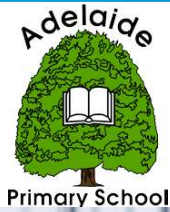
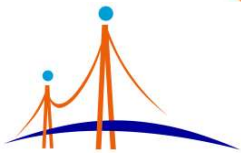


Safeguarding, Wellbeing & Attendance Assistant



We are Humber Education Trust.





Application Pack

We are Humber Education Trust.



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

We 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 drive these aims further and faster for the benefit of our pupils and our communities.

We are delighted to be recognised as one of the top performing Multi-Academy Trusts in the country*.

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

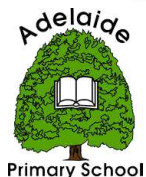
Thank you for showing an interest in working within our Trust. I wish you well with your application.

*(based on KS2 outcomes and Trusts with more than 10 schools)



Rachel Wilkes OBE
Chief Executive Officer





Safeguarding, Wellbeing and Attendance Assistant

ADELAIDE PRIMARY SCHOOL SAFEGUARDING, WELLBEING & ATTENDANCE ASSISTANT

Grade & Scale point:	6, scp 14-19
Salary:	£29,540 - £32,061 FTE, £25,488 - £27,663 Actual, £15.31- £16.62/hr
Hours of work:	37 hours per week Monday – Friday, 8.00am - 4.30pm
Contract:	Permanent, Term time + 5 days (195 days)
Start date:	ASAP Following pre-employment checks

We are delighted to offer an exciting opportunity for an enthusiastic and compassionate Safeguarding, Wellbeing & Attendance Assistant to join the team at Adelaide Primary School.

Working closely with our experienced safeguarding and inclusion team, including the DSL and Deputy DSL, you will play a key role in supporting pupils' emotional wellbeing, improving attendance and helping children overcome barriers to learning. The role will include liaising with families, undertaking home visits and attending external meetings and appointments as required. We are looking for someone who is organised, calm and approachable, with the ability to build positive relationships with children, families and external agencies. The successful candidate must be able to travel independently to home visits and meetings.

At Adelaide Primary School, we are committed to creating a safe, inclusive and nurturing environment where every child can thrive. This role offers an excellent opportunity for professional development within safeguarding, wellbeing and pastoral support while making a real difference to the lives of our pupils and families.

JOB REQUIREMENTS:

- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance
- Take a lead role in managing and delivering pastoral support to pupils, including those who are new to the school.
- Recognise how to identify signs of abuse, understand thresholds and when it is appropriate to make a referral
- Prepare and compile accurate Educational and Socio/Emotional reports for use in Case Reviews
- Manage sensitive record keeping systems and processes – including providing reports and analysis of data.

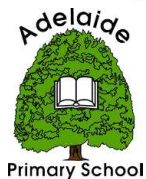
THE SUCCESSFUL CANDIDATE WILL HAVE:

- GCSE Grade A-C or equivalent in English and Mathematics
- Teaching Assistant Level 3 qualification (or equivalent) or equivalent demonstrable experience
- Experience of working with vulnerable children and supporting children with emotional and behavioural difficulties

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.



Humber Education Trust
Where everybody counts, every moment matters.



Safeguarding, Wellbeing and Attendance Assistant

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.

HOW TO APPLY:

Please visit our [Eteach careers page](#) to apply for this vacancy. 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, Monday 1 June 2026

Interview date: w/c 8 June 2026

Visits to the school are encouraged, please ring to make an appointment.

If you have any queries regarding the role or application process, please contact Paulina Kobus, HR Administrator, at Adelaide Primary School on Tel: 01482 223753 or via email pkobus@adelaide.het.academy

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:

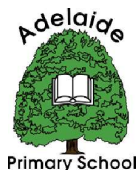
Any offer of employment to this post will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of qualifications, satisfactory references and eligibility to work in the UK checks. Shortlisted candidates will be subject to an online search and required to complete a self-declaration of their criminal record.

SAFEGUARDING STATEMENT:

Humber Education Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.



HumberEducationTrust
Where everybody counts, every moment matters.



