



Designated Safeguarding Lead - Operational

JOB DESCRIPTION

Reports to: Deputy Headteacher (Senior DSL)

The DSL-Operational will assist the Deputy Headteacher in the responsibility for safeguarding and child protection at Lealands High School. They will be an integral member of the Pastoral Team leading operational and strategic discussions in relation to the safeguarding and well-being of students. The DSL will be required to lead in the safeguarding and welfare of students.

Accountabilities

To deputise for the Senior DSL in their absence.

To be the expert for all aspects of safeguarding and wellbeing, providing support and guidance for students, parents and staff to ensure that they are provided for in relation to their specific needs and requirements.

To lead the culture of safeguarding within the school, ensuring that all staff are aware of their duties and responsibilities and that students feel safe so that safeguarding is the top priority in all aspects of school life.

To be the Lealands' designated Mental Health Lead providing leadership and management for all Lealands staff in relation to student mental health, ensuring that staff are kept up to date with local and national developments and are trained in accordance with LSCB guidance.

To respond in a timely manner to safeguarding concerns or behaviours which need to be addressed at individual, group and school level in order to protect children from harm and from engaging in harmful activities. This may include supporting DDSLs and other members of staff through the process.

To foster strong relationships with students, staff, parents and external providers to ensure that good communication is maintained in relation to student wellbeing and safety.

To be a member of the Wellbeing, Progress and Behaviour team and an associate member of the Senior Leadership Team, providing oversight, information, support and guidance for other members of these teams as well as Heads of Year and Pastoral Support Managers to ensure that these staff are developed, trained appropriately, questioned and challenged in relation to all aspects of wellbeing.

To ensure that students in school are supported effectively to live healthy and safe lives, working with staff across the school to support students according to their needs and the needs of the school and community.

To ensure that the school meets all the statutory duties and responsibilities in relation to mental wellbeing and safeguarding; particularly the duties contained within the most up-to-date edition of 'Keeping Children Safe in Education' (DFE publication).



Current responsibilities:

1. To be an associate member of SLT contributing to the whole school leadership of the wellbeing of students, providing guidance and advice to staff and providing reports to the leadership team, governors and Local Authority as required.
2. To build strong working relationships with external/partner agencies by coordinating group and individual support sessions, ensuring that the school engages proactively with these agencies at every opportunity. To make decisions about what steps should be taken in relation to safeguarding children in accordance with local thresholds/guidance and initiate an appropriate and robust response accordingly.
3. To plan, lead and deliver safeguarding inductions, training and briefings to all staff in line with the latest version of KCSIE, ensuring a strong culture of safeguarding amongst staff and good knowledge about procedures and processes that contribute to this.
4. To develop, plan, monitor and improve the provision for young people with mental health concerns in school ensuring that awareness of mental health is raised in school amongst students, staff and parents and that support is in place for those impacted by mental health concerns leading to improved outcomes for them. Ensure that the Mental Health and Well-Being Policy is known, followed and up-dated as appropriate
5. To be the school Designated Mental Health Lead ensuring staff are equipped with the skills to support and manage pupils with mental health needs in their learning. Where appropriate, sharing information about pupils who are experiencing any mental health issues with those who work with them in school so that they can be supported in the school environment. Undertake appropriate national training and keep up-to-date with DFE guidance in accordance with this role.
6. To lead on student wellbeing and mental health by planning strategy as well as signposting and working with students who may need additional support around emotional wellbeing and mental health.
7. To be the first point of contact in school for social services, MASH, the police and other relevant agencies and ensure relevant referrals are made, acting as a source of support, advice and expertise for all staff.
8. To lead regular case monitoring reviews of vulnerable children together with any actions arising from the review.
9. To coordinate and ensure attendance at all Core Group Meetings, CIN meetings, CP conferences, strategy discussions and any other meetings of a safeguarding nature as needed in relation to students at the school.
10. To triage all safeguarding referrals from staff and prioritise actions.
11. To ensure safeguarding and child protection information is dealt with in a confidential manner and in accordance with local requirements including the records of student leavers.
12. To ensure all staff understand and follow the process for reporting concerns of a safeguarding nature and oversee the coordination of Cpoms (school reporting system), so that all safeguarding logs are followed up with appropriate support, actions and intervention for students who have concerns reported about them.
13. To monitor patterns of reports for individuals and school groups, taking actions to address any arising or developing safeguarding concerns to protect children from harm.



