



Designated Safeguarding Lead (Support)

Job Description

The following information is provided to assist staff to understand the work content of their post and the role they are to play in the school.

Whilst every endeavour has been made to outline all the duties and responsibilities of this post, a document such as this does not permit every item to be specified in detail. Broad headings therefore may have been used below, in which case all the usual associated routines are naturally included in the job description.

Salary / grade range	Grade 7 (scp 26 - 30) Actual Salary is £29,928.53-£32,840.27
Hours	37 hours per week, Term Time + 5 days
Location	Co-op Academy Medlock
Reports to	Headteacher & AHT for Inclusion

Purpose of role:

To work positively within the school's leadership team to:-

- Act as the Designated Safeguarding Lead (DSL) in all matters of safeguarding and child protection across the school.
- Take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.
- Advise and supporting other members of staff on child welfare and child protection matters
- Liaise with relevant agencies such as the local authority and police.
- Support the raising of standards in the school by providing support to individual pupils and their families.
- Support pupils of the school by helping them to remove the barriers to their learning which are preventing them from achieving their full potential.
- Support the improvement of pupil punctuality, attendance and challenging behaviour and assist the school's pastoral programme in reducing exclusion.
- To know and implement all statutory obligations as outlined in the 'Keeping Children Safe in Education' document (KCSIE).



Key accountabilities (and specific duties / responsibilities):

RANGE OF DUTIES

Designated Safeguarding Lead Responsibilities

- Refer cases of suspected abuse to the local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern.
- Support Regional HR Managers where applicable for referrals to Disclosure and Barring Service where a person is dismissed or left due to risk or harm to a child. This is carried out centrally but you may be required to support.
- Refer cases where a crime may have been committed to the police.
- Keep detailed, accurate and secure written records of concerns and referrals using the academy's electronic record keeping system, CPOMS. Working with staff and other agencies.
- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part time staff).
- Inform the headteacher of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations.
- Support the Headteacher in liaising with the case manager and the local authority's designated officer for child protection concerns in all cases where a member of school staff is involved.
- Liaise with staff on matters of safety, safeguarding, and when deciding whether to make a referral.
- Act as a source of support, advice and expertise for staff. Understand the assessment process for providing early help and intervention.
- Demonstrate a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.
- Attend and contribute to child protection case conferences effectively when required to do so.
- Undergo training to develop and maintain the knowledge and skills required to carry out the role.
- Undergo Prevent training and be able to:
 - Support the school or college in meeting the requirements of the Prevent duty
 - Provide advice and support to staff on protecting children from the risk of radicalisation
 - Undergo training on female genital mutilation (FGM) and be able to:
 - Provide advice and support to staff on protecting and identifying children at risk of FGM
 - Report known cases of FGM to the police, and help others to do so
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role.



- Obtain access to relevant resources.
- Undertake Refresher DSL training every 2 years as currently required.
- Raise awareness.
- Ensure the school's child protection policies are known, understood and used appropriately.
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community.
- Ensure parents have read the safeguarding policy, and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this.
- Link with the local safeguarding children board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Engage with our trust Regional Safeguarding Lead for supervision & support.
- Engage with our Trust quality assurance processes, including case file reviews and safeguarding reviews.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them.

Other areas of responsibility

- Where children leave the school, work to securely transfer their child protection file to their new school as soon as possible.
- Produce safeguarding reports to the governing board where applicable.
- Model best practice and uphold the principles of confidentiality and data protection at all times.

Attendance Improvement Responsibilities

- Monitor lateness and follow up concerns.
- Monitor and follow-up missing registers from lessons and discrepancies with registers submitted.
- Deliver attendance initiatives.
- Undertake home visits and other attendance related meetings in school when asked.
- Log all activity on Arbor and / or CPOMS in a timely manner.
- Provide appropriate and professional challenge when working with parents.
- Flag up any concerning absence trends to the Head Teacher.
- Attend attendance team meetings.
- Disseminate information to parents in relation to attendance policy and procedures.
- Represent the school in a positive way, contributing to a welcoming school environment.
- Communicate with families in person and via letters as per policy.
- Systematically monitor attendance and present reports to the safeguarding & SLT meetings.

Pupil Support Responsibilities

- Work closely with the SLT and class teachers to identify and implement individual



mentoring plans for identified pupils.

