



DSL and Pastoral Lead Application Pack



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Letter from Cathie Paine, Chief Executive Officer

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Cathie Paine

CEO



Our Touchstones

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago Touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. [You can learn more about REAch2 at our website: www.reach2.org](http://www.reach2.org)



The role

DSL/Pastoral Lead at Burrsville Infant Academy

We wish to appoint a Designated Safeguarding Lead/ Pastoral Lead to start in September 2024 on a permanent contract. As Designated Safeguarding Lead, you will work with the Headteacher to develop an effective safeguarding culture across the school. The successful candidate will be taking the lead responsibility for all safeguarding and child protection matters arising at the school and supporting all other staff in dealing with any child protection concerns that arise.

The successful candidate will liaise effectively with pupils and families at Burrsville Infant Academy, working with children with social, emotional and mental health difficulties and/or those pupils who need particular help with behaviour management to overcome barriers to learning. You will also support the development of social skills with children, acting as a positive role model, following the schools agreed policies.

Successful candidates should have:

- Experience of working with and caring for children
- Experience of working with children with special educational needs.
- High expectations of students in terms of learning, achievement and behaviour
- Enthusiasm and dedication to developing innovative approaches to learning, teaching, mentoring and guidance
- A commitment to promoting and fostering good relationships between children and with parents and colleagues

You should be:

- Forward thinking and willing to adapt to the changing needs of the school
- Able to promote the warm, caring and friendly ethos of the school to pupils, parents and the public
- Able to perform under pressure
- Confident to use your own initiative when required

What can we offer you?

- An active school community with supportive parents
- An award winning learning environment
- Excellent professional development opportunities
- A supportive working culture that focuses on positive learning behaviour and high expectations for all children
- The chance to work with a supportive family of schools (REAch2 trust) who share the same passion for primary education

Background Information about the School

Burrsville Infant School was established in 1967. The school converted to an academy with the REAch2 Academy Trust in December 2013. Burrsville Infant Academy is situated on the Birds Estate in Great Clacton and welcomes children from around the coastal village of Great Clacton. We operate a two form entry which means each September we welcome 60 children into our Early Years classes, Maple and Rowan.

We are a caring employer who invests in the future of our employees, as only through their excellence can we deliver excellence for the children and families whom we serve. To see more information about the school, please visit our website [Burrsville Infant School](#)

As a member of the REAch2 Trust, a national family of primary academies, Burrsville Infant School is committed to raising standards and achieving excellent for all pupils whatever their background or circumstance. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike. Burrsville Infant School is committed to safeguarding and promoting the welfare of children and young people / vulnerable adults and expects all staff and volunteers to share this commitment. This position is subject to an enhanced DBS check and satisfactory written references.

The application

You are invited to submit an application form to **Katie Siggery, Headteacher**, via: [My New Term](#)

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact Katie Siggery, Headteacher on 01255 425106

The application process and timetable

Application deadline:	Midday, Thursday, 4 th July 2024, however applications will be assessed upon receipt
Interviews:	Wednesday, 10 th July 2024
Contract Details:	Permanent, 37 HPW, 39 weeks per year, term time (including Insets days)
Salary:	NJC points 15 – 22 (£27,803 – £ 31,364) Full Time Equivalent
Start date:	September 2024

Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).

Job Description

Role: DSL, Pastoral, Welfare and Behaviour Lead
Responsible to: Headteacher
Pay Range: NJC points 15 - 22 (£27,803 - £ 31,364) FTE (39 weeks per year and 37 hours per weeks)

CORE PURPOSE:

This role is key to developing an effective safeguarding culture across the school. Taking the lead responsibility for all safeguarding and child protection matters arising at the school and supporting all other staff in dealing with any child protection concerns that arise. Adding to the existing team.

To liaise effectively with pupils and families at Burrsville Infant Academy, working with children with social, emotional and mental health difficulties and/or those pupils who need particular help with behaviour management to overcome barriers to learning. To support the development of social skills with children, acting as a positive role model, following the schools agreed policies.

