

Job Description and Person Specification

Job title	Lead Student Support And DDSL
Provision	In Toto Ed Cambridge (In Toto Ed Group Ltd)
Post type	Support staff post. This is not a teaching post.
Reports to	Assistant Headteacher (Safeguarding)
Responsible for	Day-to-day direction of at least one Teaching Assistant delivering interventions
Contract type	Permanent, full time, term time only-including 5 days inset days 39 weeks per year
Hours	37.5 hours per week, Monday – Friday 8:30am to 4.30pm (30 min break)
Salary	£27,500 to £33,000 per annum
Annual leave	Term time only role, annual leave only to be taken in school holidays
Location	Fordham House Estate, Newmarket Road, CB7 5LL, with travel across In Toto Ed sites and to students' homes or external settings as required
DBS requirement	Enhanced DBS with children's barred list check
Date of issue	September 2026 — to be reviewed annually

Purpose of the role

In Toto Ed Cambridge is a specialist SEND provision in which all or almost all students hold an Education, Health and Care Plan (EHCP). The Lead Student Support and DDSL takes a lead role in supporting the behaviour, emotional wellbeing and engagement of students across the provision, working from a trauma-informed and relational understanding of behaviour.

The postholder is a visible, calm and consistent adult who knows the students well. They respond to students in difficulty, plan and oversee targeted pastoral interventions, work alongside teaching staff to keep students in learning, and build honest, respectful relationships with families. They direct the day-to-day work of at least one Teaching Assistant.

No two days are the same. The role combines planned work, such as keywork sessions, intervention programmes and family contact, with responding to whatever the day brings. The postholder must be able to move between the two without losing sight of planned commitments and must be comfortable working with a high degree of professional judgement and autonomy within a clear policy framework.

This is a support staff post. The postholder does not carry responsibility for teaching, for curriculum planning, or for formal exclusion, safeguarding or SEND decisions, which rest with the relevant designated and senior staff.

Key responsibilities

Behaviour support

- Act as a first response to students in dysregulation or distress, using de-escalation and relational approaches to help students return to learning safely.
- Work with teaching staff to understand the function of individual students' behaviour and to identify the triggers, patterns and unmet needs behind it.

- Contribute to the writing, review and implementation of behaviour support plans, individual risk assessments and safety plans, in conjunction with the SENCO and senior leaders.
- Lead restorative conversations with students and staff after incidents, supporting repair of relationships and reflection on what happened.
- Record incidents accurately and promptly on the provision's systems, and make sure any safeguarding element is reported to the Designated Safeguarding Lead without delay.
- Contribute to the analysis of behaviour data, identifying trends and reporting them to the Assistant Headteacher (Safeguarding) and senior leaders.
- Where trained and where it is a last resort to prevent harm, use positive handling in line with the provision's policy and applicable law, and complete the required records and post-incident support for the student and staff involved.
- Model and promote the provision's behaviour policy consistently, coaching colleagues in relational practice.

Wellbeing and interventions

- Plan, deliver and evaluate targeted pastoral and wellbeing interventions, individually and in small groups, matched to identified need.
- Hold a keywork caseload of students who need sustained relational support, meeting them regularly and recording progress against agreed outcomes.
- Support students' emotional regulation, self-advocacy, social understanding and resilience in ways that respect their chronological age and maintain their dignity.
- Contribute pastoral evidence to EHCP annual reviews and to internal reviews of student progress.
- Support students at points of transition, including admission, reintegration after absence or exclusion, and moves between groups or settings.
- Signpost and, with the appropriate authorisation, contribute to referrals to external services such as early help, social care, CAMHS and youth services, and take part in multi-agency meetings.

Leading the teaching assistants

- Direct the day-to-day work of at least one Teaching Assistant, allocating interventions and agreeing priorities each day.
- Brief, model and coach the assistant in trauma-informed and relational practice, and give clear, constructive feedback on delivery.
- Quality assure interventions delivered by the assistant, checking that sessions are planned, delivered and recorded to the expected standard.
- Identify development needs and contribute to the assistant's induction, training and appraisal, in conjunction with the Assistant Headteacher (Safeguarding).
- Support the wellbeing of the assistant, making sure they are debriefed after difficult incidents and know how to access support.

Families and communication

- Build and maintain constructive relationships with families, keeping them informed about their child's wellbeing and engagement.
- Make contact with families about attendance, incidents and progress, holding difficult conversations with professionalism and care.
- Undertake home visits or meetings in community settings where agreed with the Assistant Headteacher (Safeguarding) and in line with lone working procedures.
- Gather and represent the views of students and families in planning and review processes.

Deputy Designated Safeguarding Lead (DDSL)

- Act as a Deputy Designated Safeguarding Lead (DDSL), supporting the Designated Safeguarding Lead (DSL) and wider safeguarding team in promoting a strong safeguarding culture across the provision.
- Receive, review and respond to safeguarding concerns in line with the provision's safeguarding and child protection policy, escalating concerns to the DSL and/or relevant senior leader as appropriate.
- Ensure safeguarding concerns, actions, decisions and outcomes are recorded accurately and promptly on the provision's safeguarding recording system.
- Support the DSL with referrals to children's social care, the Local Authority Designated Officer (LADO), police, Prevent/Channel and other statutory or specialist agencies where required and under the direction of the DSL.
- Contribute to safeguarding risk assessments, safety plans, chronologies and multi-agency planning, ensuring the voice and needs of the child remain central.
- Attend and contribute to safeguarding meetings, strategy discussions, child protection meetings and other multi-agency meetings when delegated by the DSL.
- Support the monitoring of students subject to child protection, child in need, early help or other safeguarding plans, and ensure agreed actions are followed up within required timescales.
- Provide safeguarding advice and guidance to staff within the scope of the DDSL role, referring complex or significant matters to the DSL.
- Support safeguarding induction, briefings and staff awareness activities, and help ensure staff understand reporting procedures and their responsibilities under Keeping Children Safe in Education.
- Maintain appropriate confidentiality and information sharing, applying a need-to-know approach while recognising that safeguarding information must be shared where necessary to protect a child.
- In the absence of the DSL, undertake delegated DDSL duties in accordance with the safeguarding and child protection policy and agreed safeguarding arrangements. The DSL retains lead responsibility for safeguarding and child protection.

