

Ruskin Mill Trust (the Trust)

Job Description

Position:	Safeguarding lead and Pastoral Manager (Designated Safeguarding Lead)
Post Reference No:	RMT10030
Field of Practice:	Holistic Support and Care and Transformative Leadership and Management (Field 5 and Field 7)
Grade:	11:12
Responsible to:	Trust Head of Safeguarding or Regional Director
Location:	Ruskin Mill College.

If you are interested in this role, please apply at:
<https://www.rmt.org/jobs/>

Job Purpose

The post holder is a key member of the Senior Leadership Team and will support a holistic approach the students that use the services of the Trust. The post holder will be expected to ensure that there is robust management within all areas of safeguarding practice as well as ensuring that all staff are trained and fully embed the learning from their training into their daily practice.

The post holder will be expected to embrace, articulate and work with the objectives, vision, values, purpose and method, ensuring that the paradigm of biodynamic agriculture, Anthroposophical medicine and practical skills education, is maintained, implemented and integrated within the provision of the College, Trust and its associated bodies and subsidiaries.

The post holder will work as part of the Senior Leadership Teams by working closely with students across all areas of the provision, including residential and off-site work and will lead a team of safeguarding officers to ensure rigour in our practice, as well as liaison with external stakeholders, debriefing staff, delivering training programmes, attending regular meetings, disseminating information and updates and planning future training requirements, including the support of the Learning Support team. The post holder also needs to work closely with the College/Subsidiary Management through regular meetings and report back to the Executive Team.

The post holder is to contribute to the whole life of the Trust and always remembering that the core purpose is to improve the education and lives of the young people at the Colleges.

The post holder will be expected to travel between the Trust's sites, and to and from other places as the Trust may reasonably require. Evening and weekend working will be required.

Corporate Contribution

The post holder will be expected to contribute as required and uphold the aims, objectives and commitments of the Trust.

Main Duties

1. Operating as Designated Safeguarding Lead in providing leadership and establish and maintain clear systems of communication across Ruskin Mill College to ensure that all staff groups are adequately and appropriately supported to apply their safeguarding knowledge in order that Ruskin Mill College meets its statutory obligations, has effective safeguarding systems and ensures the safety of all young people and staff and embedding safe culture across all areas of the provision.
2. Act as the key link to the Local Safeguarding Boards and other Local Authorities safeguarding boards (dependent on student demographics).
3. Lead the Safeguarding strategies ensuring the welfare, safety and emotional wellbeing of the young people within the provision. To operate as part of an MDT to identify appropriate therapeutic support for young people with additional needs.
4. Lead and manage the internal safeguarding team, being professionally accountable for their actions, and ensuring that they have appropriate supervision and are fully debriefed. Supporting the development of the Safeguarding Team, providing leadership, chairing meetings, developing strategic plans, implementing them, monitoring and evaluating the impact.
5. To understand statutory and regulatory safeguarding practice, policies, statutory agencies and Local Authority requirements for reporting external referrals
6. Engage with staff and students to embed a keeping safe culture across all areas of the provision.
7. As a member of the Senior Leadership Team, operate as Designated Safeguarding Lead for all safeguarding matters, co-ordinate safeguarding meetings, to include note-taking together with action points, taking steps to ensure these are followed up, reporting to the Trust Head of Safeguarding Manage a personal caseload of safeguarding concerns and referrals, and deal with more complex cases if necessary.
8. Lead in undertaking investigations where safeguarding concerns have been raised and ensure follow up action, ensure when appropriate LADO referrals are made and any other external notifications, ensuring that all safeguarding concerns and referrals are responded to effectively and in a timely manner, and maintain a weekly log of actions taken and responsibilities across the local safeguarding team.
9. Assist and advise teams on the completion of individual student risk assessments
10. Monitoring behaviour and physical interventions (MAPPA) through evidence based systems and give advice and guidance as appropriate following each handling intervention working in partnership within an MDT team

