



**Bude Park**  
Primary School



Child Protection Coordinator

Vacancy Information



**HumberEducationTrust**

Where everybody counts, every moment matters.

## We are Humber Education Trust.



Humber Education Trust's vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people.

We will grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust.

As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we will drive these aims further and faster for the benefit of our pupils and our communities.

Humber Education Trust is also recognised by the DfE as an Academy Sponsor. This means that through the Trust, we are held accountable for sponsored schools who may join us, to ensure improvement in outcomes and taking responsibility for their performance and financial arrangements.

Humber Education Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice and operate effectively and efficiently. We believe passionately that every penny that comes into a

school should be spent on the development and provision of a first-class standard of education for all.

Humber Education Trust is a growing trust of 17 schools (13 primary schools and 4 special schools). We have a strong moral purpose and a determination to provide the best education possible for the children in our care.

- We always put the needs of children first
- We celebrate what joins us and also what makes our schools unique
- We embrace links with other education providers as we seek the best outcomes for children
- We have high aspirations for everyone in the school community
- We personalise the support offered to pupils, staff members and schools alike
- We believe in system leadership
- We are passionate educators of everyone in the school community
- We welcome challenge as this promotes positive change
- We are determined to achieve the best outcomes for every individual
- We are relentless in our pursuit of excellence

Thank you for showing an interest in working within our Trust. I wish you well with your application.



**Rachel Wilkes**  
*Chief Executive Officer*



## **BUDE PARK PRIMARY SCHOOL CHILD PROTECTION COORDINATOR**

<b>Grade &amp; Scale point:</b>	8, SCP 25 - 28
<b>Salary:</b>	£33,945 – £36,648 FTE, £24,901 - £26,884 Actual, £17.59-£19/hr
<b>Hours of work:</b>	32 hours per week
<b>Contract:</b>	Permanent, Term-time only (190 days)
<b>Start date:</b>	ASAP following pre-employment checks

***We have an exciting opportunity for a Child Protection Coordinator to take a lead role in promoting the culture of ongoing vigilance to protect and safeguard children across our school.***

We are looking to appoint someone who is enthusiastic, highly organised, emotionally resilient and able to prioritise a conflicting workload.

Bude Park Primary is a small school in the north of Hull with places for 306 pupils aged 3-11. We are an Ofsted rated 'Good' school and pride ourselves on providing a safe, caring environment where every child is given the confidence to achieve their full potential. We strive to create a happy, welcoming, caring and safe environment where expectations are high and where learners are encouraged, challenged and supported to be the best they can be.

### **JOB REQUIREMENTS:**

- Be the first point of contact for all child protection issues, complying with and developing policies and procedures.
- Take a lead role in managing and delivering pastoral support to pupils.
- Support the emotional, behavioural and pastoral needs of all pupils.
- Ensure comprehensive assessments of pupils to determine those in need of particular help.
- To support in monitoring whole school attendance and persistent absenteeism.
- Ensure all staff understand their child protection responsibilities, developing, delivering and monitoring CP training and mentoring staff where required.

A commitment to work at all times within the policies of the Academy Trust and act within Health and Safety guidelines is mandatory.

### **THE SUCCESSFUL CANDIDATE WILL HAVE:**

- Level 4 Teaching Assistant qualification or equivalent
- Experience of working with vulnerable children and supporting children with emotional and behavioural difficulties
- Excellent knowledge of DfE's Working Together to Improve School Attendance procedures and practice.
- Experience of preparing detailed sensitive reports
- Knowledge of the range of issues that adversely affect children and families causing emotional distress
- Experience of providing in-school support and knowledge of where to access outside support

***If you believe in the children in Hull, are passionate about our community and truly want to make a difference then we would love to hear from you.***

**AS A MEMBER OF HUMBER EDUCATION TRUST, WE OFFER:**

- Commitment to securing the very best provision and outcomes for all children.
- A Trust with expertise in every area of the curriculum, both in primary and special settings, through our Teaching & Learning Ambassadors and peer networks.
- Outstanding individually tailored continual professional development for staff at all levels.
- Staff who feel valued and supported in their roles.
- A caring and safe environment where we recognise the diverse needs of our community, ensuring our young people from all backgrounds thrive.
- Ethical working with mutual respect and collaboration.

If you would like an informal discussion about the role please contact Ellie Hodder, School Business Manager, at Bude Park Primary School on Tel: 01482 825316.

**Tours of the school are highly recommended, please telephone the school office to make an appointment.**

**HOW TO APPLY:**

Please complete an application form and submit it with an optional cover letter via our ETeach career page.

All candidates are advised to refer to the job description and person specification before making an application. Early application is encouraged. We will review applications throughout the advertising period and therefore reserve the right to close the advert early should sufficient applications be received.

**Closing date for completed applications:** 8am, Friday 1 November 2024  
**Interviews to be held:** w/c 4 November 2024

If you have any queries regarding the role or application process, please contact Ellie Hodder, School Business Manager, at Bude Park Primary School on Tel: 01482 825316.

As part of Humber Education Trust's recruitment processes, in accordance with statutory Keeping Children Safe in Education guidance, an online search will be carried out on all shortlisted candidates. Those shortlisted for interview will also be required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

**CONDITIONAL OFFER:**

Any offer of employment to this post will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of qualifications, satisfactory references and eligibility to work in the UK checks.

**SAFEGUARDING STATEMENT:**

We take very seriously our responsibility to safeguard children. This school operates a rigorous and robust recruitment process that gathers evidence about candidates' suitability to work with children as well as their suitability for the post and has proactive safeguarding procedures in place that address inappropriate behaviour.

**JOB TITLE:** Child Protection Coordinator

**SCHOOL:** Bude Park Primary School

**GRADE:** 8

**EVALUATION DATE:** 2 December 2021

**JE NUMBER:** HET89

**DIGNITY AT WORK:** To show, at all times, a personal commitment to all pupils, treating all customers and colleagues in a fair and respectful way, giving positive regard to people's differences and individuality (e.g. gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assist in ensuring equal access to services and employment opportunities for everyone and promotes the Schools Equal Opportunities in Employment Policy.

**PURPOSE:**

To work under an agreed system of supervision taking a lead role within the school to address the emotional needs of pupils who need particular help to overcome barriers to learning.

**PRINCIPAL ACCOUNTABILITIES:**

- |    |  |
|----|--|
| 1. | To promote and safeguard the welfare of children and young people.   |
|    | Be the first point of contact for all matters involving child protection issues. Comply with and assist with the development of policies and procedures relating to child protection, attendance, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.   |
|    | Act in accordance with the policies of the school upon any concerns and suspicion, evidence or allegation in relation to child protection in accordance with the Area Child Protection guidelines to ensure the safety and welfare of the children. Act as a source of support, advice and expertise within the educational establishment when deciding whether to make a referral by liaising with relevant agencies. Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students. |

**SUPPORT FOR THE PUPILS**

- |    |   |
|----|---|
| 2. | Take a lead role in managing and delivering pastoral support to pupils.   |
|    | To recognise how to identify signs of abuse, understand thresholds and when it is appropriate to make a referral.   |
|    | Establish productive working relationships with pupils, acting as a role model.   |
|    | Ensure comprehensive assessments of pupils to determine those in need of particular help.   |
|    | Attend to pupils' personal needs and provide advice to assist in their mental, emotional, social, and physical wellbeing.   |
|    | Arrange and develop 1:1 mentoring arrangement with pupils and provide support for distressed pupils.  |
|    | To monitor whole school attendance and persistent absenteeism; liaising with families to improve attendance.  |
|    | Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable, ensuring their effective reintegration upon return.  |
|    | Where children leave the establishment, ensure that their child protection file is copied for the new establishment as soon as possible but transferred separately from main pupil file. DfE to be notified if new school is not known. |

	Provide information and advice to enable pupils to make their own choices, challenging and motivating pupils, to promote and reinforce self-esteem.
	Manage liaison with feeder schools and other relevant bodies to gather pupil information.
<b>SUPPORT FOR THE STAFF</b>	
3.	Ensure all staff have induction training covering child protection and our Child Protection Policy, being able to recognise and report any concerns immediately as they arise.
	Contribute to the development and delivery of training programmes to ensure all staff understand their responsibilities in relation child protection, mentoring other staff and ensuring everyone has up-to-date Child Protection training.
	Assist teachers with the development and implementation of individual education/behaviour/support/mentoring plans.
	Maintain and develop robust systems to record all issues relating to student's subject to a Child Protection Plan, those identified as Children in Need, Looked After Children and other vulnerable cohorts, ensuring all staff comply with the requirements to record and maintain quality information.
<b>SUPPORT FOR THE PARENTS</b>	
4.	Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
	Working with parents/carers on attendance action plans and following up on these through appropriate support and/or challenge.
	Implement first day response strategies/policy, including carrying out home visits to improve attendance across the school.
	Support the role of parents in children's personal development and learning and contribute to/lead meetings with parents to provide constructive support and advice.
	Ensure parents see copies of the Child Protection Policy, which alerts them to the fact that referrals may be made and the role of the establishment in this, so as to avoid conflict later.
<b>SUPPORT FOR THE SCHOOL</b>	
5.	Liaise with the Headteacher, informing of any issues/ongoing investigations to ensure there is always cover for this role.
	Take lead role in the development, implementation and monitoring of systems relating to integration e.g. truancy, pastoral, etc.
	Attend and effectively contribute to all meetings relating to issues of child protection and safeguarding, including Safeguarding Children's Partnership meetings and case conferences, having a good working knowledge of how they operate.
	Produce reports for external agencies, including documentation for Children's Services, Integrated Family Services, LAC Meetings and court proceedings, keeping detailed, accurate and secure written records of referrals or concerns.
	Produce weekly attendance reports for SLT, including weekly attendance statistics.
	Establish constructive relationships and communicate with other agencies/professionals, in liaison with staff, to support achievement and progress of pupils.
	Comply with and assist with the development of policies and procedures relating to child protection, safeguarding, attendance, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person/agency.