Responsibilities

Managing Referrals:

To take lead responsibility for:

- Referring all cases of suspected abuse of any pupil at the school to the Local Authority children's social care, ensuring that a response is received and recorded;
- Ensuring teachers fulfil their statutory duties of referring all confirmed cases of female genital mutilation performed on a pupil to the police, as per legal requirements, and keeping records of these referrals and subsequent actions.
- Supporting other staff who have made referrals to Local Authority children's social care;
- Taking part in strategy discussions and inter-agency meetings and/or supporting other staff to do so, and to contribute to the assessment of children;
- Referring cases to the Channel programme (and supporting staff who make referrals) where there is a radicalisation concern;
- Making referrals to the Disclosure and Barring Service where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child;
- Making referrals to the police where a crime may have been committed which involves a child;
- Undertaking early help assessments for identified pupils and their families, and acting as lead professional where appropriate;

- Maintaining accurate and organised records of all welfare and child protection concerns brought to the attention of the school by staff, members of the public or other professionals
- As required, liaising with the Deputy Director of Education, Safeguarding & Family Liaison Lead (SFL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School in respect of police investigations or investigations under Section 47 Children Act 1989 which involve the school;
- Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with the relevant agencies;
- Supporting any referrals to the Local Authority under 'Children Missing in Education' requirements.

Raising Awareness:

- In liaison with the LGB, ensure the school's safeguarding/child protection policy and its implementation is reviewed at least annually, is up to date, and is in line with the Trust's policy;
- Ensure the safeguarding/child protection policy and any other statutory documents are available publicly, and are confirmed to be read and understood by all staff;
- Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care, and the school's role in this;
- Maintain links with the local Safeguarding Children Partnership to ensure staff are aware of training opportunities and the local policies on safeguarding;
- Share information about the welfare, safeguarding and child protection issues that children are experiencing, or have experienced with key adults within the school.
- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible, transferred separately from the main pupil file, and taking responsibility for ensuring that reasonable steps are taken to effect secure transit and for obtaining confirmation of receipt from the new school. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

Preventing Radicalisation:

In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015), the DSL has the following responsibilities:

- Acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty;
- Co-ordinating Prevent Duty procedures in the school, including creating a school specific Prevent risk assessment, and updating it regularly in light of statutory updates and/or local events;
- Undergoing appropriate training on the Prevent Duty such as the Home Office 'Workshop to Raise Awareness of Prevent' (WRAP) training.
- Undergoing appropriate training on the Channel programme.

- Assessing the training needs of all school staff in relation to the Prevent Duty, and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers.
- Maintaining an ongoing training programme on the Prevent Duty for all staff including induction training for all new employees, and keeping records of staff training;
- Monitoring the creation, confidentiality and storage of records in relation to the Prevent Duty;
- Liaising with local Prevent co-ordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstance relating to the Prevent Duty.

Training

The DSL should receive appropriate child protection training every two years (and refresh their knowledge and skills through network meetings, email updates and documents on an ongoing basis, but at least annually) in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how Local Authorities conduct a child protection case conference and a child protection review conference, and be able to attend and contribute to these effectively when required to do so;
- Ensure that all staff and volunteers have access to and understands the school's safeguarding/child protection policy and procedures, especially new and part time staff;
- Provide or source appropriate safeguarding training for all school staff to provide them with the relevant skills and knowledge to safeguard children effectively, updated at least annually.
- Provide appropriate safeguarding induction training for new staff, volunteers, work experience students, apprentices, visiting staff, supply teachers and governors to provide them with the relevant skills and knowledge to safeguard children effectively.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations.
- Understand the unique risks associated with online safety, and support those responsible for ICT at the school to keep children safe whilst they are online at school.
- Recognise the additional risks faced by children with special education needs and disabilities (SEND), including when online (for example, from bullying, grooming and radicalisation) and be confident they have the capability to support SEND children to stay safe.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school with regard to the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage and promote a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Safer Recruitment:

- Undertake safer recruitment training, and support the school in achieving best practice in recruitment and selection of staff.
- Together with the Safeguarding & Family Liaison Lead (SFLL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School, school business manager/office manager and nominated safeguarding governor, undertake termly reviews of the single central record to ensure full compliance with expected standards in safer recruitment practice.

Audits, evidence and reporting:

- Creating and maintaining files of safeguarding evidence, including to support Ofsted inspections.
- Contributing towards and/or providing regular safeguarding reports to the Deputy Director of Education, Safeguarding & Family Liaison Lead (SFLL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School and LGB.
- Working with the nominated Safeguarding Governor to complete the Local Authority safeguarding audit, as required.

