

Designated Safeguarding Lead

Hornsey School for Girls is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job details

Salary: L5-L9

Hours: Standard teaching

Contract type: Full-time

Reporting to: DHT

Responsible for: external counselling, referrals, curriculum support and training around safeguarding including online safety, police and social worker liaison and support, safeguarding and pupil premium funding and support for identified students, rigorous and timely record keeping to all safeguarding cases.

Main purpose

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. Be the lead in undertaking investigations of a safeguarding nature

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as families, the local authority, social care teams, other DSLs, relevant agencies including the police

Some safeguarding activities may be delegated to the deputy DSL, but the DSL will retain ultimate lead responsibility and accountability for safeguarding, child protection, LAC, Pupil premium receipt

Duties and responsibilities

Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support pastoral 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
- Ensure mental health risk assessments are in place for students who need additional support
- 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 after confirmation from the HT or her deputy.

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
- Lead and manage the Counselling service including increasing/ decreasing the staff needed and ensuring that any triage/ waiting list is minimal to ensure responsive management and needs assessment

- Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- 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
- Undertake the audit and relevant actions associated with this around sexual harassment or pattern in child on child abuse which impacts safeguarding
- 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 headteacher 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
 - Undertaking relevant teaching of selected children at risk of lower attainment in their social context

Managing the child protection file

- The appropriate digital portal is correctly administered to ensure files/ folders hold correct time-relevant information
- 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
 - 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 (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
- › Ensure any audits required for safeguarding including sexual and peer on peer abuse are undertaken and actioned
- › Help promote educational outcomes by small group teaching, 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/ Channel awareness training
- › Refresh knowledge and skills at regular intervals and at least annually around the demands of the area, social care, safeguarding and mental wellbeing

Providing support to staff

- › Undertake rota duties to support student behaviour and outcomes whole school
- › Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- › Devise and share appropriate materials and curriculum support to ensure outcomes of staff are appropriate
- › 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

- › Teaching up to a 20% teaching allocation in specialised subject area to support students at risk of under attainment as a result of safeguarding issues/ mental wellbeing
- › 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 team leaders, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners as appropriate
- › 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

- › LAC student lead and key liaison
- › Teaching and learning lead for small groups up to 20% of a timetable as and when required to secure outcomes

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 maths • Degree • PGCE • Accredited DSL level 3 training
Experience	• Successful leadership and management experience in a school or other relevant organisation • Experience 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 agencies ◦ Implementing and encouraging good safeguarding practice throughout a large team of people • Demonstrable evidence of developing and implementing strategies to help children and their families • Experience 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 agencies • Ability 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 families • Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns • Good IT skills, including development of appropriate digital platforms to record and hold records • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships with staff and other stakeholders

Personal qualities	• Commitment to ensuring the safety and welfare of children • Commitment to upholding and promoting the ethos and values of the school • Integrity, honesty and fairness • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to equality
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Notes:

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

Last review date:

Next review date

Headteacher/line manager's signature:

Date:

Postholder's signature:

Date:
