



**Southwark Diocesan
Board of Education
Multi-Academy Trust**
Developing Church of England Education

St Paul's C of E primary School

DSL & Family Support Worker

Job Description and Person Specification

July 2024

Job Description

Job Title: DSL & Family Support Worker

Spine Point: 20-25

Hours per week: 8am – 4.30pm

Work Pattern: Term Time Only

Location: St Paul's C of E Primary School

Reports to: Head of School

DSL – Roles and Responsibilities

- **Main purpose**

- The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety and understanding the filtering and monitoring systems in place).
- They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.
- They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.
- DDSLs include; Ali Silke EL, Angela Batchelor HoS,
- Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

- **Duties and responsibilities**

- **Managing referrals**

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support 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
- 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

- **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
- 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
- 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 and/or reasonable adjustments to help these children reach their potential
- **Managing the child protection file**
 - 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 it 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 and carers 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
 - Help promote educational outcomes by 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 awareness training
 - Refresh knowledge and skills at regular intervals and at least annually
- **Providing support to staff**
 - Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
 - Deliver (or facilitate) appropriate safeguarding and child protection training, including online safety, and staff responsibilities in relation to filtering and monitoring
 - 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**
 - 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 schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners

- 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
- **Filtering and monitoring**
- Understand the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified
- Make sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning
- Review filtering and monitoring provision at least annually
- **Other areas of responsibility**
- Act as attendance officer by:
 - Doing first calls and follow up accompanied home visits if necessary
 - Working with the EWO to ensure punctuality and attendance letters are sent out in a timely manner
 - Attending meetings with parents and EWO
 - Attending TAF for attendance
- 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
<ul style="list-style-type: none"> • Qualifications and training 	<ul style="list-style-type: none"> • GCSE (or equivalent) in English and maths • Degree • DSL training in date
<ul style="list-style-type: none"> • Experience 	<ul style="list-style-type: none"> • Successful leadership and management experience in a school or other relevant organisation • Experience of managing safeguarding in a school or other relevant organisation, including: <ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • Skills and knowledge 	<ul style="list-style-type: none"> • 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 previous use of cpoms, Arbor or similar management information system • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships with staff and other stakeholders
<ul style="list-style-type: none"> • Personal qualities 	<ul style="list-style-type: none"> • 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

Family Support Worker

Role Purpose and Role Dimensions:

- To improve the life outcomes and opportunities for school-aged children and their families by providing a range of family support, interventions and activities.
- To ensure that leadership and life skills are embedded across all areas of life with children and their families and to create a culture of personal empowerment.
- Maintain accurate records to measure impact and outcomes.

Commitment to Diversity:

As a member of the School Team to take individual and collective professional responsibility for championing the School's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also, to commit to continually developing personal understanding of diversity.

Key Accountabilities and Result Areas:	Key Elements:
General duties	This will involve:
	Developing home school links to encourage good communication between the school and families
	Work with pupils experiencing social, emotional and behaviour difficulties/or at risk of social exclusion/disaffection and their families so they can fully participate fully in home and school activities in order to achieve their full potential
	Advise on practical childcare and parenting skills including how to meet the emotional needs of children e.g. play, setting boundaries and consistent discipline
	Help to improve attendance by monitoring and offering assistance
	Design, co-ordinate and evaluate small groups of children and/or parents and address the problems which have created disaffection with school

	Be available to support groups of pupils during the lunch period to help them in resolving conflicts and developing personal, social and emotional skills
	Bring the voice of the parent to school and/or agency meetings and provide support to empower the parents
	Provide time-limited, responsive and flexible support to family members within the home and the community, including some evenings, to promote better outcomes for children and parents including home safety, establishing mealtime/school routines and supporting dealing with debt or financial management
	Assist in active outreach to the most vulnerable families, including facilitating drop in surgeries and community events and visiting families at home to offer services
	Alongside the Inclusion Team, identify and engage with vulnerable families in order to create a bespoke package of support
	Act as a point of contact in school for families in need of support
	Complete Common Assessment Framework/Early Help Assessment/Family Outcomes Panel with families in order to assist them in seeking the most appropriate support
	Build effective relationships with families
	Ensure families are fully engaged and involved in setting achievable and realistic goals and deliver solution focussed interventions that address the families' goals
	Work in partnership with families to increase their confidence and resilience to encourage positive family relationships and promote children's development and the health and wellbeing of all family members
	Organise and run productive meetings between parent, pupils and teachers, where the parent's voice is heard, which achieve positive ends

Green Statement

This will involve: Seeking opportunities for contributing to sustainable development of the borough, in accordance with the School/Academy's Green Commitment. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in management of the service provision.

Key Accountabilities and Result Areas:	Key Elements: This will involve:
Data Protection	Being aware of the School/Academy's legal obligations under the Data Protection Act 2018 (the "2018 Act") and the EU General Data Protection Regulation ("GDPR") for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply. Maintaining customer records and archive systems in accordance with departmental procedures and policies as well as statutory requirements. Treating all information acquired through employment, both formally and informally, in accordance with the Workforce Data Protection Policy.
Confidentiality	Treating all information acquired through employment, both formally and informally, in confidence. There are strict rules and protocols defining employee access to and use of the School's databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.
Equalities and Diversity	The School has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and

	discrimination. This includes respecting and valuing the different experiences, ideas and backgrounds others can bring to work and to teams.
Safeguarding	Displays commitment to the protection and safeguarding of children and young people. Values and respects the views and needs of children and young people. Demonstrates a commitment to fundamental British values and an awareness of how these can be promoted in direct work with children.
Customer Care	Ability to demonstrate a commitment to Customer Care.
Health and safety	Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.
To contribute as an effective and collaborative member of the School Team	Participating in training to be able to demonstrate competence. Participating in first aid training as required. Participating in the ongoing development, implementation and monitoring of the service plans. Championing the professional integrity of the School. Supporting Customer Focus, Best Value and electronic management of processes. Actively sharing feedback on School policies and interventions.

Person Specification

Job Title: DSL & Family Support Worker

Essential Knowledge: Knowledge and understanding of family support and parenting programmes and services

Essential skills and abilities: Confident and skilled user of ICT — able to use it with children and parents to develop their competence and independence in its use. Report pupil achievement and progress as appropriate. Assist in maintaining high standards throughout the school. Ability to record and report accurate and relevant information about pupil's and/or families home situations, learning, attendance and emotional wellbeing in confidential manner.

Essential experience: Have had experience of working with adults and young children within a variety of educational settings.

Personal Qualities: Good interpersonal skills. Have the ability to work with a variety of people in a style that empowers them to help themselves. Listen and communicate effectively in a variety of ways.

Special Conditions: Attend meetings/take minutes. Participate in training and performance management as required. Enhanced DBS check

Notes:

- This job description may be amended at any time in consultation with the postholder.
- **Last review date:** 7th July 2024
- **Next review date:** 7th July 2025

Headteacher/line manager's signature:

Date:

Postholder's signature:

Date: