

Inclusion and Designated Safeguarding Lead

Job Description and Person Specification

Location	Dunalley Primary School
Salary	L1-5
Contract	Full-time – Permanent
Reporting to	Headteacher
Leadership responsibility	Member of the Senior Leadership Team (SLT)
Statutory/designated roles	Designated Safeguarding Lead (DSL); SENCO; Designated Teacher for looked-after and previously looked-after children

Purpose of the Role

The Inclusion and Safeguarding Lead will provide strategic leadership to ensure that all pupils, including those with Special Educational Needs and Disabilities (SEND), those with English as an Additional Language (EAL), those who are disadvantaged, and children who are looked-after or previously looked-after, are safe, included and able to achieve, succeed and flourish.

As a member of the Senior Leadership Team, the post holder will lead inclusion and safeguarding and will take strategic responsibility for the effective use of additional funding, including Pupil Premium, to improve outcomes and reduce disadvantage across the school.

The post holder will fulfil the statutory role of SENCO and will act as the school's Designated Safeguarding Lead and Designated Teacher for looked-after and previously looked-after children. They will have the status, authority, training, resources and support required to discharge these responsibilities effectively and will carry them out in accordance with current statutory guidance, including Keeping Children Safe in Education (KCSIE) and statutory guidance for designated teachers.

Key Responsibilities

1. Strategic Leadership (SLT)

- Contribute to whole-school self-evaluation, improvement planning and strategic decision-making.
- Lead the implementation of a coherent, evidence-informed approach to inclusion, safeguarding and disadvantage.
- Ensure consistent, high-quality practice through effective systems, monitoring, quality assurance and professional development.
- Advise the Headteacher and governors on priorities, statutory duties, risks and impact relating to SEND, safeguarding, EAL, disadvantaged pupils, and looked-after and previously looked-after children.
- Promote a culture of high expectations, vigilance, professional curiosity, inclusion and listening to children.

2. SEND Leadership and Coordination (SENCO Role)

- Lead and coordinate SEND provision across the school in accordance with statutory requirements and the SEND Code of Practice.
- Establish and sustain robust systems for identification, assessment and the graduated approach.
- Ensure pupils with SEND access and learn the intended curriculum alongside their peers, with high-quality adaptive teaching as the primary support.
- Lead evidence-informed provision and evaluate its impact over time, using assessment and data to monitor progress and refine support.
- Develop staff expertise through coaching and structured professional development.
- Work in partnership with pupils, families, external professionals and relevant local authority services.
- Fulfil the professional requirements of the SENCO role, including completion of the National Professional Qualification for SENCOs within the required timescale if not already held.

3. Safeguarding Leadership (Designated Safeguarding Lead)

- Take ultimate lead responsibility within the school for safeguarding and child protection, including online safety and understanding the school's filtering and monitoring systems and processes; this lead responsibility will not be delegated.
- Act as a source of safeguarding support, advice and expertise for all staff and as a key point of contact with safeguarding partners and other agencies.

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- Manage and oversee referrals, including referrals to local authority children's social care, the Channel programme, the Disclosure and Barring Service and the police where required, and support staff who make referrals.
 - Liaise with the Headteacher about safeguarding issues, including section 47 enquiries and police investigations, and liaise with the case manager and Local Authority Designated Officer (LADO) where concerns relate to staff.
 - Take part in, contribute to and, where appropriate, support staff to contribute to strategy discussions, child protection conferences, reviews and other inter-agency meetings and assessments.
 - Ensure safeguarding concerns are acted upon promptly and that robust, well-understood arrangements are in place to provide DSL cover whenever the post holder is unavailable.
 - Ensure child protection records are clear, factual, accurate, secure and up to date; oversee appropriate information sharing and the prompt, secure transfer and review of safeguarding information when pupils move settings.
 - Ensure the child protection policy and safeguarding procedures are understood by staff, reviewed at least annually and updated as required, and that parents and carers understand the school's safeguarding responsibilities.
 - Ensure staff safeguarding induction, training and regular updates are effective and reflect current statutory guidance and local safeguarding arrangements.
 - Maintain up-to-date DSL knowledge and skills through formal training at least every two years, Prevent awareness training, and regular updates at least annually.
 - Lead safeguarding aspects of online safety, including responding to concerns arising from filtering and monitoring and contributing to the school's review of the effectiveness of these arrangements.
 - Promote educational outcomes for children who have or have had a social worker by understanding the impact of safeguarding and welfare issues on attendance, engagement and achievement and ensuring staff provide appropriate academic and pastoral support.
 - Promote supportive engagement with parents and carers while maintaining a child-centred approach and ensuring that children's wishes and feelings are heard and taken into account.
 - Support deputy DSLs, ensuring they are trained to the required standard and that the school has sufficient safeguarding capacity.