11. To provide support and line manage the 'health, well-being and pastoral lead' with responsibility of ensuring a high quality PDBW curriculum is in place which will include, Sex and Relationship Education, Equality and Diversity and online safety, Prevent and British Values. Ensuring good and outstanding teaching across the College and residential homes and providing evidence of impact.
12. To develop and embed a calendar for equality and diversity across the provision ensuring suitable activities and awareness for students and staff
13. Ensure that Trust safeguarding surveys for staff, students and young people is conducted, analysed, sharing information across the provision for members of the senior leadership team, DSL, Trust Head of Safeguarding and wider staff team (as appropriate)
14. Provide support to teams e.g. admissions, work experience team, Education Learning Coordinators and residential managers to assess, review and plan appropriate support systems for students and staff involved in safeguarding incidents.
15. Develop and deliver safeguarding training programmes, ensuring that they are legally compliant, promote best practice and are reflective of the risks identified in Ruskin Mill College, with an evaluation of their effectiveness built into the programme design
16. Support the delivery of Ruskin Mill colleges Prevent duty and British values across the provision taking steps to monitor and ensure it is fully implemented
17. Provide support and guidance to staff connected to students involved in safeguarding concerns e.g. Education Learning Coordinators, shared lives providers etc.
18. Provide weekly updates to College Principal, Registered Managers within Transform Residential and the Trust Head of Safeguarding.
19. Undertake regular unannounced and planned visits to quality assure practice in both day and residential provision.
20. Monitor safeguarding data and produce termly and annual reports on trends and issues, highlighting actions to be taken in an on-going keeping safe action plan.
21. Deliver Safeguarding staff induction training and full safeguarding training including refresher training programmes.
22. Design and deliver other training and development programmes as required by the College Principal including de-escalation and positive approaches programmes.
23. Ensure that personal and team practice is in line with local authority and national requirements, and provide termly updates to the Senior Leadership

Teams of new initiatives and developments which may impact on current practice.

General

1. To share the Trust's commitment for promoting and safeguarding the welfare of students.
2. To be responsible for promoting and safeguarding the welfare of students, children and vulnerable adults that you come into contact with.
3. To carry out the above duties in accordance with the Trust's Health and Safety Policy.
4. To actively support and promote equality and diversity throughout the Trust.
5. To work co-operatively with other staff within the Trust.
6. To work with students as and when required.
7. To comply with all the policies and procedures of the Trust as contained in the booklet entitled "Ruskin Mill Trust - Student Protection Policies".
8. To maintain exemplary standards of professionalism, honesty and respect at all times, and not abuse the privilege of access to confidential information.
9. To be responsible for the care and development for your working area.
10. To attend meetings and supervision as required.
11. To undertake training and development as required by the Trust and the Hiram Education and Research Team. To be committed to professional self-development, through participation in-service training as necessary for the successful carrying out of the role.
12. To undertake work related continued professional development (CPD) as required by the post.
13. May, from time to time be required to work additional hours as shall be necessary to discharge properly your duties and responsibilities outlined in this job description.
14. To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed.

Staff Management and Supervision

The Safeguarding Manager (Designated Safeguarding Lead) does not have any line management responsibility but may be required to line manage designated staff as required.

Liaison

To liaise with all staff employed by the Trust, professional bodies, external consultants, and any outside bodies as and when required.

Job Revision

This job description should be regarded as a guide to the duties required and is not definitive or restrictive in any way. The duties of the post may be varied from time to time in response to changing circumstances. This job description does not form part of the contract of employment.

Where the post holder is disabled or becomes disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable job redesign will be given full consideration.

Person Specification

Job Title: Safeguarding Manager (Designated Safeguarding Lead)			
Field of practice: Holistic Support and Care (Field 5) & Transformative Leadership & Management (Field 7)			
	Essential	Desirable	How assessed
Qualifications CTLLs or equivalent Qualifications in professional field DSL Level 3	√	✓ ✓	AF/CQ AF/CQ
Experience Experience of working successfully in a similar, medium-large, complex organisation Experience of working in an education or other public sector environment Experience of managing and prioritising a varied workload ensuring completion of tasks within strict deadlines Significant experience of working as a safeguarding professional Experience of working with responsibility for the quality of an educational for the students Experience of contributing to the professional development of others Knowledge and understanding of the learners and their families and an awareness of how they can be actively involved in their development and delivery Experience of working in partnership with other professional, across sectors and multi-agency working Experience of service planning, monitoring and evaluating performance Experience of analysing data to identify and prioritise support Experience coordination of administrative duties	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	AF / I / R AF / I / R
Knowledge Computer literate with sound working knowledge of Microsoft Office applications; Outlook, Word and Excel in particular Solid grasp of English language evident in all written work produced Knowledge of methods to encourage the circulation of effective practices Knowledge of conducting professional development reviews Knowledge of methods to improve staff performance in respect of educational programme delivery Understanding of the demands of working in an environment enclosing a diverse range of young people with varying complex needs Knowledge of carrying out Induction programmes to ensure new staff are fully equipped with the necessary skills and information to perform effectively Knowledge of managing risk assessments Strong working knowledge of Safeguarding practices and principles Relevant knowledge and understanding of the national agenda, relevant legislation and social policy in delivering good safeguarding practice	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		AF / I / OT AF / I I AF / I I I AF / I AF / I AF / I AF / I
Skills and Abilities Outstanding leadership abilities Exceptional verbal communication skills in order to articulate information with equal effectiveness to differing members of staff Confident presentation style evident during the delivery of staff meetings and trainings	✓ ✓ ✓ ✓		AF / I / R AF / I AF / I

