Job Title Children`s Welfare Officer

Job Description / Person Specification

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Job Description

Job Title	Children`s Welfare Officer
Location	Whitley Park Primary and Nursery School
Grade/Salary Range	RG5 SCP 24-25 Evaluation code

Job Purpose

To be the Designated Safeguarding Officer in school working with children and families.

To be responsible for working with an allocated number of children and their families, which will include a range of children in need, child protection and looked after children dependent on experience.

To be the key advocate in school for allocated children and their families.

Designation of Post and Position within School Structure

To report to the Head Teacher and Senior Leadership Team.

Main Duties and Responsibilities

1. Lead whole school child protection for all children and their families, deemed suitable for a school Welfare Officer (CP and Safeguarding) undertake assessments and liaise with external agencies

2. To work within RBC's policies and procedures and good practice guidelines in order to meet most effectively the needs of the children and families allocated to you

3. Manage multiple challenging and diverse case loads

4. Work with children and young people, families and carers to help them make informed decisions and engender change, enabling them to clarify and express their needs

5. Adhere to appropriate confidentiality and information sharing, protocols and legislation with regards to sensitive data

6. Take a lead role in monitoring the wellbeing and progress of vulnerable pupils and provide regular reports to SLT

7. Plan differentiated programmes of support for children and families that are continually reviewed and adjusted according to the children`s needs to allow them to participate fully in all aspects of school life

8. To develop and maintain positive working relationships with school staff and other professionals

9. Lead practice and advise colleagues on best practice

10. Attend school safeguarding meetings and lead on all safeguarding matters in conjunction with the Headteacher

11. Support the Attendance Officer and RBC EWO

12. Identify children and families who need support, monitor progress and use varied intervention strategies to improve outcomes

13. Assist with the implementation of individual education programmes for children, review and monitor progress

14. Take a lead role in service evaluation and monitoring, parental consultations including supporting families of children who have been excluded

15. Provide outreach work in the home and the community

16. Develop and deliver parenting sessions

17. Keep up-to-date with contemporary issues in children's social work including legislation, evidence based practice and to attend relevant training and development opportunities

18. Maintain and update student records and case notes and other records to a high standard, write reports as required; if required, give evidence in court in relation to care proceedings

19. Act as the lead professional with regards to Multi Agency meetings, organising and chairing meetings as required. Respond to multi-agency actions and objectives

20. When working with families, to recognise, monitor and assess risk. To escalate risk to the Head Teacher/Senior Leadership Team in a timely manner to plan mitigating actions

21. To work within parameters agreed with the Head Teacher and Senior Leadership Team for specific pieces of work

22. Provide 1-1 emotional support for traumatised children where there are current or historic safeguarding concerns. This includes assessing risk to children and families and taking appropriate action if deemed that children are at risk of harm or in need of support

23. Monitor families that do not reach the threshold for strategy services ensuring that detailed observations and chronologies are kept to capture all concerns

24. Work with families providing a level of family support providing strategies and guidance to improve their current situation

25. Empower parents and carers to build relationships with other professionals and with school staff

26. Signpost families and staff to support organisations in and out of school

27. Manage the delivery of family support in line with the school plans and budget

28. Provide emotional support to parents, such as support to liaise with other agencies and helping them engage with the work that has been identified through TAC, CIN and CP plans

29. Coordinate and work with families on specific areas of concern – attendance, bullying, housing issues etc.

30. Contribute to all CS assessments and support with making long term decisions for the outcomes of children

31. Support staff who are concerned about children and support them when difficult decisions have been made about the children they work with

32. To support foster carers with the transition of children into their care

33. To respond to all multi agency assessments in line with CS policies and procedures

34. To have difficult and challenging conversation with parents about schools concerns and why we have made decisions to escalate our worries while continuing to try and maintain a relationship with families

35. To introduce and be mindful of any new children attending school who are known to Children`s Services. Build relationships with children, parents and previous schools and agencies

Special/Other Requirements/Responsibilities of this Post

Level of DBS check required for this post	Enhanced with a check of the barring list(s)
Does the post require a check against the list of people barred from working with vulnerable adults?	NO
Does the post require a check against the list of people barred from working with children?	YES
What other security/safer recruitment clearances are required for this post? (excluding standard identity/work permit/education qualification checks)	N/A
Is this post "politically restricted"?	NO
Responsibility for Health & Safety:	LEVEL 1

Person Specification

Qualifications/Education/Training

Designated Officer Training Level 2

Knowledge of Keeping Children Safe in Education 2021, Mental Health and Behaviour in Schools 2015, The Children`s Act 1989/2004 and related Guidance and Regulations

Domestic Abuse Awareness Level 1 and Universal Safeguarding Children – Train the Trainer

Experience

Experience of working with children and families in a statutory agency or similar

Experience of involvement in child protection cases and investigations

Experience of working in a Multi-agency environment

Experience of contributing to professional meetings

Skills, Abilities & Competencies

1. Excellent communication skills (including verbal, written and conflict management)
2. Ability to signpost to other agencies to support early intervention
3. Ability to organise and deliver a complex set of tasks and analyse complex information and plan, review and implement care plans.
4. Ability to actively engage in own development
5. Sound understanding of ICT with good keyboard skills
6. Ability to demonstrate resilience via a range of techniques developed by yourself to manage stress and the range of unpleasant environmental circumstances that you may come into contact with on a regular basis
7. Ability to work in a multi-racial/multi-cultural context
8. To be able to operate as part of a team and work alongside other Designated Safeguarding Officers

Judgement & Problem Solving

1. Uses analytical and judgemental or creative and developmental skills to interpret information, or situations and to solve varied problems, or develop solutions, or plans over the short term.
2. Identifies and accesses sources that can fill information and knowledge gaps and decides a strategy to deal with the gaps

Initiative & Decision Making

1. Makes decisions as to when and how duties are to be carried out, and responds independently to unanticipated problems and situations; accesses advice and guidance on serious problems from the Head Teacher and Senior Leadership Team
2. Assesses, justifies and recommends a course of action
3. Seeks advice through supervision
4. Assesses the urgency of the need and response, identifying any needs which require immediate attention

5. Assesses the situation, including risks and takes appropriate action
6. Identifies, justifies and records the need for, and the type of, legal and procedural interventions, necessary to address the crisis.

Organisational & Coping

1. Organises own workload within recognised procedures. Makes decisions as to when and how duties are to be carried out
2. Copes with issues that present challenges to your personal, moral and ethical views
3. Assesses, minimises and manages risks to self and colleagues
4. Identifies risks from behaviour, conflicts between independence, self-determination and risk to others unmet needs
5. Manages and is accountable for your own work, using recording and reporting procedures appropriately, maintaining and updating records in accordance with organisational procedures
6. Continually reviews and updates own knowledge and practice
7. Uses supervision and teamwork to identify different sources of knowledge that can inform best practice.
8. Continually evaluates and learns from your own practice, current and emerging research, the expertise and experience of relevant others; uses supervision, plan how to transfer and apply existing knowledge and skills in new and unfamiliar contexts.

Specific Working Requirements

A full valid driving licence and the use of a car

Willingness to work outside of school hours

Willingness to travel to locations to attend professional meetings