



Midsomer Norton
Schools Partnership



Buckler's Mead
ACADEMY

Assistant Headteacher (Safeguarding)

Job Description

Grade: Leadership Spine L11 – L15
Responsible to: The Headteacher

MAIN PURPOSE OF THE JOB

As a member of the Leadership Team:

- To support the Headteacher in the leadership, management and development of the academy and its community.
- To raise standards of and be accountable for safeguarding and pastoral care of students.
- To contribute to the Academy Development Plan and SEF, particularly with regard to safeguarding and pastoral care.
- To be a key leader in the pastoral provision of the academy – taking a lead on key areas of pastoral provision, which **may** include behaviour, attendance, PSHE, SMSC, Student Support or Careers (SLT roles are flexible based on each member's strengths).
- To identify priorities and schedule the development of these to achieve a consistent approach across the academy.
- To design and implement the academy's strategy for all key areas of responsibility.
- To take on the role of Designated Safeguarding Lead (DSL) for the academy.
- To be a role model of an excellent classroom practitioner.
- To train, support and challenge colleagues in the effective delivery of the academy's safeguarding and pastoral care.
- To undertake other tasks as reasonably required by the Headteacher.

KEY RELATIONSHIPS

To work with the Headteacher, academy Leadership Team, Governors, staff and external parties to ensure that the vision, aims and objectives of the academy are realised.

DUTIES AND RESPONSIBILITIES

In addition to carrying out the duties of a class teacher as outlined in the current School Teachers' Pay and Conditions document, the post holder is on the Leadership Spine and will be the academy Designated Safeguarding Lead (DSL).

NOTE: this job description should be read in conjunction with the Designated Safeguarding Lead job description (attached)

LEADERSHIP AND MANAGEMENT

- Provide highly effective leadership appropriate to the needs of all staff – to lead by example and support and uphold all aspects of academy ethos and policies.
- Promote teamwork and motivate staff to ensure effective working relations.
- Work with the Headteacher to create a community in which highly effective learning strategies are developed, disseminated, modelled and employed consistently in the work of the academy.
- Implement effective strategies for the management of all staff.
- Lead and share in the organisation of academy events, including assemblies, and represent the academy outside normal school hours as required.
- Create and maintain a culture of continuous institutional self-evaluation and school improvement at team and individual staff level.

- Ensure effective communication/consultation as appropriate with students, parents and outside agencies.
- Plan, evaluate and support the work of groups of staff and evaluate outcomes.
- Develop staff expertise through the identification of needs and participate in an effective programme of continuing professional development, which includes safeguarding and child protection training for all staff.
- Participate in the staff Appraisal process.
- Contribute to academy and/or Trust INSET days and sessions as required.
- Hold Pastoral Year Co-ordinators and tutors to account for delivering effective tutorial programme.
- Source and utilised alternative provision as required for individual students, evaluating its effectiveness, impact and cost.
- Monitor students' behaviour and be proactive in actively promoting and celebrating students' positive behaviour.

EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES

- To work with Governors and colleagues to recruit high quality staff.
- To deploy and develop staff to make most effective use of their skills, expertise and experience and to ensure effective management of the academy in the absence of the Headteacher.
- To assist the Headteacher in the management, organisation, effective and efficient use of the academy's resources.
- To monitor the use of resources with a view to achieving 'best value'.

QUALITY ASSURANCE ACCOUNTABILITIES:

- To support the aims and ethos of the academy by personal example:
 - Set a good example in terms of dress, punctuality and attendance
 - Attend and participate in Open Evenings and student performances, etc
 - Uphold the academy's behaviour policy and uniform regulations
 - Participate in staff professional development activities
 - Attend all relevant meetings
 - To contribute to and further develop the Self Evaluation practices of the academy.
 - To provide information and advice to the Governing Body to enable it to fulfil its responsibilities and ensure proper accountability.
 - To work with the Headteacher, Governors and staff to create an ethos in which all staff recognise and fulfil their accountability.
 - To work with the Headteacher, Governors and staff to ensure that the academy meets all statutory requirements and operates in the spirit and letter of the law.
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- This job description is not a contract of employment, or any part of it. It sets out the broad content of the post but is not intended to be definitive. This job description is current at the date shown, but may be amended by the Headteacher at any time, in consultation with the post holder, to reflect or anticipate changes in the job commensurate with the grade and job title.
 - Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
 - The Governing Body and Headteacher reserve the right to ask the post holder to comply with any reasonable request from a manager to carry out other such duties as may from time to time be reasonably assigned, operating within the conditions of service, but not specified in this job description.
 - Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
 - The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Name of Post holder: _____

Signed: _____ Date: _____

Headteacher: _____

Signed: _____ Date: _____



Job Description for the role of Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) is a member of the academy leadership team. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies.

They are supported by two deputy Designated Safeguarding Leads (DSLs) trained to the same standard as the DSL.

Manage referrals

The DSL lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required.

Work with others

The DSL is expected to:

- liaise with the headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurse, IT Technicians, and SENDCO on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for all staff.

Training

The DSL (and deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The DSL should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- 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;
- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;

- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the academy with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to 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 or college;
- can 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 account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The DSL should:

- ensure the academy's protection policies are known, understood and used appropriately;
- ensure the academy's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy in this;
- link with the local LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child Protection File

When children leave the academy, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENDCO are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the DSL (or a deputy) should always be available during academy hours for staff in the academy to discuss any safeguarding concerns.

It is for the academy and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.