Ensure the establishment's child protection policy is updated and reviewed annually and work with the governing body regarding this.
Contribute to the overall ethos/work/aims of the school.
Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
Be aware of and participate in own personal development by attending and contributing to supervision sessions and training courses, keeping abreast of development within the profession.
The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school, as your employer and you as an employee. In addition to the employer's overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the schools Health and Safety policy.

**GENERAL:** The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the school.

**DIMENSIONS:**

- 1. Responsibility for Staff:**  
No direct responsibility for staff.  
  
Ensure that all staff child protection/safeguarding training is up to date, that staff understand how to use record keeping systems and understand their responsibilities in regard to safeguarding.
- 2. Responsibility for Customers/Clients:**  
Any child in school identified as needing emotional or behavioural support. Contributes to the assessment of needs within the school's assessment and planning procedures. Participate in reviews and planning meetings and any other relevant forum to promote positive outcomes for children, young people and their families.
- 3. Responsibility for Budgets:**  
Provides information to support in the deployment of resources.
- 4. Responsibility for Physical Resources:**  
To manage resources necessary to support pupils' needs, including identifying and sourcing new resources.  
  
Ensure that all pupil information and communication documents are properly maintained and formally report on performance to the Governing Body on a termly basis.

**WORKING RELATIONSHIPS:**

- 1. Within Service Area/Section:**  
To liaise with all teaching and support staff including office staff and lunchtime supervisors to identify children in need of support and deliver and tailor that support effectively.

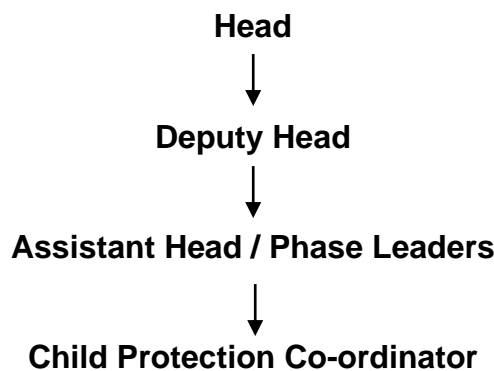
## 2. Within the Trust

To liaise with Designated Safeguarding Lead, Headteacher, and Deputy CEO

## 3. With External Bodies to the School

To liaise with Social Services, local authority organisations and any other appropriate organisations to provide support for identified children and ensure their safety and well-being.

### ORGANISATION CHART:



	Not applicable	Low	Moderate	High	Very High	Intense	Supporting Information
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).			✓				Dealing with distressed children who may have behavioural problems.
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).			✓				Dealing with children with behavioural problems on a day to day basis.
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day to day office environment.					✓		Dealing with children who have difficult home circumstances and who may make distressing disclosures.



## PERSON SPECIFICATION

The information listed as essential is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.