Pupil Outcomes:

- Maintain a culture of high aspirations for all pupils who are currently experiencing, or have previously experienced welfare, safeguarding and child protection issues.
- Support all staff to identify the challenges that pupils in this group might face and the additional academic support and interventions required to best support these children.
- Attending persistent absence panels and/or supporting effective liaison with the school's attendance lead & educational welfare to ensure good attendance at school.
- Monitor the academic progress of pupils in need, contributing to reviews of individual pupil progress, sharing feedback from agencies/professionals who are working with the pupil/family and supporting and informing any academic-based interventions.
- Creating an overview of how the curriculum teaches key themes of safety (including online safety and anti-bullying) and contributing towards the capture of Pupil Voice about safety at school.

Working with others:

- Be a point of contact with the three safeguarding partners
- Working proactively with the Deputy Director of Education, Safeguarding & Family Liaison Lead (SFLL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School SENCO, ICT lead, Thrive Practitioners and any other key staff within the school and on matters relating to safety and safeguarding.

Pastoral Lead

- To support pupils to overcome barriers to learning in order to enable them to reach their full potential
- To provide effective coordination of school lunchtimes and playtimes

Managing Pupil Welfare

- To support pupils in managing their behaviour and in developing their own social and emotional understanding.
- To provide information and advice to enable children to make positive choices about their own learning, behaviour and conduct.
- To develop a mentoring relationship with pupils needing support, consulting with others to formulate and implement an individual action plan.
- To monitor attendance and punctuality throughout the school and to plan appropriate intervention with pupils and families.
- Promote the inclusion and acceptance of all pupils within the school community.
- To keep accurate and detailed records of all meetings and discussions and to disseminate this information to appropriate school staff and other professionals.
- To be a point of contact for accessing a range of community and specialist services to support vulnerable pupils e.g. Children's centre, Social Care etc.
- To maintain regular contact with parents and carers of supported children, to keep them informed of their child's needs and progress and to promote positive family support and involvement.

Relations with parents and the wider community

- Liaise sensitively and effectively with parents/carers within an agreed framework and participate in feedback meetings with parents if required.
- Establish constructive relationships and communicate with other agencies & professionals to support achievement and progress of pupils.
- Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- Disseminate information from parents and outside agencies to class teachers and other relevant professionals in school, supporting and monitoring any required implementation in the classroom, filing records in individual pupil files.
- To liaise with other pastoral professionals within the area to share ideas and best practice.

Managing own performance and development of others:

- Participate in training and other learning activities planned in school as required.
- Attend school meetings as scheduled/directed by the Headteacher.
- Recognise own strengths and areas of expertise and use these to advise and support others.

- Provide appropriate guidance and supervision and assist in the training and development of support staff as directed.
- To provide reports for the Governors and attend meetings when necessary

Managing resources:

- Determine the need for, prepare and maintain general and specialist equipment and resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of all.

General:

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality, and data protection.
- Be aware that all pupils have equal access to opportunities to learn and develop.
- Participate in training and other learning activities as required and to participate in appraisal and professional development.

These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above. This job description will be reviewed annually and may be amended at any time, following discussion between the Headteacher and member of staff.

REAch2 is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An Enhanced DBS with Child Barred List check will be requested.

Person Specification

	Essential	Desirable
Right to work in the UK	*	
Knowledge		
A full Enhanced Disclosure with Child Barred List check from the Disclosure and Barring Service (DBS)	*	
GCSE in English and Math's at Grade C/level 4 or equivalent	*	
Currently qualified as a Designated Safeguarding Lead or held a previously accredited safeguarding qualification.	*	
Safeguarding training – multi agency working	*	
Knowledge of national legislation related to safeguarding and working with children and young people	*	
Understanding of the issues related to disadvantage and pupil progress	*	
Early Help Assessment training and experience of the early help process		*
Additional qualifications as evidence of supporting children and/ or their families with additional needs.		*
Awareness of support available for pupil with Special Educational Needs and Disabilities		*
Evidence of continuous professional development relevant to the post		*
Understanding, and application, of confidentiality	*	
Diploma in Social Work with Children and Family to Level 4		*
Demonstrate competence in written and verbal communications, including the communication of highly complex/sensitive information.	*	
The ability to identify examples of poor practice and to raise concerns promptly and coherently through Senior Leadership Team.	*	
Experience of developing and maintaining effective relationships and liaison with outside agencies and families, focusing at all time of the welfare of the child.	*	
Experience of creating and maintaining robust and GDPR compliant safeguarding records, manual and computerised.	*	

