

Job Description

Job Title	Safeguarding & Attendance Lead (Attendance)
Academy	The Harbour School
Reports to	Safeguarding, Attendance and Wellbeing Manager
Line Management of	N/A
Salary / Grade	Band H
Date Last Evaluated	July 2024
Core Purpose	<p>The Safeguarding and Attendance lead will hold the position as DDSL at the campus that is their substantive base.</p> <p>The Safeguarding and Attendance Lead will take on the 'day to day' responsibility for safeguarding, child protection and attendance for the campus that they are based at (including online safety and understanding the filtering and monitoring systems in place) ensuring that they liaise closely with their linked Phase Leader and Head of Campus so that leadership is fully informed at all times.</p> <p>They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children, including but not exhaustive to the following meetings: CIN, CP, Targeted Early Help, PEP and SAF as directed by the Safeguarding, Attendance and Well being manager and/ or a member of the SLT</p> <p>They will advise and support campus staff on child welfare, safeguarding and child protection matters, attendance and behaviour issues and liaise with relevant agencies as required.</p>

Key Responsibilities

JOB PURPOSE:

- Lead on the 'day to day' functions of safeguarding and manage the operational functions of safeguarding and attendance at the campus that they are based at.
- Identify individual and systemic barriers to good school attendance (97%+) and ensure that every student has good attendance.
- Implement robust procedures to challenge and support where attendance is a concern.
- Provide evidence as requested by the Safeguarding and Attendance Lead and/or members of SLT on key performance indicators.
- Support the Campus Lead and Phase Leaders to ensure good behaviour and conduct at all times at the campus
- Support such other duties as may reasonably be allocated by the Headteacher.

MAIN RESPONSIBILITIES:

- Ensure attendance (as directed by the Deputy Headteacher, Safeguarding & Attendance Manager, Phase Leader and/ or member of SLT) at Multi Agency meetings and ensure that outcomes are communicated via CPOMS and acted upon in a timely manner
- Work positively to ensure the best possible outcomes for students at the campus that they are based.
- Use data effectively to monitor the impact of safeguarding and attendance interventions
- Ensure attendance (as directed by the Safeguarding & Attendance Manager, Phase Leader and/ or member of SLT) at Multi Agency meetings and ensure that outcomes are communicated via CPOMS and acted upon in a timely manner.
- Attend Annual Reviews and other key reviews as required.
- Be a part of the 'on-call' rota at their respective campus
- Work flexibly where necessary.
- Liaise effectively with colleagues from across the school to provide support as required for the students that they are supporting.

Developing Self and Working with Others:

- Help develop and maintain a culture of high expectations of self and others.
- Develop partnerships with parents/carers at the campus that they are based to ensure that their views are considered and acted upon appropriately.
- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture.

WHOLE SCHOOL ORGANISATION, STRATEGY AND DEVELOPMENT

- To participate in Appraisal and contribute to the identification of needs for the allocated staff members.
- To support students through transition (reintegration programmes) in conjunction with campus leadership teams.
- To support the development of the school ethos and identity.
- To attend meetings and training sessions as required.
- To maintain awareness of and commitment to the school's Equal Opportunity Policies in relation to both employment and service delivery.
- To fully comply with the Health and Safety at Work Act 1974 etc, the school's Health and Safety Policy and all locally agreed safe methods of work.
- To ensure that strategies in the safeguarding and child protection and Attendance policies are delivered effectively and consistently

Attendance- Duties and responsibilities

Completing the daily attendance register for the campus that they are based at

- Carrying out first day calls and subsequent daily absence calls for the campus that they are based at
- Co-ordinating safe and well checks and home visits in conjunction with the Phase Leader, SLT Campus lead and Safeguarding, Attendance and Well Being Manager

- Monitoring and analyse attendance data for their Key stage that they are linked to at campus that they are based at and sharing this with relevant colleagues so that effective interventions can be put in place.
- Track and monitor all students that are deemed Persistently absent (below 90%) and those that are deemed as severely absent (below 50%) and ensure that robust plans are in place that will improve attendance levels for those students at their respective campus
- Benchmarking attendance data against local, regional and national data to identify areas of focus for improvements
- Providing regular attendance reports to school staff and reporting concerns to the Phase leader, senior attendance champion and headteacher
- Working with the local authority to address persistent or severe absence
- Advising the headteacher or other authorised leaders when to issue penalty notices

