



## THE AMERICAN SCHOOL IN ENGLAND

### Job Description and Person Specification

**Job Title:** Assistant Director of Pastoral Care

**Reports to:** Director of Pastoral Care, Designated Safeguarding Lead

**Based at:** TASIS The American School in England,  
Coldharbour Lane, Thorpe, Surrey TW20 8TE



#### Job Summary:

The Assistant Director of Pastoral Care's primary role is to support pastoral teams to provide a positive, secure and happy environment for the school community where each student can thrive and flourish. They will report to the Director of Pastoral Care, Designated Safeguarding Lead, and will have specific responsibility for coordinating the school wide PSHEE and RSE programs across the school, developing the content for the Upper School PSHEE and RSE programs and teaching these subjects in this age range and serving as the whole school Deputy Designated Safeguarding Lead and Upper School Deputy Designated Safeguarding Lead.



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### **MAIN RESPONSIBILITIES:**

#### **Whole School PSHEE/RSE Coordinator and Upper School PSHEE/RSE Course Lead and Teacher**

- Ensure that the PSHEE and RSE policies and associated curriculums are compliant, understood and followed;
- Liaise with the School's Online Safety Coordinator to ensure that digital citizenship is taught throughout the School;
- Coordinate ongoing professional development training for teachers in the areas of PSHEE and RSE;
- Ensure that PSHEE, RSE and SMSC are interlinked and applied in the ethos of the School and through the PSHEE curriculum;
- Forge links with academic departments to ensure that PSHEE and where appropriate RSE is promoted and supported through the academic curriculum;
- Develop and promote links with addressing safeguarding issues in the School;
- To support, assist in the development of and monitoring of the PSHEE/RSE program across the School;
- Take specific responsibility for the curriculum content and planning of the Upper School PSHEE/RSE programs;
- Teach 2 PSHEE/RSE lessons per week in the Upper School

#### **Whole School Deputy Designated Safeguarding Lead and Upper School Deputy Designated Safeguarding Lead**

- Refer to Annex A.

### **Safeguarding Responsibilities:**

- To know the identity of the School's Designated Safeguarding Lead and Deputy;
- Proactively be alert to indicators of potential safeguarding issues and report these immediately in accordance with the School's procedure;
- Be aware of the School's Safeguarding Policy and to follow its requirements;
- Attend training relating to Safeguarding of Children;
- Engage in safe practice and professional conduct to safeguard children to mitigate against the potential for misunderstandings or situations being misconstrued; and
- Create safe and secure learning environments.

**The school is fully committed to safeguarding the welfare of children and young people and expects the same from its employees**



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### Person Specification:

#### Qualifications/Professional Bodies

Essential:	Desirable:
BSc / BA degree	Leadership/management qualification
	Qualified Teacher Status
	Masters Degree

#### Experience

Essential:	Desirable:
Minimum of 2 years' PSHEE / RSE teaching experience	Successful leadership and management experience of pastoral programs in a school or other relevant organisation
Experience of writing and developing PSHEE and RSE curriculums	Previous experience within an international education environment
Experience of managing safeguarding in a school or other relevant organisation, including: <ul style="list-style-type: none"> <li>• Building relationships with children and their parents, particularly the most vulnerable</li> <li>• Working and communicating effectively with relevant agencies</li> <li>• Implementing and encouraging good safeguarding practice throughout a large team of people</li> </ul>	Previous experience within a boarding school environment
Demonstrable evidence of developing and implementing strategies to help children and their families.	Experience of co-educational settings
Experience of handling large amounts of sensitive data and upholding the principles of confidentiality.	

#### Skills/Knowledge

Essential:	Desirable:
Be an outstanding PSHEE/RSE teacher	
Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies	
Ability to work with a range of people with the aim of ensuring the safety and welfare of children	
Awareness of local and national agencies that provide support for children and their families	
Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns	
Excellent IT skills, including databases and learning management systems	Experience using CPOMS, LMS and Axiom



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Possess effective and strong communication and interpersonal skills to promote and develop positive working relationships with children, colleagues, and parents	
Ability to communicate a vision and inspire others	
Ability to build effective working relationships with staff and other stakeholders	

### Personal Attributes

Essential:	Desirable:
Willingness to embrace the TASIS England Mission	
Commitment to ensuring the safety and welfare of children and young people	
Commitment to upholding and promoting the ethos and values of the School	
Supportive of school policies, procedures, rules and regulations	
Integrity, honesty and fairness	
Ability to work under pressure and prioritise effectively	
Commitment to maintaining confidentiality, at all times	
Supportive of school policies and procedures	
Commitment to supporting a diverse, equitable and inclusive educational and working environment.	
You will be expected to display: <ul style="list-style-type: none"> <li>● A calm and efficient manner in a crisis</li> <li>● Empathy with children and young people</li> <li>● Efficient administrative skills</li> <li>● A pro-active approach to engaging children and young people in tasks/activities</li> <li>● Sound judgement when dealing with conflict</li> <li>● The ability to maintain discipline and morale</li> </ul>	



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### Annex A

#### **Whole School Designated Safeguarding Lead and Upper School Deputy Designated Safeguarding Lead Job Description**

##### **Job Summary:**

The Designated Safeguarding Lead (DSL) will take on the **lead responsibility** for safeguarding and child protection across the School (including online safety). They are given the time, funding, training, resources and support to provide advice and they will take part in strategy discussions and inter-agency meetings - and/or to support other faculty and staff to do so - and contribute to the assessment of children.

