



Information for Applicants

Safeguarding/ Vulnerable Learner Administrator

Part time/Job share, 14 hours pw, term-time only

(Wednesday and Friday)

Permanent

Grade E

Salary £7,836-£8,238

(actual salary)

Commencing September 2024

Apply [HERE](#)

Tadcaster Grammar School
Toulston
Tadcaster
LS24 9NB

Telephone: 01937 833466

Dear applicant,

Thank you for expressing an interest in applying for the post of Safeguarding/Vulnerable Learner Administrator (SEN and CAG).

At Tadcaster Grammar School [TGS] we put the needs of students at the forefront of our decision making and practice. Our curricular and co-curricular offer responds to the aims and aspirations of individuals and we structure these as a 7-year experience. The school is fortunate to have a highly committed and talented staff and governing body and our students are motivated, articulate and keen to learn. TGS is a larger than average school, but we organise our pastoral systems so everyone is seen, heard and valued. Our entry into the STAR MAT in 2018 as a partner school has strengthened our ability to ensure all students enjoy their learning and wider school experience.

I hope the information within this pack shapes your thinking and gives you the guidance to help you apply. I look forward to the possibility of meeting you soon.

Yours faithfully,

Mr A Parkinson
Headteacher

The Selection Process

The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed. For further details about the school visit our website: [Tadcaster Grammar School](#).

If you wish to apply for the post of SEN and CAG Administrator:

Fully complete the online application form on our careers website [HERE](#), ensuring all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer (with email addresses).

Your Supporting Statement within the application form should be up to 900 words, addressing the following:

How your experience to date best fits you to the requirements of the following sections of the person specification:

- Experience
- Skills & knowledge.

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word. Your audience for your written work will be school staff and governors.

Remember when addressing the above, *less is sometimes more*.

Timeline for the selection process

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| Post advertised within STAR MAT/external media | Tuesday 11th June 2024 |
| Closing time/date for applications: | 9am Wednesday 10th July 2024 |
| Selection day: | soon after the closing date |

Please address all return mail to Mrs R Evans (HR Advisor): tgs.recruitment@tgs.starmat.uk

Appendices

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| 1 | The School Vision and Values Statement |
| 2 | Job description for the role of Safeguarding/Vulnerable Learner Administrator (SEN and CAG). |
| 3 | Person Specification |

Appendix 1: The School Vision and Values Statement

SCHOOL VISION & VALUES

OUR VISION *(Our cause; our key belief)*

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| Be Your Best Self | <p>We want all students to maximise their potential through excellent academic and personal development.</p> <p>Each individual should be able to achieve fulfilment in their current and future lives.</p> |
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OUR CORE VALUES *(These should be seen, experienced & lived)*

Staff are guided by the following **values** which underpin everything we do, every day:

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| Students considered first | All students will be known well, included, valued and heard. All of our decisions should put the needs of students first, whilst also considering our own and others' wellbeing. |
| High expectations - no limitations | We do not prejudice potential by preconceptions about individuals or groups of students. |
| The optimum curriculum experience for each student | We respond to the aspirations and needs of individual students with a broad and balanced curriculum and diverse co-curricular offer. |
| The optimum support for each student | Students are individuals with their own needs and requirements; our care and pastoral support systems need to reflect this. |

All **students** are expected and supported to show the following **values** every day:

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| Ambition | To have a desire to achieve success. |
| Resilience | To show a determination to achieve success |
| Responsibility | To take ownership for their actions and work in and out of school. |
| Respect | To be considerate to themselves and others. |

Appendix 2: Job Description

Job Title: Safeguarding/Vulnerable Learner Administrator (SEN and CAG).

JOB DESCRIPTION

JOB TITLE: Safeguarding/Vulnerable Learner Administrator

GRADE: Grade E

RESPONSIBLE TO: Assistant Headteacher -Vulnerable Learners and SENCo

| RESPONSIBILITIES AND KEY TASKS | |
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| Specific Responsibilities: SEN and CAG | <ul style="list-style-type: none">● Be the first point of call for parents and outside agencies and provide all administration support to the Special Educational Needs Department ensuring continued development of processes and systems.● Plan all Annual Review documentation ensuring deadlines are met - liaising with stakeholders for those students with complex needs.● Type and distribute Student profiles, recording on the appropriate electronic system within school and linking documentation accordingly.● Consult and liaise with the various different local authorities regarding Element 2 funding ensuring this is received by school accordingly.● Manage and maintain all Vulnerable Learner electronic student records to produce the SEN list and support and assist the Data Manager with all SEN/Vulnerable Learning input for the CENSUS.● Assist/mentor new members of the SEN team, including those new to post regarding the procedures and referral processes for Vulnerable Learners within school.● Arrange and take minutes of weekly/monthly meetings with agencies who support students within school - Just B and WiMT.● Support the SENCo with the implementation and continuous development of the new My Provision Map to all school staff.● Analyse/collate data for the various reports requested by both SLT and Governing Body as and when required.● Record and update records for Interventions, complaints, suspensions and access requests.● Assist the DSL with the completion of the Safeguarding Audit - statutory requirement every 2 years and managing the safeguarding register for both electronic and hard files for vulnerable students.● Work alongside the Transition Team, feeder schools, the specific local authority and Post 16 providers, regarding all SEN students moving to the school for the next September start. |

