Job description: **Safeguarding Administration Support Officer**

**Grade 5**

**Date May 2024**

**Reporting Relationships**

Responsible to: The Senior Leadership Team member responsible for strategic leadership of safeguarding

# Statement of Purpose

**Safeguarding Administration Support Officer** will be part of the team who takes 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.

**Wider Safeguarding team**

Some safeguarding activities may be delegated to **Safeguarding Administration Support Officer**  but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

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 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 Principal and Vice Principal 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 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 Vice Principal 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
* 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 Governors 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
* Support staff during the referrals process

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

Other areas of responsibility

**Safeguarding Administration Support Officer** 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 **Safeguarding Administration Support Officer** 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 Senior DDSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

**Support to School**

* To provide occasional out of hours support for parents’ evening and other key events
* Assist the Leadership Team in the event of an evacuation or drill

**Whole School Responsibilities**

* Be aware of, support and ensure equal opportunities for all
* Contribute to the values and ethos of the school
* To establish constructive relationships and communicate with other agencies/professionals in a positive manner
* Attend and make positive contributions in relevant meetings as required
* Participate in training and other learning activities and performance development as required
* To assist with students’ needs as appropriate, during the school day
* Any other duties which are required and commensurate with the post

**Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task may not have been identified. All staff will be expected to accept reasonable flexibility in working arrangements and comply with any reasonable request from their line manager, undertaking work or tasks of a similar level that is not specified in this job description.**

***Note 1:***

***The content of this job description will be reviewed with the post holder on an annual basis in line with the school’s performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.***

# Person specification

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| --- | --- |
| Essential criteria | measured by |
| **Experience**   * Experience of building relationships with children and their parents, particularly the most vulnerable. * Experience of working effectively with relevant external agencies * 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 | AF/I |
| **Knowledge/Skills**   * 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, to produce reports, take minutes of meetings, and document safeguarding concerns * Good IT skills, including previous use of My Concern, Class Charts, Provision Map and SIMs. * Effective communication and interpersonal skills * Ability to plan and develop systems * Ability to communicate a vision and inspire others * Ability to build effective working relationships with staff and other stakeholders | AF/I |
| **Behavioural Attributes**   * Commitment to ensuring the safety and welfare of children * Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect * Open, honest and an active listener * Takes responsibility and accountability * Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service * Demonstrate a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations * Commitment to upholding and promoting the ethos and values of the school * Is adaptable to change/embraces and welcomes change * Acts with pace and urgency being energetic, enthusiastic and decisive * Communicates effectively * Has the ability to learn from experiences and challenges * Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas seeking new opportunities and challenges, open to ideas and developing new skills * Integrity, honesty, and fairness * Commitment to equality | AF/I |
| **Qualifications/Training**   * Good numeracy and literacy skills * Relevant qualification or experience |  |

*AF = Assessed at application form I = Assessed at interview T = Assessed through test*

***Note 1:***

***In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated, these will include***

* Motivation to work with children and young people
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people
* Emotional resilience in working with challenging behaviors and
* Attitudes to use of authority and maintaining discipline