**JOB DESCRIPTION**

|  |  |  |
| --- | --- | --- |
| **JOB TITLE** | | Safeguarding Officer and Deputy Designated Safeguarding Lead |
| **EMPLOYER** | | University of Brighton Academies Trust |
| **WORKING ARRANGEMENTS** | | Academy based role |
| **GRADE** | | 9 |
| **RESPONSIBLE TO** | | Designated Safeguarding Lead (DSL) |
| **MAIN PURPOSE OF THE JOB** | | 1. Advise, support and train team members on child welfare and child protection matters. 2. Implement robust safeguarding and child protection policies, procedures and practice. 3. Be the first point of contact for external safeguarding partners. 4. Participate in strategy discussion and agency meetings. Contribute the assessment of children. |
| **MAIN TASKS / KEY RESPONSIBILITIES** | | |
| **1.0** | **Advise, support and train appropriate colleagues on child welfare and child protection matters.** | |
| 1.1 | Support the DSL to deliver the annual safeguarding training for academy team members provided by the School Improvement Team, taking into account academy-specific requirements. | |
| 1.2 | Deliver all safeguarding related Trust guidance and development as required. Create and deliver ongoing guidance on academy-specific issues to ensure all appropriate colleagues can identify and report the signs of abuse. | |
| 1.3 | Support the Designated Teacher for Children Looked After (CLA) in implementation of actions arising in Personal Education Plan (PEP), and review meetings. | |
| 1.4 | Support the DSL to maintain accurate records for training, policy adherence and ongoing knowledge checks. Present and explain records to external organisations (e.g. Ofsted) as required. | |
| 1.5 | Keep informed of current legislation, statutory and other guidance with regards to safeguarding, and child protection, cascading the information accordingly. | |
| 1.6 | Support the DSL in ensuring colleagues can access and understand the academy’s child protection and safeguarding policy and procedures | |
| 1.7 | Collaborate with the preventative safeguarding curriculum leads, sharing emerging and rich safeguarding topics. | |
| **2.0** | **Implement robust safeguarding and child protection policies, procedures and practice.** | |
| 2.1 | Identify those children and families for whom support is required and liaise with other professionals, both internally and externally to enable access to supportive measures as required. | |
| 2.2 | Respond effectively and in a timely manner to all disclosures of concerns which relate to the health, safety, and wellbeing of a child. Undertake or direct relevant colleagues to complete actions as required and evaluate progress to ensure actions are completed effectively. | |
| 2.3 | Inform the DSL and Principal of arising safeguarding concerns and ongoing enquiries into whether a child is at risk of harm. Inform of any referrals and ongoing casework with external agencies e.g. Police or Local Authority | |
| 2.4 | Participate in academy safeguarding triangulation meetings. Liaise on complex cases with SENCo, Senior Mental Health Leads and Attendance Leads. Create case summaries, advising on toolkit outcomes | |
| 2.5 | Create timely, accurate and secure records of incidents, concerns, and referrals. Support colleagues to adhere with academy and Trust record-keeping guidance. | |
| 2.6 | Support the DSL to maintain safeguarding software to ensure effective record-keeping that supports child protection enquiries. | |
| 2.7 | Support the DSL to ensure all records are forwarded to new educational settings in line with internal guidance and statutory legislation. | |
| **3.0** | **Point of contact for safeguarding partners** | |
| 3.1 | Complete timely and effective referrals of suspect child maltreatment to children’s services within the local authority. | |
| 3.2 | Report suspected crimes to the police. Refer cases to the Channel programme as necessary. | |
| 3.3 | Undertake quality assurance exercises including ‘lessons learned’ for the academy leaders on a regular basis, reporting any concerns to the Principal and DSL. Participate in Trust due diligence activities as required by the School Improvement Team. | |
| 3.4 | Support the DSL to complete accurate and timely safeguarding self-evaluations. Complete arising actions as directed by the DSL. | |
| **4.0** | **Participate in strategy discussion and agency meetings. Contribute to the assessment of children.** | |
| 4.1 | Proactively collect, record and act on the voice of the child. Modelling a culture of listening and being a trusted adult for children. | |
| 4.2 | Undertake welfare and outreach visits to family homes. Recording and reporting visit findings to the DSL as part of the contextual approach to safeguarding practice. | |
| 4.3 | Attend and contribute effectively to Child In Need meetings, Child Protection conferences, planning and review meetings. Support the DSL to ensure that actions for the academy resulting from meetings are carried out in a co-ordinated way. | |
| 4.4 | Facilitate safe spaces and opportunities for children to self-refer if they are concerned about their own wellbeing. Provide support for vulnerable students to reduce their wellbeing risk | |
| **5.0** | **Other** | |
| 5.1 | Keep up to date with external trends. Proactively share knowledge and best practice across key stakeholders as required. | |
| 5.2 | To maintain high levels of confidentiality and professionalism at all times | |
| 5.3 | To be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. | |
| 5.4 | To undertake other reasonable duties as directed by your line manager | |
| This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate. | | |
| There may also be the need for colleagues to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder. | | |
| **Date: August 2023** | | |
| * All support staff posts within the Trust are subject to a six-month probationary period | | |
| * This post is subject to an Enhanced DBS Check | | |
| * This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions including those that would otherwise be spent under the Act. | | |
| **The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all colleagues and volunteers to share this commitment.** | | |