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| | <ul style="list-style-type: none"> ● Assist the SENCo/Assistant SENCo with the special exam arrangements procedures for Vulnerable Learners ensuring that examinations comply with Examination Board Regulations. Mark reading tests and provide reading ages/standardised scores for students for data purposes if required. ● Ensure the SEN Code of Practice is adhered to and be aware of any new changes. ● Archive Safeguarding files in line with statutory guidelines. Monitor/quality check referrals made by the school to social care/other outside agencies and all information requests, corresponding with appropriate services regularly. ● Undertake all statutory training requests for whole school staff and maintain a record of statutory safeguarding training, liaising with presenters of training as required. Assist DSL with the Safeguarding Google Classroom ● Continuous development and training to keep up with KCSI ● Safeguarding Training to be updated on a regular basis - Level 3. ● Be the first point of contact for queries relating to the CPOM's system. To manage/enter and action all CPOM's entries/incidents/transfers on the system, ensuring the actions are followed up by named staff. ● Monitor and interrogate CPOMS, categorise and report findings to DSL. ● Compile, export and share CPOMS data exports with the DSL team at weekly Safeguarding meetings and update the system. ● Oversee the transfer of student files into and out of the school, logging all movement on CPOMS, safeguarding register and corresponding with other educational institutions. |
| Safeguarding and Promoting the Welfare of Children/Young People | <ul style="list-style-type: none"> ● The STAR MAT is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children. |
| Health & Safety | <ul style="list-style-type: none"> ● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. ● To work with colleagues and others to maintain health, safety and welfare within the working environment. |
| Data Protection | <ul style="list-style-type: none"> ● Know about data protection issues in the context of your role. ● To comply with the STAR MAT's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality. |
| Equalities | <ul style="list-style-type: none"> ● Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values. |

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| | <ul style="list-style-type: none"> ● Ensure services are delivered in accordance with the aims of the Equality Policy Statement. ● Develop your own understanding of equality issues. ● The STAR MAT is committed to equality and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed. |
| Customer Service | <ul style="list-style-type: none"> ● The STAR MAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. ● The STAR MAT requires that staff offer the best level of service to their stakeholders and behave in a way that gives them confidence. Stakeholders will be treated as individuals, with respect for their diversity, culture and values. |

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

Appendix 3: Person Specification Job Title: Safeguarding/Vulnerable Learner Administrator

| Essential upon appointment | Desirable upon appointment |
|---|---|
| Qualifications and Training | |
| <ul style="list-style-type: none"> ● Literacy and numeracy qualification (Level 2 or equivalent) ● NVQ Level 3 or equivalent in a relevant subject | <ul style="list-style-type: none"> ● Childcare or supporting learning qualification at Level 2 (or equivalent) |
| Experience | |
| <ul style="list-style-type: none"> ● Experience of working with pupils of a relevant age in an education environment ● Evidence of supporting and facilitating inclusive education within a school setting ● Appropriate experience of working in an administrative role ● Managing student behaviour | <ul style="list-style-type: none"> ● Experience of working with Google systems |
| Skills and Knowledge | |
| <ul style="list-style-type: none"> ● Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable time frame ● Good written and verbal communication skills: able to communicate effectively and clearly with a range of staff, students and parents ● Ability to build positive working relationships with colleagues ● Ability to form and maintain appropriate relationships and personal boundaries with children and young people ● Good understanding of child/young people's development and learning processes | <ul style="list-style-type: none"> ● Understanding of classroom roles and responsibilities ● Working knowledge of relevant policies and legislation e.g. child protection and health & safety ● Knowledge of behaviour management techniques ● Knowledge of CPOMs |
| Personal Qualities | |
| <ul style="list-style-type: none"> ● Demonstrable interpersonal skills ● Ability to work successfully in a team ● Able to exercise discretion and judgement ● Self motivation to complete required duties ● Confidentiality ● Motivation to work with children and young people | |
| Other Requirements | |
| <ul style="list-style-type: none"> ● Enhanced DBS Clearance ● To be committed to the Trust's policies and ethos ● A commitment to CPD ● Commitment and contribution to a school Equal Opportunities Policy | |