

**St Ann’s Primary School**

**Designated Safeguarding Lead Job Description**

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| **Post:** | Designated Safeguarding Lead |
| **Responsible to:** | Headteacher / JMAT (James Montgomery Academy Trust) / Local Governing Board |
| **School:** | St Ann’s Primary School |
| **Scale:** | Band F/ Band G depending on relevant experience |
| **Liaising with:** | Staff, Pupils, Parents/Carers, External Agencies /JMAT Safeguarding Lead |
| **Start date:** | To be agreed with successful candidate |

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| **Function** | The postholder will focus on overseeing all aspects of safeguarding and child protection within the school, ensuring a safe learning environment by actively identifying potential risks, managing concerns, coordinating with external agencies, and providing training and support to staff regarding safeguarding policies and procedures; they will act as the primary point of contact for any child protection and safeguarding issues within the school and will co-ordinate the involvement of specialist services and agencies where appropriate. |
| **Main Duties and Responsibilities:** |  |
| **Safeguarding** | * To work within the safeguarding team as the Designated Safeguarding Lead. This includes making child protection referrals, attending strategy meetings, conferences, and core group meetings, ensuring the school undertakes all agreed actions, staff training and awareness raising. * Act as the first point of contact for all issues relating to safeguarding. * To provide impartial information, signposting, or referrals about national and local services to parents, children and families including those provided by education, social care, childcare providers, the voluntary sector, and others, including facilitating swift and easy access to specialist services where appropriate through the use of the Early Help Assessment. * Make referrals to other agencies, such as social services, educational psychologists, health professionals or the careers service. * Contribute to reporting to governors/the Trust on the effectiveness of safeguarding procedures in school. * Undertake DSL training and keep up to date with any changes in legislation or Keeping Children Safe in Education. * Attend / lead meetings and be a point of contact for Early Help workers and social workers. * Attend / lead training as deemed appropriate for safe effective practice. * Attend supervision where appropriate. * In collaboration with the Headteacher, lead safeguarding training for new staff as part the school’s induction process. * Carry out home visits with the Family Support Worker for attendance and / or safeguarding welfare reasons. * To conduct and participate in regular reviews and audits to monitor the effectiveness of safeguarding processes and procedures and identify next steps for development within the school. * In the absence of the postholder (DSL) ensure the Deputy Designated Safeguarding Lead (DDSL) is able to assume responsibility for safeguarding concerns. * Take lead responsibility for promoting and monitoring online safety, including ensuring appropriate filtering and monitoring systems are in place, and supporting the teaching of safe online behaviours. * Ensure the school’s procedures for managing child-on-child abuse (peer-on-peer abuse), including sexual harassment and online abuse, are effective, understood by all staff, and embedded into practice. * Promote a strong safeguarding culture where staff are empowered to raise concerns, children are listened to, and safeguarding is everyone’s responsibility. |

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| **Pupil Engagement** | * Be an advocate for pupils in meetings and promote the voice of the child. * Obtain the child voice through wishes and feelings work. * To engage pupils in activities in response to themes and issues around contextual safeguarding. |

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| **Reporting** | * Maintain accurate safeguarding records on RecordMy, including all concerns relating to child-on-child abuse and online safety incidents. * To support staff CPD in relation to recording and reporting around safeguarding issues. * Maintain accurate and consistent records and documentation pertaining to meetings/contact with children and their families. * Write reports for Initial and Review Child Protection Conferences. |

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| **Multi-Agency Working** | * To contribute to the sharing of information between local agencies, schools, authorities, and other relevant practitioners. * Establish and maintain effective working partnerships with other agencies and individuals to address needs. * Attend meetings as may be required to further improve outcomes for children, attendance, help to inform other services, or further develop the Designated Safeguarding Lead role. * Keep up to date on the range of agencies working locally to maintain knowledge of services that parents might be signposted to. |

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| **Equality and Diversity** | * Through the promotion of quality and diversity, ensure any socially excluded families are welcomed and re-integrated into the school community. * To establish links and networks within the local community to identify additional community support for families. * To work in conjunction with the Family Support Worker to promote parental engagement and partnership. |

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| **Working Within School** | * To liaise closely with the staff in school to ensure that everyone understands and supports the strategies and processes being used to keep children safe and to develop the pupils’ skills and behaviours for learning and engagement with school. * To work alongside colleagues to assess the needs of the children and families referred for support and participate in the reviews and evaluation of the work. * To work closely with other identified members of staff, parents, and relevant agencies. * To meet regularly with the designated line manager to report on progress of identified pupils and contribute to meetings about pupils when required, providing a contribution to the termly safeguarding reports to governors. * To review own practice and contribute to the evaluation of pupil safeguarding and well-being provision as part of professional development review process. |

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| **Other Responsibilities** | * To be flexible in working to respond to safeguarding emergencies. * All duties and responsibilities must be carried out with due regard to Trust existing policies such as Safeguarding and Child Protection, Health and Safety, Equal Opportunities, etc. * To operate within agreed legal, ethical, and professional boundaries when working with children and young people and those involved with them. |

The post holder’s duties must be carried out in compliance with the school’s Safeguarding Policies, Equality Policies, Information Security Policies, Financial Regulations, Health & Safety at Work Act, and all other school policies.