Safeguarding, Wellbeing and Attendance Assistant

SCHOOL: Adelaide Primary School

GRADE: 6

JOB TITLE: Safeguarding, Wellbeing and Attendance Assistant

DATE PREPARED: April 2021

EVALUATION DATE: 24 May 2021

JE NUMBER: HET55

DIGNITY AT WORK: To show, at all times, a personal commitment to Vulnerable Children at Adelaide Primary School. To treat all stakeholders and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the school's 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 | Establish productive working relationships with pupils, acting as a role model. |
| 2 | Contribute to the overall ethos/work/aims of the school. |
| 3 | Recognise own strengths and areas of expertise and use these to advise and support others. |
| 4 | Participate in training and other learning activities as required. |
| 5 | Effectively manage own timetable and timekeeping in relation to duties |
| 6 | Attend meetings at alternative sites as needed, in relation to safeguarding, wellbeing and attendance. |
| 7 | Provide short-term cover as and when needed, by supervising pupils in teacher planned tasks. |

Safeguarding and wellbeing:

- | | |
|----|---|
| 8 | To promote and safeguard the welfare of children and young people. |
| 9 | To recognise how to identify signs of abuse, understand thresholds and when it is appropriate to make a referral. |
| 10 | To ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. (This is essential in respect of staff that are perhaps part time or work with more than one school, such as trainee teachers and supply teachers.) |
| 11 | To ensure that training for all staff is kept up to date. Contribute to the development and delivery of training programmes to ensure all staff understand their responsibilities in relation child protection. Mentor other staff in this area. |
| 12 | To ensure each member of staff has access to and understands the school's child protection policy, especially new or part-time staff who may work with different educational establishments. |
| 13 | To be able to keep detailed, accurate and secure written records of referrals or concerns. The post holder will need to ensure that all staff comply with the requirements to record and maintain quality information. |

14	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.
15	Prepares and compiles accurate Educational and Socio/Emotional reports for use in Case Reviews. To be able to contribute to investigations carried out by the Head teacher, Hull Safeguarding Board or LA.
16	Take a lead role in managing and delivering pastoral support to pupils, including those who are new to the school.
17	Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development.
18	Ensure comprehensive assessments of pupils to determine those in need of particular help i.e. Outcome Stars
19	Assist teachers with the development and implementation of Individual Education Plans/Behaviour /Support /Mentoring plans.
20	Arrange and develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils, both formally and informally ie. ELSA and impromptu nurture support.
21	Provide information and advice to enable pupils to make choices about their own learning, wellbeing and behaviour.
22	Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
23	Challenge and motivate pupils, promote and reinforce self-esteem.
24	Manage sensitive record keeping systems and processes – including providing reports and analysis of data.
25	Take a lead role in the development and implementation of appropriate behaviour management strategies, including clubs at playtimes and lunchtimes.
26	Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, attendance, confidentiality and data protection, reporting all concerns to an appropriate person.
27	Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
28	Attend and participate in regular meetings ensuring that reports are completed and shared in a timely manner.
Attendance	
29	Develop trusting relationships with pupils and families to promote 'good' attendance.
30	Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable.
31	Take a lead role in managing the speedy/effective transfer of pupils across phases/integration of those who have been absent.
32	Provide information and advice to enable pupils to make choices about their own attendance.
33	Provide feedback to pupils in relation to attendance.
34	Manage liaison with feeder schools and other relevant bodies to gather pupil information.
35	Support with record keeping systems and processes in relation to attendance including the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems, term time holidays etc.
36	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.

37	Administrative support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.
38	Visit pupils / parents at home if required.
39	Attend and participate in regular meetings, at school and offsite, as needed.
40	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 Trust.

DIMENSIONS:

1. Responsibility for Staff:

- No direct responsibility for staff.
- To ensure all staff have induction training covering child protection policies and procedures
- To ensure that all staff training is up to date, that staff understand how to use record keeping systems and understand their responsibilities in regard to safeguarding.
- Ensure that all pupil information (welfare, behaviour logs etc) and communication books/documents (daily, weekly and termly) are properly maintained and formally contribute to reports on the school performance in this respect to the Governing Body on a termly basis.

