

**Part A - Grade & Structure Information**

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| **Job Family Code** | **6CLES** | **Role Title** | **Safeguarding, Mental Health and Wellbeing Manager** |
| **Grade** | **P6** | **Reports to (role title)** | **Designated Safeguarding Lead** |
| **JE Band** | **192-227** | **School** | **THPT** |
| **Date Role Profile created** | **May 2021** |
| **Part B - Job Family Description**  The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. THPT reserves the right to review and amend the job families on a regular basis. | | | |
| **Role Purpose**  including key outputs | | * Working with the DSL to:   + Manage and monitor the running of MyConcern.   + Work closely with the DSL, Year Teams, external support services (counsellors and Eikon) providing comprehensive overview and monitoring of safeguarding concerns.   + Provide feedback to pastoral teams and DSL as required regarding student/pupil welfare and wellbeing.   + Maintain pastoral records pertaining to individual students/pupils both past and present. Liaise with other professionals in the safe transfer or storage of safeguarding records.   + Lead regular meetings with Year Managers to discuss open cases and current concerns.   + Ensure that records of safeguarding referrals and meetings are up to date.   + Meet weekly with school counsellors and Eikon to discuss current cases and referrals.   + Liaise with outside agencies and parents to fully support SEMH students/pupils; this will include contacting and liaising closely with outside agencies, attending meetings, and developing school practice in the light of external changes and demands.   + Work closely with the Inclusion and year teams on early identification of students/pupils with safeguarding concerns.   + Lead/contribute to child strategy meetings, multi-agency meetings, child in need and child protection conferences.   + Promote safeguarding best practice and policy in the school.   + Support DSL to annually update and amend safeguarding policies.   + Be proactive in raising the profile of current ‘hot topics’ and identification of vulnerable students and groups.   + Contribute to the delivery of staff training as directed by the DSL. | |
| **THPT Work Context and Generic Responsibilities** | | Maintain confidentiality in and outside of the workplace  Be pro-active in matters relating to health and safety and report accidents as required  Support aims and ethos of the school setting a good example in terms of dress, behaviour, punctuality and behaviour, punctuality and attendance  Uphold and support the School’s Policies and procedures on the Safeguarding of young people | |
| **Line management responsibility**  if applicable | | n/a | |
| **Budget responsibility**  if applicable | | n/a | |
| **Representative Accountabilities** Typical accountabilities in roles at this level in this job family | | **Support delivery**  • Assist with the delivery of relevant schemes of work, delivery and assessment.  • Deliver a range of operational support for existing systems or processes to agreed standards, to maximise quality of teaching & learning.  • Support more senior staff in classroom management and behaviour techniques.  • May carry out personal care routines as appropriate.  **Planning & Organising**  • Plan and prioritise own work activities for the weeks ahead, to ensure operational efficiency. Respond effectively to changing demands, adjusting priorities as needed.  **Policy and Compliance**  • Assist with work in a relevant technical or regulatory area in order that statutory and policy compliance is maintained.  **Work with others**  • Respond to and resolve enquiries and problems, judging when to pass on complex issues or involve others, to provide an effective support and clear advice to colleagues and customers.  • Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures.  • Guide and/or supervise staff in their duties to facilitate their development and ensure standards are maintained.  • Communicate and liaise with service users and/or external contacts, representing the team/service as required.  **Resources**  • May assist in the management of a small budget or recovery of income.  **Analysis, Reporting & Documentation**  • Collate data, prepare reports/statistics to meet statutory/management information requirements.  • Recommend improvements and support implementation to systems, processes and procedures, ensuring best practice is shared across the team.  • Support, coordinate and undertake research into a variety of projects in the defined area of activity to support achievement of team’s objectives.  **Duties for all**  Values: To uphold the values and behaviours of the organisation.  Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.  Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others.  The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications.  Contribute to and influence children’s learning and personal development.  To have regard to and comply with Safeguarding policy and procedures. | |
| **Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics** | | • Educated to A level, HNC or equivalent, or able to evidence ability at an equivalent level.  • Knowledge of relevant technical area including, where appropriate, relevant practical skills & relevant qualifications at Level 3 or 4  • Understanding of relevant regulations, processes and procedures and issues relating to the service user group.  • Competent in a range of IT tools.  • Good written and oral communication skills with the ability to build sound relationships with customers.  • Ability to apply specialist skills/judgement to undertake a programme of works.  • High level analytical and organisational skills.  • Able to prioritise and plan own workload in the context of conflicting priorities and work on own initiative.  • A methodical approach to tasks, recording and reporting.  • Typically previous work experience in a relevant environment.  • Experience of staff supervision where appropriate. | |
| **Details of the specific qualifications and/or experience if required for the role in line**  **with the above description** | | A background in either Health, Social Care and/or extensive experience of working with parents and families.  Experience of working within a school or similar setting.  Training in community work, counselling skills or similar.  Training in facilitating parenting groups.  The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS).  THPT is committed to the safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. | |
| **Role Summary** | | Roles at this level typically provide specialist support. Many will possess technical rather than professional expertise in the main disciplines. There will be minimal day-to-day supervision, but  clear guidance will be available. The roles will plan for the weeks ahead and prioritise to accommodate non-standard work. They often require understanding of complex procedures and  support systems, and the ability to allocate workload and react to changing priorities. Although most work will follow established patterns, initiative is needed to handle processes and resolve  problems and behaviour based on experience and judgement, mainly without reference to others. These roles may work alone instead of as part of a team, or programme delivery which may  require more specialist knowledge or experience. Responsibility may include management of resources and/or area of work. | |

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