DDSL- Duties and responsibilities

Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care in line with THS and PSCP processes
- Refer cases to the Channel programme where there is a radicalisation concern under the direction of the Safeguarding, Attendance and Well Being Manager
- Refer cases to the police where a crime may have been committed under the direction of the Safeguarding, Attendance and Well Being Manager

Working with staff and other agencies

- Act as a source of support, advice and expertise for all staff at the campus that they are based
- Act as a point of contact with the safeguarding partners at the campus that they are based
- Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for students 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 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 on CPOMS

- Ensure CPOMS files are kept up to date for the campus that they are based • Keep information confidential
- 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) **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 PSCP safeguarding training as directed by the Safeguarding, Attendance and Well Being Manager.
- Undertake internal and external supervision sessions in line with school expectations
- 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 attendance, behaviour and safeguarding and child protection matters
- 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, ensuring that they are managed effectively and where necessary escalate concerns in line with school processes and procedures

The Safeguarding (DDSL) and Attendance Lead 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 (DDSL) and Attendance Lead should always be available during school hours for staff in their campus 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 Safeguarding (DDSL) and Attendance Lead will carry out.

The postholder may be required to do other duties appropriate to the level of the role.

General Responsibilities

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the School's duty of care in relation to staff, pupils and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.

- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

*****Full training will be offered to the successful candidate*****

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.

Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or
- As a result of a team/operational requirements, or it is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.

Assessment methods

A – Application I – Interview T – Task/Activity R – References

Person Specification

Criteria		Essential (E) or Desirable (D)	How Assessed Application (A) Interview (I) Reference (R)
Qualifications	Excellent numeracy/literacy skills	E	A
	Degree Level or equivalent professional qualification	E	A,I,R
	Evidence of recent relevant Continuing Professional Development	E	A, I
	A consistently good / outstanding practitioner	E	A, I, R
	Designated Safeguarding Lead (DSL)	D	A
Skills and Abilities	An ability to relate to students in a supportive and caring manner, to communicate effectively with children and young people, whilst setting firm boundaries	E	A, I,R
	Evidence of working effectively with students with a range of social, emotional and mental health needs	E	A,I,R
	Good Emotional Literacy skills including the ability to form positive relationships with a range of staff, children and young people, parents/carers and other stake holders	E	A, I, R
	Ability to involve students in decisions about their future	E	A,I,R
	Ability to involve parents/carers in decisions relating to their children	E	A,I,R
	Experience of maintaining effective partnership working with external agencies	D	A,I
	Effective use of ICT	E	A

	Well-developed organisational skills	E	A,R
	Ability to write clear and concise reports	E	A
	Ability to analyse and interpret data/results and to solve problems	E	A
	Constantly improve own practice/knowledge through self-evaluation and learning from others	E	A,I,R
	Self-motivated and able to work independently with a proven ability to prioritise, plan and organise own work	E	A,I,R
	Recognise when to ask for advice and support	E	I
Knowledge	A sound understanding of issues facing those with SEMH needs, including risk factors relating to substances misuse, offending behaviour, self-esteem, social skills, risk taking behaviour and/or medical	E	A,I
	A sound understanding of effective interventions and support for students with SEMH needs and neuro-diverse profiles	E	A,I
	A sound understanding of the impact of trauma, adverse childhood experiences and attachment aware approaches		
	A sound understanding of good practice and current developments and guidance in education.	E	A, I
	Knowledge and experience of a wide range of support resources for supporting/engaging students.	E	A,I
Other	A commitment to inclusion and inclusive practice	E	A,I,R
	A commitment to raising the achievement at school and beyond of all students	E	A, I, R
	To be able to prioritise and create calm purposeful working environments	E	A,I,R
	A commitment to equality of opportunity	E	A,R

	A flexible attitude and an innovative approach	E	A,I,R
	The resilience to meet and overcome challenges	E	A,I,R
	Willingness to undertake appropriate and relevant medical training	E	A,I,R
	Good understanding of safeguarding procedures and responsibilities	E	A,I
	Use of positive regulation support for students positive handling	E	A,I

Assessment methods

A – Application I – Interview R – References