2. Responsibility for Customers/Clients:

- Supports any child in school identified as needing emotional or behavioural support.
- Contributes to the assessment of needs within the school's/LA assessment and planning procedures.
- Participates 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 the emotional well-being of pupils including identifying and sourcing necessary resources.
- Ensure that all pupil information (welfare, behaviour logs etc) and communication books/documents (daily, weekly and termly) are properly maintained
- Contribute to termly reports on the unit performance in this respect to the Governing Body

WORKING RELATIONSHIPS:

1. Within school:

Safeguarding, Wellbeing and Attendance Assistant

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 Trust:

To liaise with other Safeguarding colleagues within the Trust as necessary.

3. With External Bodies to the Trust:

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

To liaise with any other appropriate organisations (e.g. Barnardo's) to provided support for identified children.

ORGANISATION CHART:

Headteacher
Deputy Headteacher
Assistant Headteacher
EWB Lead
Safeguarding, Well-being & Attendance Assistant

	Not applicable	Low	Moderate	High	Very High	Intense	Supporting Information
PHYSICAL DEMANDS: 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. Ability to attend meetings off site.
WORKING CONDITIONS: 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. Ability to travel to external meetings
EMOTIONAL DEMANDS: 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. Dealing with parents who may be upset/ angry

PERSON SPECIFICATION

Safeguarding, Wellbeing and Attendance Assistant

The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References, T = Test/Assessment, P = Presentation</i>		Essential	Desirable	How identified
1.	Qualifications:			
	GCSE English and maths Grade A-C (or equivalent – e.g. Certificate in Adult Literacy / Numeracy Level 2)	✓		AF
	Teaching Assistant Level 3 qualification (or equivalent) or equivalent demonstrable experience	✓		AF
	Safeguarding Level 1	✓		AF
	Safeguarding Level 2		✓	AF
	Threshold Training		✓	AF
	Restorative Practices Facilitator Skills		✓	AF
2.	Relevant Experience:			
	Experience of working with children across the primary age range	✓		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 attending multi-agency meetings in relation to safeguarding i.e. core groups, case conferences	✓		AF
	Experience of carrying out individual assessments on pupils i.e. Outcome Star, Headstart Checklists	✓		AF
	Successful experience of supporting children and families with regards to attendance	✓		AF
3.	Skills (including thinking challenge/mental demands):			
	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 and families	✓		AF, R
	Ability to form strong working relationships with families that offers both challenge and support	✓		AF, R
	Ability to bring a timely closure to incidents through use of restorative practices	✓		AF, R, I
	Ability to prioritise own timetable and workload showing flexibility to different situations and conflicting demands			
	Ability to use initiative	✓		I, R
	Ability to diffuse challenge and complex situations		✓	I, R
	Good ICT skills	✓		
4.	Knowledge:			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	✓		AF, R, I
	A knowledge and commitment to working in line with Restorative Practices	✓		AF, R, 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

PERSON SPECIFICATION

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

*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References, T = Test/Assessment, P = Presentation

		Essential	Desirable	How identified
	A good understanding of school policies in particular relation to safeguarding, child protection, attendance, behaviour, H&S, GDPR.	✓		AF, I
	Knowledge of the ways in which emotional distress manifests itself in children	✓		AF, R, I
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people	✓		AF, R
	Ability to establish professional, effective working relationships and liaise with outside agencies	✓		AF, R
	Ability to challenge incorrect behaviour choices of a child	✓		I
	Written Skills			
	To produce reports for social services, school nurse and other outside agencies	✓		AF, R
	To maintain up to date records of concerns	✓		AF, R
6.	Other:			
	To maintain confidentiality of clients on a need to know basis.	✓		AF, R, I
	To follow instructions and duties as directed by line manager/SLT	✓		AF, R, I
	Ability to drive and have access to own transport		✓	AF, I
<p>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.</p>				
7.	Disclosure of Criminal Record:			
	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

I have read and accept the role of Safeguarding, Wellbeing and Attendance Assistant.

Name:

Signed:

Date:

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.



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
- Generous Leave of Absence Policy

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 support
- Confidential GP, nurse and counselling 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 platforms
- Discounted Gym Membership
- Discounted hotels via Hilton, Hampton by Hilton and Marriott Hotels

Professional Development

- Continuous Professional Development for all staff including mentoring and professional coaching
- Access to further qualifications, leadership courses, apprenticeships
- Supportive, diverse staff team, committed to collaboration and improvement, who will work with you to achieve your goals and make a difference to children and young people

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