4. Designated Teacher for Looked-After and Previously Looked-After Children

- Act as the school's central point of contact and strategic lead for promoting the educational achievement of looked-after and previously looked-after children.
- Champion the needs of looked-after and previously looked-after children within the school and ensure that policies, practice and decision-making reflect their educational, social and emotional needs without creating unintended barriers or stigma.
- Ensure staff understand the factors that can affect the learning, wellbeing and achievement of looked-after and previously looked-after children, including the impact of loss, separation, trauma and disrupted attachment, while maintaining high expectations for their progress and achievement.
- Lead the development, implementation and review of Personal Education Plans (PEPs) for looked-after children in partnership with the child, carers, social workers, the Virtual School Head and other professionals, ensuring targets, provision and responsibilities are clear and progress is rigorously monitored.
- Track and evaluate the attendance, attainment, progress, participation and wider outcomes of looked-after and previously looked-after children and ensure timely action where pupils are not on track.
- Work directly with looked-after and previously looked-after children and their carers, parents or guardians to promote strong home-school relationships, listen to children's views and support high aspirations.
- Work closely with Virtual School Heads and local authorities, seeking information, advice and support where appropriate and ensuring effective transition and continuity when children enter care, join the school, change placement or move school.
- Advise teachers on appropriate teaching, assessment, intervention and pastoral approaches and ensure looked-after and previously looked-after children can participate fully in the curriculum and wider life of the school.
- Ensure Pupil Premium Plus is considered and used appropriately to support educational achievement; contribute to the school's wider Pupil Premium strategy so that the needs of previously looked-after children are appropriately reflected.
- Provide the governing body and Headteacher with appropriate information about the progress, provision and outcomes of looked-after and previously looked-after children, while protecting individual pupils' confidentiality.
- Ensure safeguarding concerns relating to looked-after and previously looked-after children are responded to quickly and effectively; as this post holder is also DSL, ensure the safeguarding and educational aspects of the role are closely integrated.

5. Inclusion for Pupils with EAL

- Lead and promote effective provision for pupils with English as an Additional Language (EAL).
- Ensure pupils with EAL can access the full curriculum through appropriate linguistic and pedagogical support.
- Support staff in developing strategies for language acquisition alongside curriculum learning.
- Monitor progress and attainment of pupils with EAL and address identified barriers or gaps.

6. Pupil Premium Strategy

- Take strategic responsibility for the use of Pupil Premium funding to improve outcomes for disadvantaged pupils.
- Identify the key barriers to learning faced by disadvantaged pupils in the school context and develop, implement and regularly review a clear Pupil Premium strategy aligned with school improvement priorities.
- Ensure spending is evidence-informed and aligned with current DfE requirements, including high-quality teaching, targeted academic support and wider strategies to address non-academic barriers.
- Ensure the needs of looked-after and previously looked-after children are appropriately considered within strategic decisions about disadvantage and Pupil Premium, recognising the distinct arrangements for Pupil Premium Plus.
- Monitor and evaluate impact, adapting or discontinuing approaches where necessary, and ensure statutory publication requirements are met.

7. Teaching, Learning and Curriculum

- Promote high expectations for all pupils, particularly those who may face barriers to learning or participation.
- Ensure pupils access a broad, ambitious and coherently sequenced curriculum.
- Secure consistent implementation of inclusive and adaptive teaching across all classes.
- Work with leaders and teachers to ensure safeguarding, welfare and educational outcomes are considered together when planning academic and pastoral support.

8. Behaviour, Attendance and Wellbeing

- Identify and address barriers to attendance, engagement, behaviour, wellbeing and learning, including those linked to disadvantage, SEND, EAL and children's social care experiences.
- Monitor patterns and trends for vulnerable groups and ensure timely, proportionate support.
- Contribute to inclusive behaviour and attendance systems that recognise individual need while maintaining high expectations.

9. Staff Development and Professional Learning

- Lead professional development in SEND, EAL, safeguarding, disadvantage and the needs of looked-after and previously looked-after children.
- Develop staff expertise through coaching, modelling, feedback and access to relevant external training.
- Ensure staff understand their statutory and professional responsibilities for safeguarding and inclusive practice.

