact Elizabeth Browne on: [Elizabeth.browne@unity.raleightrust.org](mailto:Elizabeth.browne@unity.raleightrust.org) . We encourage you to visit Denewood Academy which will be base for this role – please speak with Serena Sisson on 0115 9151271 to arrange a visit.

Only candidates requested for interview will be contacted. If you are not invited, we thank you for your interest in this exciting post with the Trust.

Raleigh Education Trust is obliged by law to operate a checking procedure, through the Disclosure and Baring Service, for employees who have substantial access to children and young people.

It is an offence to apply for a position within a school or trust if you are barred from engaging in regulated activity relevant to children.

## Person specification

GRADE: GLPC – F POINTS 20 – 24

Areas of responsibility	Requirements	Measurement				
		P	A	T	I	D
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies</li> <li>Ability to work with a range of people with the aim of ensuring the safety and welfare of children</li> <li>Awareness of local and national agencies that provide support for children and their families</li> <li>Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns</li> <li>Good IT skills, including previous use of CPOMS and Arbor (or similar IMS)</li> <li>Knowledge of appropriate behaviour management practices</li> <li>Knowledge of Health and Safety policies and procedures that contribute to the maintenance of pupil safety and security</li> </ul>		/		/	
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<b>Skills/Abilities Interpersonal</b>	<ul style="list-style-type: none"> <li>Ability to communicate effectively, both orally and in writing</li> <li>Ability to establish positive relationships with pupils, families and colleagues</li> <li>Excellent communication and interpersonal skills</li> <li>Ability to communicate a vision and inspire others</li> <li>Ability to build effective working relationships with staff and other stakeholders</li> </ul>		/		/	
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**GRADE: GLPC – F POINTS 20 – 24**

<b>Skills/Abilities Other</b>	<ul style="list-style-type: none"> <li>Ability to provide support for planning and delivery of learning activities.</li> <li>Skills to support the effective use of ICT in the classroom.</li> <li>Ability to organise classroom resources and assist with the maintenance of pupil records.</li> <li>GCSE Maths/English (grade C or above/4+)</li> </ul>		/	/	/	
<b>Relevant experience</b>	<ul style="list-style-type: none"> <li>Willingness to work with children and young people.</li> <li>Ability to use resources and materials including ICT software and equipment.</li> <li>Successful experience in a school or other relevant organisation</li> <li>Experience of managing safeguarding in a school or other relevant organisation, including: <ul style="list-style-type: none"> <li>-Building relationships with children and their parents, particularly the most vulnerable</li> <li>-Working and communicating effectively with relevant agencies</li> <li>-Implementing and encouraging good safeguarding practice throughout a large team of people</li> <li>-Demonstrable evidence of developing and implementing strategies to help children and their families</li> </ul> </li> <li>Experience of handling large amounts of sensitive data and upholding the principles of confidentiality</li> </ul>		/		/	/
<b>Work to promote mutual respect and good relations</b>	<ul style="list-style-type: none"> <li>Commitment to inclusive education.</li> <li>The desire to support a working culture which values creativity and openness and is sensitive to need.</li> </ul>		/		/	
<b>Work Related Circumstances</b>	<ul style="list-style-type: none"> <li>Be willing to undertake training and development, as necessary, in order to enhance service delivery</li> </ul>				/	
<b>P: Pre-application    A: Application    T: Test    I: Interview    D: Documentary evidence</b>						

## General duties and responsibilities

### Key Duties

- Respond in a timely manner to safeguarding concerns to ensure pupils are kept safe from harm, ensuring information is accurately recorded and communicated.
- Pro-actively work with parents / carers and other agencies through joint planning and monitoring of their arrangements for the safeguarding and welfare of children.
- Work with the DSLs, teachers and other agencies to secure good outcomes for children and families especially those pupils who are deemed vulnerable including those with a formal plan (Child protection or Child in Need or are Looked After Children)
- Report to the Unity Academy Designated Safeguarding Lead on all safeguarding concerns to ensure they retain oversight of Safeguarding within the school
- Oversee the pastoral and social needs of the students, working with the alternative provision providers on pastoral support programmes.
- Support the coordination of interventions through the taskforce team
- Work with the providers and the SENCO to oversee the graduated approach in each setting, ensuring the needs of the pupils are met
- Work with the Education Placement team to support outreach work and transitions for pupil's returning to mainstream.
- Work with providers and leaders to reduce the risk of placement breakdowns
- Coordinate programmes of support for pupils who have a placement breakdown
- Support the delivery of the staff CPD programme for safeguarding

### Working with staff and other agencies

- Act as a source of support, advice and expertise for all staff, including the DSLs at each alternative provision
- Monitor and quality assure the secure online safeguarding system – CPOMS for all off-site pupils, addressing and resolving concerns raised throughout the school day
- Act as a point of contact with the safeguarding partners
- Inform the principal, and designated safeguarding lead of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically -
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the Senior Leadership Teams, Education Placement Team and the Attendance and Welfare Team, taking responsibility for promoting educational outcomes by:

- Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
- Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school

The above includes:

- Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
- Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential
- Take a lead on community initiatives in school which support families who may be experiencing hardship or challenging circumstances
- Be an advocate for vulnerable pupils
- Support safeguarding inductions and training for staff, including any adult who comes to work in the school (supply staff and placement students)

### **Managing referrals**

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the police where a crime may have been committed

### **Managing the child protection file**

- Ensure pupil records and child protection files are kept up to date.
- Check all pupil records, including any paper safeguarding files on admission (30 days). Update key professionals of any relevant historic information.
- Keep information confidential and store it securely, making sure records include:
  - A clear and comprehensive summary of the concern
  - Details of how the concern was followed up and resolved
  - A note of any action taken, decisions reached and the outcome
  - Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- Where children leave the school (including in year transfers):
  - Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE

- Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place

### **Raising awareness**

- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing
- Support families in their understanding of safeguarding expectations and procedures, building trust through clear and honest communication

### **Training**

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually

### **Providing support to staff**

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- Attend the Trust Safeguarding Network meetings and feed back any key learning and messages to deputy DSLs and the principal

### **Understanding the views of children**

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

### **Holding and sharing information**

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals

### **Other areas of responsibility**

- The Pastoral and Safeguarding Lead will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.
- The Pastoral and Safeguarding Lead will be required to oversee the suspensions across the providers and support readmission meetings when required, ensuring robust pastoral support plans are in place.
- During term time, the Pastoral and Safeguarding Lead should always be available during school hours for staff to discuss any safeguarding concerns. Ideally, this will be in person for Denewood Academy, but can be via phone or video call for all the providers.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Safeguarding and Safeguarding Lead will carry out. The post-holder may be required to do other duties appropriate to the level of the role.

All staff are expected to maintain high standards of customer care in the context of the Trust's Core Values, to uphold the Equality and Diversity Policy and health and safety standards and to participate in training activities necessary to their post.

This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer. The responsibility level of any other duties should not exceed those outlined above.

## Address and contact details



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Nottingham

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T: 0115 915 1271

Unity Academy is a sponsored Academy within the Raleigh Education Trust.

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