These duties and responsibilities should not be regarded as exhaustive or exclusive as the post holder may be required to undertake other determined duties within the school, commensurate with the grading of the post, without changing the general character of the post. The Job Description and allocation of responsibilities will be reviewed on a yearly basis and may be amended by the Headteacher at any time after consultation.

**The post holder must always comply with the school’s code of conduct.**



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**Person Specification**

James Montgomery Academy Trust is dedicated to appointing the best possible candidates.

The successful candidate for this position will be accountable for achieving the highest possible standards in work and conduct. They will act with honesty and integrity; have strong job specific knowledge, keep their skills as up-to-date and will be self-critical. The successful candidate will be expected to forge positive professional relationships; and work in collaboration with all stakeholders of the school.

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| **EDUCATION AND QUALIFICATIONS** | | | |
|  | Essential | Desirable | Source  A- application  I - interview  R - references |
| Minimum of English and Maths GCSE or equivalent (Grade A-C or 9-5). | ü |  | A, I |
| NVQ Level 3 in an area appropriate to this role. | ü |  | A, I |
| NVQ Level 4 or higher in an area appropriate to this role. |  | ü | A, I |
| Relevant and up to date CPD (Continuing Professional Development) appropriate to this role including designated safeguarding training. | ü |  | A |

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| **EXPERIENCE** | | | |
|  | Essential | Desirable | Source  A- application  I - interview  R - references |
| Relevant experience of working with vulnerable children and families. | ü |  | A, I |
| Relevant experience of working with a range of multi agencies including social care and early help. | ü |  | A, I |
| Experience of managing a caseload. |  | ü | A, I, R |
| Experience of working in a school setting. | ü |  | A, I |
| Experience of effective line management of staff. |  | ü | A, I, R |
| Experience of leading a small team in a more complex area of work. |  | ü | A, I, R |
| Experience of writing accurate and detailed reports for various agencies / audiences. |  | ü | A, I, R |
| Experience of safeguarding policies and processes in a school. | ü |  | A, I, R |

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| **KNOWLEDGE AND SKILLS** | | | |
|  | Essential | Desirable | Source  A- application  I - interview  R - references |
| Understanding of the responsibilities outlined in Keeping Children Safe in Education (KCSIE) 2024, particularly regarding child-on-child abuse, online safety, and promoting a strong safeguarding culture | ü |  | A, I, R |
| An understanding of safeguarding systems and processes. | ü |  | A, I |
| An understanding of barriers to attendance and lateness. | ü |  | A, I |
| Knowledge of KCSIE and Working Together to Safeguard Children. | ü |  | A, R |
| Knowledge and experience of planning and delivering one to one and small group interventions. | ü |  | A, I, R |
| Knowledge of available support services and referral routes for children and families. | ü |  | A, I, R |
| Good verbal and written communication skills. | ü |  | A, I, R |
| Good interpersonal skills – able to relate to children and families. | ü |  | A, I, R |
| An ability to motivate, inspire and challenge young people, self, and others. | ü |  | A, I |
| Ability to work with children and families with a range of challenges | ü |  | A, R |
| To comply with health and safety and safeguarding procedures. | ü |  | A, I |
| An ability to negotiate / procure appropriate services and support. |  | ü | A, I, R |
| To be aware and up to date with national and local legislative changes to policies affecting children. | ü |  | A, I, R |
| Knowledge of managing online safety risks and the use of filtering and monitoring systems within schools. | ü |  | A, I |

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| **PERSONAL AND PROFESSIONAL ATTRIBUTES** | | | |
|  | Essential | Desirable | Source  A- application  I - interview  R - references |
| A calm and organised approach. | ü |  | A, I, R |
| A commitment to equal opportunities for all. | ü |  | A, I |
| A commitment to contributing to the wider life of the school and its community. | ü |  | A, I |
| Professionally assertive. | ü |  | A, I |
| Ability to manage own well-being and support the well-being of others. | ü |  | A, I, R |
| Discrete when dealing with sensitive and / or confidential matters. | ü |  | A, I |
| Ability to form respectful and trusting relationships. | ü |  | A, I, R |
| A good team player. | ü |  | A, I, R |

**Additional Essential Criteria**

* Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment.
* Fully supportive references.
* Full enhanced DBS clearance