Ability to demonstrate immaculate standards of accuracy in all work undertaken, especially when recording findings from session observations	✓		AF / I
Proficiency in delivering scheduled informative training sessions	✓		AF / I / R
Ability to quickly familiarise with organisational guidelines, particularly those relating to disciplinary and grievances	✓		I
Proficiency in working collaboratively, such as enlisting the assistance of the Human Resources department to devise resolutions to staff issues	✓		I
Ability to act accordingly, as a line manager, on matters relating to poor performance, grievances, discipline or any other staff issues	✓		AF / I
Ability to actively support and mentor staff; imparting own knowledge from previous experiences in order to improve the quality of staff performance	✓		AF / I / R
Excellent planning and reviewing skills in order to analyse existing quality assurance plans and submit new proposals of a clear, coherent nature	✓		I
Ability to ensure risk assessments relevant to the daytime educational provision are continually available and up to date	✓		AF / I
Excellent interpersonal skills coupled with proven proficiency in performing in a role demanding frequent interaction with a range of persons	✓		I
Proven ability to develop strong working partnerships	✓		I
Ability to act approachably, ensuring staff are able to seek information and advice at any time	✓		I
Ability to take appropriate corrective action as necessary following inadequate performance in any aspect of session delivery by tutors	✓		AF / I
Ability to demonstrate foresight and vision in order to prepare key points for discussion during team meetings with staff	✓		AF / I
Strong observational abilities and attentive to fine details	✓		AF / I / R
Ability to cope with competing work demands and emotional conflicts	✓		I
Ability to meticulously follow guidelines and structures particularly in order to perform session observation grading in the correct manner	✓		AF / I
Ability to maintain all records in a highly precise manner	✓		AF / I / R
Able to meet tight deadlines and work under pressure	✓		AF / I / R
Able to receive, understand and convey information and ideas effectively, using skills in verbal and written	✓		AF / I / R
Able to motivate others and provide leaderships with the team	✓		AF / I / R
Ability to engage with individuals from a range of backgrounds	✓		AF / I
Ability to cope with and work with conflict	✓		AF / I / R
Excellent course facilitation skills			AF / I / R
Excellent verbal presentation skills and ability to communicate with parents and external agencies	✓	✓	AF / I
Understanding of and commitment to community development approaches and the participation of service users in planning, delivery and evaluation	✓		AF / I / R
Analytical skills and experience of using data to inform planning and review performance.	✓		AF / I / R
Good organisation and management skills to ensure that team members have work plans and meet deadlines	✓		AF / I / R
Able to contribute to improvement plans with clear criteria to plan for future progress			AF / I
Personal Qualities			
Willingness to understand anthroposophy	✓		I
Willingness to embrace, articulate and work with the Trust's objectives, vision, and values	✓		AF / I / R
Commitment to promoting and safeguarding the welfare of students, children and vulnerable adults	✓		AF / I
Commitment to the promotion of the Trust's ethos	✓		AF / I
Ability to manage and interact with others in a supportive and participative manner	✓		AF / I

A commitment to ensuring equality of opportunity with the ability to promote diversity in relation to both staff and students	✓		AF / I
Flexibility and adaptability to changing situations	✓		AF / I
Ability to demonstrate empathy, listening skills and tolerance	✓		AF / I
Commitment to Health and Safety good practice on work and within learning environments	✓		AF / I
Commitment to ensuring safe, hygienic, hazard-free working areas	✓		I
Strong sense of responsibility to fully inform the Deputy Principal - Education on any relevant issues arising from the daytime provision	✓		AF / I
Commitment to developing a staff team of acute awareness in respect of their responsibilities to organisational policies and practices	✓		I
Strength of character to present feedback to tutors in respect of session observations conducted fairly, constructively and frankly	✓		I
Ability to communicate effectively with a broad range of people, from families to senior managers	✓		AF/I
The ability to emphasise with parents/carers and guardians	✓		I
Other qualities			
Commitment to Continued Professional Development	✓		AF / I
Proactive approach to work	✓		AF / I
Strong commitment to customer service	✓		AF / I
Flexible approach to working additional hours including evenings and weekends whenever necessary	✓		AF / I
Willingness to travel to fulfil duties on an occasional basis	✓		AF / I
Current full UK driving licence and use of own car or willingness to travel by public transport	✓		AF / I
The ability to prioritise workload and meet deadlines whilst under pressure, working within a fast moving environment	✓		AF / I
Responsive to change and adapt to new ideas	✓		AF / I
Excellent personal and time management skills, adopting flexible working pattern to meet needs of service	✓		AF / I

AF = Application Form, I = Interview, T = Test, R = Reference

OT = Occupational Test, CQ = Certificate of Qualification