**EXT480**

**PERSON SPECIFICATION**

The criteria below indicate the qualities that are needed to do the job well. Candidates for the post will be selected according to the extent to which they satisfy them, and their evidence of potential for developing the rest further. Most of the criteria must normally be met in order to qualify for selection.

|  |  |  |  |
| --- | --- | --- | --- |
| **Education and Qualifications** | **Essential** | **Desirable** | **Method of Assessment** |
| GCSE qualifications/or equivalent in English and Maths or ability to demonstrate competency. | √ |  | A/I |
| Level 4 Certificate or a higher-level qualification in a relevant subject related to working with children, young people, and families. |  | √ | A/I |
| Designated Safeguarding Lead certification or willing to complete. (renewed every 2 years) | √ |  | A/I |
| Additional qualifications relating to mental health, wellbeing or child development. |  | √ | A/I |
| **Knowledge and Experience** | **Essential** | **Desirable** | **Method of Assessment** |
| Experience of working directly with children and families. | √ |  | A/I |
| Secure knowledge of current safeguarding issues | √ |  | I |
| Experience of completing needs assessments upon which effective plans are based. Implementation of plans and monitoring of progress. | √ |  | A/I |
| Secure knowledge and understanding of all safeguarding requirements, accountability frameworks and National agenda in relation to the Safeguarding and Child Protection | √ |  | I |
| Understand how the principles of relationship-based approaches apply to practice. |  | √ | I |
| Experience of providing information, advice and guidance to colleagues and external agencies. |  | √ | A/I |
| Knowledge of theories, models and evidence bases for social work intervention with children and families. |  | √ | I |
| Awareness forms of harm and their implications for practice, drawing on concepts of attachment, loss, resilience, vulnerability, risk and resistance. |  | √ | I |
| Experience of handling sensitive data and upholding the principles of confidentiality | √ |  | A/I |
| Knowledge of CPOMS or other safeguarding record-keeping software. |  | √ | A/I |
| Experience of working in educational or social care settings. | √ |  | A/I |
| **Skills and Abilities** | **Essential** | **Desirable** | **Method of Assessment** |
| Excellent administrative and record-keeping skills. Organised and methodical. | √ |  | A/I |
| Ability to use own-initiative in a solution-focused manner. | √ |  | I |
| Proficient in Microsoft Office suite of programs, including; Word, Excel, PowerPoint and Teams. | √ |  | A/I |
| Highly effective interpersonal skills. Confident in oral and written reporting. Clearly and concisely articulate concepts. | √ |  | I |
| Demonstrate personal and professional resilience | √ |  | I |
| Ability to critically reflect own professional practice, personal values and knowledge gaps. | √ |  | I |
| Work positively with others and contribute to team working and a learning environment. | √ |  | I |
| **Other** | **Essential** | **Desirable** | **Method of Assessment** |
| Able to meet the travelling requirements of the post. | √ |  | A/I |