General

- Work within all In Toto Ed policies, including safeguarding and child protection, behaviour, health and safety, data protection, equality and diversity, and the staff code of conduct.
- Take part in supervision, appraisal and continuing professional development, including reflective supervision appropriate to the emotional demands of the role.
- Contribute to the wider life of the provision and to whole-staff training and INSET, including leading training on pastoral practice where asked.
- Undertake any other reasonable duties appropriate to the grade of the post, as directed by the Assistant Headteacher (Safeguarding) or a senior leader.

Safeguarding and safer recruitment

In Toto Ed is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The postholder will have regular unsupervised contact with students, and the role is therefore exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.

- The appointment is subject to an enhanced DBS certificate with a children's barred list check, satisfactory references, verification of identity, right to work and qualifications, and a check of employment history and any gaps.
- In line with Keeping Children Safe in Education, an online search may be carried out on shortlisted candidates. Shortlisted candidates will be given the opportunity to discuss anything that search raises at interview.
- Applicants must declare relevant information in line with the guidance on filtered cautions and convictions. A criminal record will not necessarily bar an applicant from appointment.

- The postholder must complete safeguarding induction and annual refresher training, know how to raise a concern, and report any concern about a student or about the conduct of an adult to the Designated Safeguarding Lead without delay.
- The postholder works closely with the safeguarding team and holds sensitive information about students and families. They must apply data minimisation, share information only on a need-to-know basis, and maintain confidentiality at all times.

Person specification

Candidates should address each essential criterion in their supporting statement.

Area	Criterion	Essential / Desirable	Assessed by
Qualifications	Higher Level Teaching Assistant (HLTA) status, or a Level 4 qualification in supporting teaching and learning with a commitment to achieving HLTA status within 12 months of appointment	Essential	Certificates
	Level 2 English and mathematics, or equivalent	Essential	Certificates
	Diploma or accredited qualification in trauma-informed practice	Desirable	Certificates
	Training in a recognised therapeutic or relational behaviour approach, for example ELSA, Thrive, restorative practice or attachment-aware practice	Desirable	Certificates
	Training, or willingness to train, in a recognised positive handling approach	Essential	Application / Certificates
	Mental health first aid, or willingness to train	Desirable	Application
Experience	Substantial experience of supporting the behaviour and wellbeing of children or young people with SEND or social, emotional and mental health needs	Essential	Application / Interview
	Planning and delivering targeted pastoral or wellbeing interventions and evaluating their impact	Essential	Application / Interview
	Guiding, directing or supervising the work of other support staff	Essential	Application / Interview
	Working in partnership with families, including holding difficult conversations	Essential	Application / Interview
	Contributing to multi-agency work with services such as early help, social care or CAMHS	Desirable	Application / Interview
	Contributing to risk assessments, behaviour support plans or safety plans	Desirable	Application / Interview
Knowledge	Understanding of trauma-informed and attachment-aware practice, and how adversity affects behaviour and learning	Essential	Interview / Task
	Understanding that behaviour is communication, and of de-escalation as the first response	Essential	Interview / Task

Area	Criterion	Essential / Desirable	Assessed by
	Understanding of safeguarding and the responsibilities set out in Keeping Children Safe in Education	Essential	Interview
	Understanding of common SEND profiles and their interaction with behaviour and emotional regulation	Essential	Interview
	Understanding of UK GDPR, confidentiality and appropriate information sharing	Essential	Interview
Skills	Calm, consistent and emotionally regulated under pressure; able to de-escalate and to recover relationships afterwards	Essential	Interview / Task
	Excellent verbal communication with students, families and professionals	Essential	Interview
	Clear, accurate written records produced promptly, including incident and safeguarding records	Essential	Application / Task
	Confident IT user: Microsoft 365 or Google Workspace, and behaviour or safeguarding recording systems	Essential	Application / Task
	Able to prioritise and adapt quickly when the day changes, without losing sight of planned work	Essential	Interview
	Able to give direction, feedback and support to a colleague working to them	Essential	Interview
Personal qualities	Commitment to the dignity, ambition and chronological age-appropriateness of students with SEND	Essential	Interview
	Non-judgemental, patient and persistent; does not take behaviour personally	Essential	Interview
	Recognises the emotional demands of the role and uses supervision and support appropriately	Essential	Interview
	Collaborative, reliable and visible presence across the provision	Essential	Interview
Other	Enhanced DBS certificate with a children's barred list check, subject to satisfactory clearance	Essential	Pre-employment checks
	Right to work in the UK	Essential	Pre-employment checks
	Physically able to undertake the duties of the role, including positive handling where trained and necessary, with reasonable adjustments made	Essential	Pre-employment checks

Equality and diversity

In Toto Ed is an equal opportunities employer. We welcome applications from all sections of the community and are committed to a recruitment process that is fair, transparent and free from discrimination. We will make reasonable adjustments at every stage of recruitment and in the workplace; please tell us what you need.

Notes

This job description sets out the main duties of the post at the date of issue. It is not an exhaustive list and may be amended following consultation with the postholder to reflect the changing needs of the provision.