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

##### **Main Responsibilities**

Designated Safeguarding Lead:

- Ensure that the safeguarding policy and associated guidelines and protocols are compliant, understood and followed.

##### **Managing Referrals**

The Designated Safeguarding Lead is expected to:

- Refer cases of suspected abuse and neglect to the local authority children's social care.
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- Support staff who make referrals to the local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern.
- Support staff who make referrals to the Channel programme.
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child; and
- Refer cases to the Police where a crime may have been committed. [NPCC - When to call the police](#) should help understand when to consider calling the police and what to expect when working with the police.



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### **Work with Faculty/Staff and Other Agencies**

The Designated Safeguarding Lead is required to:

- Act as a source of support, advice and expertise for all faculty and staff;
- Act as a point of contact with the safeguarding partners;
- Inform the Head of School of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#);
- Liaise with the 'case manager' and the Local Authority Designated Officer(s) (LADO) for child protection concerns in cases which concern a faculty or staff member;
- Liaise with faculty/staff on matters of safety, safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- Liaise with the Whole School Mental Health Lead and, where available, mental health support services internal and external to the School, where safeguarding concerns are linked to mental health;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Head of School and relevant strategic leads taking lead responsibility for promoting educational outcomes by:
  - Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced; and
  - Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.
- The above includes:
  - Ensuring the School knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and
  - Supporting faculty and staff to provide additional academic support or reasonable adjustments to help these children reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.



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### **Information Sharing and Managing the Child Protection File**

The Designated Safeguarding Lead is required to:

- Ensure child protection files are kept up to date;
- Keep information confidential and store it securely;
- Make sure records include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome;
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE, Parts 1 and 2 September 2022 );
- Where children leave the School (including in year transfers):
  - Ensure their child protection file is securely transferred to the new school or college as soon as possible, separately from the main student file, ensuring secure transit, with a receipt of confirmation, and within the specified time set out in KCSIE 2022.

When receiving a child protection file, the School should ensure key faculty or staff such as Designated Safeguarding Leads and Learning Specialists or the named person with oversight for SEND, are aware as required; and

- Consider whether it would be appropriate to share any additional information with the new school or college before the child leaves, to help them put appropriate support in place.

### **Raising Awareness**

The Designated Safeguarding Lead should:

- Ensure each member of faculty and staff has access to, and understands, the School's Child Protection Policy and procedures, especially new and part-time staff;
- Work with the Board to ensure the Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly;
- Ensure the Child Protection Policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the School in this;
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- Help promote educational outcomes by sharing information with faculty, staff and School leadership team about the welfare, safeguarding and child protection issues that children who have or have had a social worker, are



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experiencing. Their role could include ensuring that the School, and their faculty and staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort.

### **Training, Knowledge and Skills**

The Designated Safeguarding Lead is required to:

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE;
- Undertake Prevent awareness training and support the School with regards to the requirements of the Prevent Duty and are able to provide advice and support to faculty and staff on protecting children from the risk of radicalisation;
- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Understand the importance of the role the Designated Safeguarding Lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children;
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- Are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- Understand the importance of information sharing, both within the School, and with the safeguarding partners, other agencies, organisations and practitioners;
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School;
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses and encourage a culture of listening to children and taking





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account of their wishes and feelings, among all faculty and staff, in any measures the School may put in place to protect them; and

- Refresh knowledge and skills at regular intervals and at least annually (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments).

### **Providing Support to Faculty and Staff**

The Designated Safeguarding Lead should:

- Support and advise faculty and staff and help them feel confident on welfare, safeguarding and child protection matters;
- Support faculty and staff during the referrals process; and
- Support faculty and staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the Views of Children**

The Designated Safeguarding Lead should:

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all faculty and staff, and in any measures the School may put in place to protect them; and
- Understand the difficulties that children may have in approaching faculty and staff about their circumstances and consider how to build trusted relationships which facilitate communication.

### **Holding and Sharing Information**

The Designated Safeguarding Lead is expected to:

- Understand the importance of information sharing, both within the School, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- Keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record keeping.



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### **Other Areas of Responsibility**

- The DSL will be required to safeguard and promote the welfare of children and young people and follow School policies and the staff Code of Conduct.
- During term time, the DSL should always be available during School hours for faculty and staff in the School to discuss any safeguarding concerns. Ideally this will be in person but can also be via phone or video call in exceptional circumstances.
- Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.