

Job Description: **Lead Practitioner: Behaviour, Attendance and Safeguarding**

Start Date:	September 2024 (or as soon as possible thereafter)
Responsible to:	Head of Learning and Achievement
Location:	Central Team offices, based at Heathlands Primary Academy, Bournemouth
Grade:	Lead Practitioner SCP 4 - 8 (£51,058 - £56,357 per annum)
FTE Salary:	£30,634 - £45,085 per annum, pro rata (actual salary will be dependant on hours worked)
Hours of work:	Part time (around 3 – 4 days per week; flexibility on this for the right candidate)
Disclosure Level:	Enhanced Disclosure & Barring Service Check with child barred list check

Main Job Purpose

Core responsibility

- Contribute significantly to the development of a highly effective trust-wide culture in regards to behaviour, attendance and safeguarding.
- Lead on all aspects of behaviour, attendance and safeguarding at Trust level as a source of specialist expertise.
- Act as senior Designated Safeguarding Lead for the Trust

Safeguarding

Coastal Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment.

The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, Enhanced DBS check and satisfactory references.

The following applies to all aspects of the role

- Foster strong CLP links with external partners, including local authorities and alternative provision providers, 'lobbying' on behalf of schools as may be required.
- Facilitate networks of peer support so that key staff are working together around shared improvement themes. This includes regular networking opportunities as well as informal, regular 'surgeries' for key staff (such as behaviour leads, attendance officers, SENDCos, SLTs and Designated Safeguarding Leads) to share experiences and gain advice.
- Provide/arrange high quality CPD/training along with support and challenge to school leaders and other staff.
- Ensure that developmental work arises from an informed awareness of Partnership themes, trends and shared issues.
- Report to trustees in areas of responsibility as may be required.
- Support schools through inspection in these areas.
- Ensure that CLP is kept up to date with relevant national and local developments.
- Support the work of other central staff, especially but not exclusively the Inclusion Lead Practitioner. Working with other central staff may at times require work outside the scope of this job description.

Behaviour

- Develop strong behaviour principles and culture across the trust, maintaining a focus on meeting pupils' emotional needs and wellbeing and having full regard to best practice and latest research.
- Contribute significantly to the development of effective trust-wide behaviour management principles, practices, policies and procedures; take a central role in policy development related to pupil well-being
- Undertake evaluative behaviour reviews to support school leaders in their self-evaluation and in the ongoing development of school-level processes and procedures; support schools with the implementation of arising developmental points.
- Advise schools on the development of behaviour policy, systems and processes.
- Support schools on an individual basis with co-construction of appropriate behaviour plans / risk assessments / strategies for children demonstrating challenging behaviours, enabling schools to understand underlying needs.
- Support schools with decision-making in relation to suspensions and managing reintegration.
- Support schools in the development of strategies to minimise the risk of suspension and exclusion.
- Support schools as may be required with preparation for formal exclusions meetings such as IRPs.

Attendance

- Ensure that the CLP attendance policy is robust, effective and compliant and is supported with robust tools (such as template letters and forms).
- Ensure that individual school arrangements are effective in terms of identifying and overcoming the barriers to strong attendance and are compliant with policy and legislation
- Undertake evaluative attendance reviews to support school leaders in their self-evaluation and in the ongoing development of school-level processes and procedures; support schools with the implementation of arising developmental points.
- Participate periodically in schools' half-termly attendance meetings to support implementation of the tiered approach and to advise/guide.
- Advise schools in the management of particularly challenging cases of absence and persistent absence.
- Provide regular, informal 'surgeries' where schools can seek advice and guidance in relation to the management of ongoing attendance issues.
- Advise schools with regard to in-year fair access admissions where attendance is a factor.

Safeguarding

- Develop a strong safeguarding culture across the trust.
- Monitor, and where necessary challenge, senior leaders' approaches to safeguarding and welfare.
- Promote and safeguard the welfare of children and young people in accordance with Safeguarding and Child Protection policies.
- Ensure a consistent and coherent approach to safeguarding across the Trust.
- Ensure that the CLP safeguarding policy is robust, effective and compliant with the latest legislation and guidance.
- Facilitate statutory training across the Trust.
- Undertake evaluative safeguarding reviews to support school leaders in their self-evaluation and in the ongoing development of school-level processes and procedures; support schools with the implementation of arising developmental points.
- Identify patterns and proactively seek solutions to safeguarding patterns across the Trust
- Advise schools in the management of safeguarding cases as required.

- Act as CLP's main point of contact for 'My Concern'.
- Ensure that schools are using My Concern appropriately and fully.
- Liaise with a range of outside agencies to get the best outcomes possible for pupils.
- Work closely with CLP's appointed Safeguarding Trustee.

Whilst every effort has been made to explain the main duties and responsibilities of the Lead Practitioner role, each individual task will not be identified. It is expected that all colleagues will endeavour to deliver any tasks identified as reasonable by the Head of Learning and Achievement.



Person Specification: Lead Practitioner Behaviour, Attendance and Safeguarding

Criteria	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> Qualified Teacher Status Degree or equivalent 	<ul style="list-style-type: none"> Masters degree in an area relevant to this role. Other qualifications relevant to this role such as SENDCo
Experience:	<ul style="list-style-type: none"> A minimum of five years recent teaching experience, teaching across the primary range (or equivalent school improvement work) Experience working in an education context where pupil behaviour is challenging. Experience of developing and inspiring others through coaching, mentoring and delivering training Experience of leading school improvement at least at 'middle leader' level (or equivalent) Experience as DSL or Designated DSL 	<ul style="list-style-type: none"> Teaching in special school setting, especially SEMH SEND leadership experience such as SENDCo School senior leadership experience (SLT member) Fully conversant with 'My Concern' safeguarding management software Experience of school to school support and/or inspection and/or advisory work
Professional knowledge:	<ul style="list-style-type: none"> Knowledge of relevant national frameworks (such as Ofsted, EYFS, National Curriculum, assessment arrangements) Understanding and what constitutes highly effective learning Awareness of the latest developments, initiatives and research in education relevant to this role. 	
Professional skills, abilities & motivation	<ul style="list-style-type: none"> Ability to communicate effectively in all ways Ability to build and maintain positive professional relationships, working effectively with colleagues at every level of the organisation Ability to work under pressure and prioritise effectively; work effectively within a team as well as independently Commitment to maintaining confidentiality at all times. Ability to manage change appropriately. 	
Other factors	<ul style="list-style-type: none"> Ability to travel around the MAT's geographical areas (and to other areas of the UK) in an agreed timely manner. Enhanced with Child Baring list level DBS check. Flexibility to accommodate occasional evening work e.g. delivery of governor training. 	