14. To provide guidance in relation to the PSHE curriculum in the areas of mental health, wellbeing and RSHE. To enhance this by planning, delivering and facilitating wellbeing events in school.
15. To plan and deliver year group and targeted assemblies to students in relation to aspects of Safeguarding and Wellbeing in both a strategic and reactionary way as appropriate.
16. To ensure that volunteers and visitors coming into school in a safeguarding or wellbeing role have appropriate pre-employment checks, safeguarding induction and training.
17. Support the Business Manager/HR in ensuring staff who work in school through commissioned services have full DBS clearance and communicate regularly with their employers to update this information and ensure records are kept.
17. To check with alternative learning providers where our students are placed have provided up to date safeguarding information and policies and that all staff working with our students have up to date enhanced DBS checks. This should be checked each time a new student joins the provision.
18. To work with the Designated Safeguarding Lead, SENCO and attendance officer to monitor the safeguarding arrangements and student attendance at Alternative Provisions including arranging regular (at least termly) visits to all students placed in alternative provision. Ensuring that students educated off-site are in a safe environment
19. To work closely with the Pastoral Support Managers and Heads of Year to ensure strong relationships are formed with students and parents in supporting them with safeguarding, wellbeing and mental health. This includes following up on Cpoms logs, meeting with parents and ensuring supportive actions are in place and followed up
20. To undertake a Support Duty and Reflection Room timetable proportionate to the role.
21. To maintain up-to-date and accurate child protection folders with appropriate chronology.
22. To manage risk for individual students by liaising with appropriate staff and agencies, creating monitoring and ensuring adherence to risk assessments where appropriate.
23. To contribute to staff wellbeing by being a point of contact and signposting staff to appropriate agencies and support. To liaise with the School's HR Officer to pro-actively promote staff wellbeing and provide advice/strategies regularly and as required by individuals.
24. To attend the staff reference group to listen to the views of staff in relation to the items discussed and to contribute thoughts from the safeguarding and wellbeing perspective.
25. To lead the school in signing up to the Government Education Staff Wellbeing Charter.

DIMENSIONS:

Other:

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed



This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post

Person Specification – Designated Safeguarding Lead - Operational

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

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Essential (E): - without which candidate would be rejected
Desirable (D): - useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How Measured	Desirable	How Measured
Experience	Substantial experience of working with pupils with social and behavioural needs.	1,2	Some experience of supporting learning of disaffected pupils in an educational environment. Some experience of providing counselling/pastoral care. Experience of leading individual staff or teams of staff to drive improvement and development.	1,2
	Demonstrable experience in working with parents to support their child's development.	1,2		
	Demonstrable experience in working with external agencies to support students and parents.	1,2		
	Substantial child protection experience of working with students, parents and external agencies including MASH, Early Help Team, social services and the police.	1,2,4		
	Demonstrable experience working with child protection cases supporting the student, parents, staff and external agency partners.	1,2		
		1,2		
Skills/Abilities	Able to motivate disaffected pupils and able to respond positively in emotionally demanding situations.	1,2	Demonstrate ability to effectively plan, monitor and evaluate a budget.	1,2
	Able to contribute constructively to the work of a team.	1,2		
		1,2		



	<p>Able to build and maintain constructive relationships with pupils and parents/carers.</p> <p>Able to plan, lead and deliver CPD opportunities for all staff in school.</p> <p>Ability to communicate to groups of staff and students in a training capacity to impart knowledge and understanding related to safeguarding.</p> <p>Literacy skills – able to read, understand and differentiate written material within relevant curriculum; able to draft policies and guidance.</p> <p>Numeracy skills – able to add, subtract, multiply and divide to support pupils in accessing relevant curriculum.</p> <p>Able to coordinate, motivate develop and lead a small team.</p> <p>Organisation and time-management skills relevant for meticulous record keeping in relation to safeguarding and child protection.</p>	<p>1,2,3</p> <p>1,2,3</p> <p>1,2</p> <p>1,2</p>		
Equality Issues	Able to recognise and act upon discrimination.	1,2		
Specialist Knowledge	<p>Demonstrable knowledge of relevant policies and codes of practice and awareness of relevant legislation, strategies and intervention systems.</p> <p>Demonstrable knowledge of national curriculum and statutory requirements in relation to PSHE and Relationship and Sex Education.</p> <p>Demonstrate knowledge and experience of holding responsibility for child protection matters in a school.</p>	<p>1,2</p> <p>1,2</p> <p>1,2,4</p>	<p>Some experience of planning well-being activities and Some experience of co-ordinating Relationship and Sex Education policy and practise in schools.</p> <p>A knowledge and understanding of the CPOMS recording system.</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p>



	Demonstrable knowledge of Keeping Children Safe in Education and how it related directly to practice in schools. An understanding of how mental health can impact on a person and the strategies used to support people with mental health issues.			
Education and Training			Have NVQ Level 4 or equivalent qualification or equivalent experience	1,2,4
Other Requirements				

1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)