******

|  |  |
| --- | --- |
| *“Be Brilliant Today”* | Assistant Principal – Designated Safeguarding LeadJob Description and Person Specification |

|  |
| --- |
| **Post:** Assistant Principal – Designated Safeguarding Lead**Hours and Basis:** Full time, permanent**Salary:** L12-L17 currently £56,426-£63,802 per annum**Accountable to:** Executive Principal |

**Principal Accountabilities:**

* Take lead responsibility for safeguarding and child protection (including online safety)
* Support staff to carry out their safeguarding duties
* Liaise closely with children’s social care and other services

**As our DSL your key areas of responsibility are:**

* Managing referrals
* Working with others
* Managing the child protection file
* Raising awareness
* Training
* Providing support to staff
* Understanding the views of children
* Holding and sharing information

**What is the purpose of the job?**

The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety). They will take part in strategy discussions and inter-agency meetings, 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.

Lead a wider team of committed Deputy DSLs and the Safeguarding Administration team – they are a highly committed team. Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

**Duties and responsibilities**

**Managing referrals**

Refer cases of suspected abuse and neglect to the local authority children’s social care

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

Refer cases to the police where a crime may have been committed

Wider duties as part of the Academy Leadership Team such as supporting behavior and wider safety around the Academy.

## What do you have to achieve?

Safeguarding is secure and systems are embedded and effective in keeping staff and students safe.

**What do you have to do?**

**Working with staff and other agencies**

Act as a source of support, advice and expertise for all staff

Act as a point of contact with the safeguarding partners

Inform the Executive Principal of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations

Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member

Liaise with 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 senior mental health lead and, where available, the mental health support team, 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 Executive Principal 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

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

Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential

**Managing the child protection files and Systems**

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 2021 (KCSIE)

Where children leave the school (including in year transfers):

Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE

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

**Raising awareness**

Ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part-time staff

Work with the governing 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

Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

**Training**

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, including those outlined in the ‘Training, knowledge and skills’ section of annex C

Undertake Prevent awareness training

Refresh knowledge and skills at regular intervals and at least annually

**Providing support to staff**

Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters

Support staff during the referrals process

Support 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**

Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them

Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

**Holding and sharing information**

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)

Keep detailed, accurate, secure written records of concerns and referrals

**Other areas of responsibility**

Depending on individual candidate, their interests and will have a small teaching requirement of no more than 6 lessons weeks.

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 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.

**Person specification**

|  |  |
| --- | --- |
| criteria | qualities |
| **Qualifications and training** | GCSE (or equivalent) in English and MathsDegreeEvidence of safeguarding training and regular updates. |
| **Experience** | Successful leadership and management experience in a school or other relevant organisationExperience of managing safeguarding in a school or other relevant organisation, including: Building relationships with children and their parents, particularly the most vulnerable Working and communicating effectively with relevant agenciesImplementing and encouraging good safeguarding practice throughout a large team of peopleDemonstrable evidence of developing and implementing strategies to help children and their familiesExperience of handling large amounts of sensitive data and upholding the principles of confidentiality |
| **Skills and knowledge** | Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agenciesAbility 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 familiesExcellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concernsGood IT skills, including previous use of administrative systems the school uses e.g. safeguarding monitoring software, information management systems. We use Classcharts and My Concern.Effective communication and interpersonal skillsAbility to communicate a vision and inspire othersAbility to build effective working relationships with staff and other stakeholders |
| **Personal qualities** | Commitment to ensuring the safety and welfare of children Tenacious in protecting children and staffDemonstrating the Nolan Principals of Public LifeAbility to build and maintain positive working relationships with parents, colleagues, wider professionals and ability to cut through distractions to put children first.Commitment to upholding and promoting the ethos and values of the schoolIntegrity, honesty and fairnessAbility to work under pressure and prioritise effectivelyCommitment to maintaining confidentiality at all timesCommitment to equality and supporting our ‘Proudly Diverse’ ethos and culture |

**Notes:**

This job description may be amended at any time in consultation with the postholder.

**Last review date:** 29th April 2022

**Next review date:** May 2023

**Executive Principal’s signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Postholder’s signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_