\*Key: AF = Application Form, R = References, I = Interview

	Essential	Desirable	How identified
<b>1 Qualifications:</b>			
Level 4 Teaching Assistant qualification or higher	✓		AF
Safeguarding Level 3		✓	AF
Restorative Practice facilitator skills		✓	AF
<b>2 Relevant Experience:</b>			
Experience of working with children in a similar setting	✓		AF
Experience of working with vulnerable children and supporting children with emotional and behavioural difficulties	✓		AF, R, I
Experience of working with children from a variety of cultural backgrounds		✓	AF, R, I
Experience of analysing data from a variety of sources	✓		AF, R, I
Experience of preparing detailed sensitive reports	✓		AF, R, I
Experience of delivering training/induction sessions on Safeguarding & CP	✓		AF, R, I
<b>3 Skills (including thinking challenge/mental demands):</b>			
Ability to challenge where necessary and to drive the child protection agenda	✓		AF, R, I
Excellent organisation skills with the ability to prioritise	✓		AF, R, I
Ability to maintain confidentiality at all times	✓		AF, R
Strong listening skills and the ability to deal with sensitive situations with integrity and the skill to diffuse difficult situations when they arise	✓		AF, R, I
Good ICT skills	✓		AF
Motivation to work with children and young people	✓		AF, R, I
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓		AF, R
Ability to form strong working relationships with families that offers both challenge and support	✓		AF, R
<b>4 Knowledge:</b>			
A knowledge and commitment to safeguarding and promoting the welfare of children and young people	✓		AF, R, I
A knowledge of how Safeguarding Children's Partnerships operate	✓		AF, I
A knowledge and commitment to working in line with Restorative Practice	✓		AF, I
Knowledge of the range of issues that adversely affect children and families causing emotional distress; an understanding and knowledge of how to provide in-school support or where to access outside support	✓		AF, R, I
Knowledge of the ways in which emotional distress manifests itself in children	✓		AF, R, I

## PERSON SPECIFICATION

The information listed as essential is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.

\*Key: AF = Application Form, R = References, I = Interview

	Essential	Desirable	How identified
Excellent knowledge of DfE's Working Together to Improve School Attendance procedures and practice.	✓		AF, I
Knowledge of school policies i.e. CP, safeguarding, attendance & behaviour.		✓	AF, I
<b>5 Interpersonal/Communication Skills:</b>			
<b>Verbal Skills</b>			
Excellent verbal communication skills with the ability to speak to a wide range of audiences	✓		AF, R, I
Ability to establish professional, effective working relationships with children and young people	✓		AF, R
Ability to establish professional, effective working relationships with colleagues and outside agencies.	✓		AF, R
Work constructively as part of a team, sharing good practice and knowledge.	✓		AF, R
<b>Written Skills</b>			
Good written/literacy skills	✓		AF, R
To produce reports for social services, school nurse and other outside agencies	✓		AF, R
To maintain up to date records of concerns	✓		AF, R
<b>6 Other:</b>			
To maintain confidentiality of clients on a need to know basis.	✓		AF, R, I
Ability to present a professional image of the school	✓		R, I
Self-motivation and personal drive to complete tasks to the required time scales and quality standards	✓		AF, R, I
Strives for excellence and ways to improve their own performance and the performance of the school	✓		AF, R, I
<b>The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.</b>			
<b>7 Disclosure of Criminal Record:</b>			
The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service.	✓		DBS Disclosure
If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	✓		AF (after short listing)

I have read and accept the role of Child Protection Co-ordinator.

Name:

Signed:

Date:



## Vision & Values

### **We are Humber Education Trust.**

Our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. This is inclusion in its truest sense. We recognise that as every child needs different things to achieve the same end point, their full potential, so too do the schools that nurture and develop those children.

One size does not fit all.

Our commitment stretches across the breadth of our community with children firmly at the heart of all that we do. We are outward looking, embracing links with other education providers and agencies as we all seek the best outcomes for children.

We believe in innovative staff development opportunities at all levels, so that our teams enable our pupils and families to shine. We are passionate educators, both of ourselves and of others, prioritising resources to have the greatest impact, every minute of every day, on the children we serve.

We welcome challenge as this promotes positive change. Our determination to achieve the best outcomes for every individual means that we are relentless in our pursuit of excellence.

Only our best is good enough.

**This is us. Humber Education Trust.**



**Humber Education Trust**  
Where everybody counts, every moment matters.



# *Work for* **Humber Education Trust**

**We value our employees**

The following **benefits** are available to employees within our academies:

## **Financial**

- Competitive Salary
- Teacher's Pension & Local Government Pension Scheme
- Occupational Sick Pay

## **Family Friendly**

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

## **Employee Benefits - Permanent Contracted Employees & Fixed Term**

- Staff Wellbeing EAP - 24/7 Confidential counselling service
- Integrated GP service
- Physiotherapy
- SAS Gym and 12 week weight management programme
- Preparing parents programme
- Financial wellbeing support
- Discounts on high street brands and stores via online discount platform
- 20% Discounted Gym Membership - Hull City Council Leisure & East Riding Leisure

## **Professional Development**

- Continuous Professional Development for All Staff
- Access to Middle and Senior Leadership Courses
- Supportive staff, committed to improvement, who will work with you to achieve your goals

*The opportunity to **make a real difference** to the lives of our students*