10. Partnerships and Multi-Agency Working

- Build strong, respectful relationships with pupils, parents, carers and guardians.
- Coordinate and contribute to multi-agency support for pupils with additional or safeguarding needs.
- Maintain effective working relationships with local authority children's social care, safeguarding partners, the LADO, Virtual School Heads, health professionals, police and other relevant agencies.
- Ensure communication and information sharing are timely, proportionate, lawful and focused on the best interests of the child.

11. Monitoring, Evaluation and Improvement

- Evaluate the impact of SEND, EAL, safeguarding, Pupil Premium and provision for looked-after and previously looked-after children.
- Use quantitative and qualitative evidence, including pupil and family voice, to inform planning and improvement.
- Implement clear cycles of review, quality assurance and refinement.
- Report regularly to the Headteacher, SLT and governing body, maintaining confidentiality where required.

Person Specification

- Qualified Teacher Status (QTS).
- Holds, or is willing and eligible to complete within the required timescale, the National Professional Qualification for SENCOs.
- Has the professional experience, status, authority and credibility to fulfil the school's DSL and Designated Teacher responsibilities as a senior leader.
- Has secure and up-to-date knowledge of KCSIE, Working Together to Safeguard Children, local safeguarding arrangements, information sharing and child protection procedures.
- Has experience of leading safeguarding practice or demonstrates strong relevant safeguarding experience and the capacity to undertake the DSL role effectively.

- Understands the statutory role of the Designated Teacher and the educational needs of looked-after and previously looked-after children, including PEPs, the role of the Virtual School Head and Pupil Premium Plus.
- Has experience of working with pupils with SEND and/or EAL in a primary setting and a strong understanding of high-quality adaptive teaching and inclusive practice.
- Has experience of, or the ability to lead, the effective use of Pupil Premium funding to improve outcomes for disadvantaged pupils.
- Demonstrates sound professional judgement, professional curiosity and the ability to make and record defensible safeguarding decisions in complex or sensitive circumstances.
- Has strong analytical skills and can use data and evidence to evaluate impact and drive improvement.
- Demonstrates effective leadership, including the ability to influence, challenge, coach and develop others.
- Has excellent communication, organisation and case-management skills and can work effectively with children, families, staff, governors and external agencies.
- Demonstrates a strong commitment to confidentiality, equality, children's rights, high expectations and ongoing professional development.

Professional Requirements

- The post holder will fulfil the statutory role of SENCO.
- The post holder will be the school's Designated Safeguarding Lead and will fulfil the responsibilities set out for the DSL in the current version of Keeping Children Safe in Education, including its annex on the role of the Designated Safeguarding Lead.
- The post holder will be the school's Designated Teacher for looked-after and previously looked-after children and will have regard to the relevant statutory guidance.
- The post holder must undertake and maintain the training required for each statutory/designated role, including DSL training updated at least every two years, Prevent awareness training and regular safeguarding knowledge and skills updates.
- The post holder will take strategic responsibility for Pupil Premium and ensure compliance with current DfE requirements.
- The post holder will be expected to maintain confidentiality, share information appropriately for safeguarding purposes and comply with school policies and relevant statutory guidance.
- The duties in this job description may be reviewed in light of changes to legislation, statutory guidance and the needs of the school.

Key Outcomes / Success Criteria

- Pupils are safe, heard, supported and able to thrive.
- Safeguarding systems are robust, responsive, well understood and consistently implemented.
- Safeguarding records, referrals, information sharing and transition arrangements are timely and effective.
- Pupils with SEND, EAL and those who are disadvantaged make strong progress and participate fully in school life.
- Looked-after and previously looked-after children benefit from high expectations, effective PEPs and coordinated educational and pastoral support.
- Inclusive and adaptive teaching is consistently strong across the school.
- Pupil Premium and Pupil Premium Plus are used appropriately and effectively to reduce barriers and improve outcomes.
- Staff demonstrate confidence, consistency and professional curiosity in safeguarding and inclusive practice.
- Governors and leaders receive clear assurance about the effectiveness of safeguarding and provision for vulnerable pupils.

Note: This job description should be read alongside current statutory guidance and school policies. It is not intended to reproduce every provision of those documents; the post holder is expected to keep their knowledge current and fulfil the full requirements of each designated role.