Knowledge and experience of relevant legislation, policy, practice, guidance and good safeguarding practice.	*	
Knowledge of issues affecting families and parenting needs of children.	*	
Experience of using problem solving skills to ensure the best outcomes for the child/family are achieved.	*	
Ability to keep up to date with legislative, policy and guidance developments in safeguarding.	*	
Excellent ICT skills and the ability to write concise summary reports regarding safeguarding issues and associated interventions.	*	
Knowledge of Special Educational Needs and Education Health Care Plans		*
Knowledge of Positive Behaviour Management strategies.		*
An understanding of the needs and difficulties which people with mental health problems or other disabilities face.		*
Knowledge of available support services.		*
Experience		
Experience of working to safeguard children and young people	*	
Evidence of experience of working with children and families in difficulty and crisis	*	
Experience of multi-agency working including childcare, health and social care	*	
Experience of Safeguarding procedures	*	
Working as part of a team	*	
Demonstrable experience of working in a DSL role within a school or other organisation that deals with children and young adults.	*	
Extensive experience of identifying, and working with, children or young people who are vulnerable or with specific social and emotional needs	*	
Experience of working in education or other local government organisation	*	
Working with external organisations, leading and attending multi-agency meetings	*	
Working with parents/ carers and families	*	
Experience of action planning and developing strategies for intervention and support	*	
Experience of handling large amounts of sensitive data and upholding the principles of confidentiality	*	
Experience of using Attendance and Safeguarding systems within schools (e.g. CPOMS)		*

Experience of working with children in the primary phase		*
Experience of working with people with mental health problems		*
Skills		
Excellent organisational and time management skills	*	
Excellent active listening, communication and interpersonal skills	*	
Able to work independently and be a team player	*	
Ability to consult, reflect and evaluate practice of self and others	*	
Ability to prioritise workload	*	
Excellent guidance, advisory, persuasiveness and negotiating skills	*	
IT literacy (including Microsoft, Internet and Email)	*	
Ability to keep accurate records and strong written communication and problem solving skills	*	
Ability to build strong relationships and establish credibility with pupils, parents/ carers, academic staff and senior leaders	*	
Have the ability to work effectively and network with a wide variety of support services	*	
Willingness to attend training, undertake research and engage with professional development	*	
Ability to appropriately plan, deliver and assess the impact of staff training	*	
Other qualities		
Professional and a positive role model	*	
A patient and resilient attitude	*	
Ability to remain calm whilst under pressure	*	
Able to be flexible with work	*	
Personable and approachable	*	
A passion for social and emotional well-being and ensuring positive outcomes for children and young people	*	
Work in ways that promote equality of opportunity, participation and diversity	*	
Ability to motivate pupils	*	
A commitment to abide by and promote R2's Equal Opportunities, Health and Safety and Child Protection Policies	*	
The post holder will have an energy, enthusiasm and a sense of humour	*	

Ability to be professionally assertive	*	
High level of initiative	*	
Generosity of spirit and a positive outlook	*	
Professional in appearance, manner and attitude	*	
Well-developed interpersonal skills and the ability to develop and maintain good relationships with staff, parents and pupils.	*	
Ability and commitment to work closely as part of a team.	*	
Willingness to contribute to all areas of school life.	*	
Strong commitment to the importance of the school as part of the community.	*	
A strong belief in the importance of the development of the emotional, cultural/spiritual/sporting interests of the child.	*	
Experience of handling large amounts of sensitive data and upholding the principles of confidentiality	*	
Experience of using Attendance and Safeguarding systems within schools (e.g. CPOMS)		*
Experience of working with children in the primary phase		*
Experience of working with people with mental health problems		*
Experience of working to safeguard children and young people	*	
Extensive experience of identifying, and working with, children or young people who are vulnerable or with specific social and emotional needs	*	
Experience of working in education or other local government organisation	*	
Working with external organisations, leading and attending multi-agency meetings	*	
Working with parents/ carers and families	*	
Experience of action planning and developing strategies for intervention and support	*	
Excellent organisational skills.	*	

All staff are expected to understand and be committed and to contribute to Trust's commitment to Equal Opportunities for all.