- Support children in understanding their mental health.
- Support children through times of stress and anxiety.
- Participate in the assessment of pupils who need extra help to overcome the barriers to learning and socialising (social, emotional and mental health) they experience from inside and outside school.
- Discuss and help decide how identified needs will be addressed.
- Draw up, and implement, an action plan with the SLT for individual pupils who need support, including pupils' input if appropriate.
- Work in a variety of ways to support and engage pupils, improving their self regulation through support in class, 1:1 support and group activities.
- Listen to learners and help them resolve a range of issues that are creating barriers to their learning, including barriers relating to aspects of social, emotional and mental health.
- Use behaviour data to identify targets.
- Use the SENSO internet monitoring system and take action to investigate, report and update as appropriate.
- Keep detailed monitoring and progress records including Class Charts and Provision Maps.
- Share knowledge and provide guidance to other staff in relation to a range of activities and programmes of support which will meet the needs of pupils.
- Liaise with staff to identify learners who would benefit from mentoring.
- Help to secure funding to support learners' additional educational needs by contributing to necessary reports.
- Help with transition activities for learners moving to secondary schools or on to further education.

Other responsibilities

- Network with other DSLs and relevant external agencies and professionals, such as educational psychologists, the police and social services.
- Manage your own professional development through undertaking relevant training and sharing best practice with other learning mentors.
- Observing existing protocols relating to confidentiality and data protection.

SUPERVISION AND GUIDANCE

- Responsible to the Headteacher and AHT for Inclusion but is expected to seek guidance from appropriate sources.

RANGE OF DECISION MAKING

- To make decisions using your own initiative where appropriate within established working practices and procedures.
- The post holder will be expected to use good common sense and initiative in all matters relating to:
 - the conduct and behaviour of individual, groups of pupils and whole classes



- the correct use and care of materials by individual and small groups of pupils
- the safety, mobility (if required) and hygiene and well being of the pupils

RESPONSIBILITY FOR ASSETS, MATERIALS ETC

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- To be responsible for the care of all equipment and materials within the classroom/designated area of the school in conjunction with other members of staff
- The provision, use and storage of equipment and materials prepared by the post holder and used by the children with whom the post holder is working

CONTACTS

- Internal at all levels, parents/carers, Governors, Community Groups, Health, Social Services, Police, Local Education Authority, Education Bradford, Contractors, External Agencies

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS

- Will have long periods of sitting or standing
- Will have periods of supervising children outdoors in sometimes extreme conditions
- Available to work during school hours term time and a willingness to be flexible as may be required to attend staff meetings/training sessions/meetings outside of usual hours

FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School

Policies

All colleagues will fully support and champion, Safeguarding, Child Protection, Equality and Diversity and the Prevent agenda at all times, as appropriate.

Colleagues will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.



Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I)
Qualifications 3 x GCSEs Grade A*-C (or equivalent) including English and Maths Level 3 college qualification (or equivalent) in a related subject (e.g. counselling, education, childcare, health and social care) Appropriate DSL-level qualifications First aid trained Relevant management experience		
Experience • Experience of Local Authority Procedures and policies relating to attendance and Child Protection. • Experience of working with a range of external agencies including on a multi agency basis. • Experience of working sensitively and with confidentiality • Experience of working with vulnerable families • Experience of working within a team		



• Confident dealing and communicating with families who have complex and challenging needs • Understanding of attendance issues - national and local drivers • Understanding of behaviour management strategies and techniques. • Experiences of using CPOMS or equivalent safeguarding software • Experience of working in a school • Experience of working as a DSL or DDSL • Experience of leading a team • Experience of the use of GMAIL office suite, SIMs, Microsoft teams and other software.		
Skills, Ability, Knowledge Understanding of Keeping Children Safe in Education Understanding of child protection issues and current safeguarding legislation Knowledge of the referral processes to social care and to a variety of agencies (including escalation process). Working with families to help plan strategies and interventions to address individual pupil issues Maintenance and updating of records and case files Ability to deliver objectives and targets within agreed timescales Experience of planning and/or delivering staff training.		



Understanding of Keeping Children Safe in Education Understanding of child protection issues and current safeguarding legislation Knowledge of the referral processes to social care and to a variety of agencies (including escalation process). Working with families to help plan strategies and interventions to address individual pupil		
Personal Qualities Excellent communication and interpersonal skills High levels of commitment, enthusiasm, inspiration and motivation Organised and able to use initiative Commitment to co-op values and ways of being Ability to work collaboratively.		

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.