

## **Job Description**

### **Safeguarding Co-ordinator Grade 6**

The post holder will report to the Designated Safeguarding Lead/Safeguarding & Pastoral Team Leader. Apart from other colleagues, the main contacts of the job are the head teacher, teaching staff, other support staff, pupils, parents, governors, LA and outside agencies

#### **Main Purpose of the job**

To take a lead role within the school for ensuring that the statutory and Local Authority Safeguarding procedures are in place and effectively implemented; to ensure that vulnerable children's needs are met and that their academic attainment is maintained.

To take a lead role for ensuring that the statutory and Local Authority Looked after Children procedures are in place and effectively implemented ensuring that academic needs are met and appropriately challenged.

#### **Main Duties and Responsibilities**

- To take a lead role in managing the monitoring and evaluation of children at risk from harm.
- To ensure information is shared with multi agencies and or a referral is made to social services for a child in need of protection.
- Liaise with parents/carers and staff in the event of a disclosure or a raised child protection concern following the Common Assessment Framework.
- To offer support, guidance and broker access to multi agency services for children, parents and carers. To work in conjunction with multi agency services.
- To take a lead role in coordinating the provision of support in school for Looked After Children, vulnerable students and children at risk of harm/in need of child protection.
- To take a lead role in managing and monitoring the caseloads of children placed on a Child Protection Plan.
- To represent the school and contribute to decisions at case conference to place a child at risk on a Child Protection Plan
- To take a lead role, managing and monitoring the caseloads of students placed in Manchester Local Authority's care.
- To take the lead in ensuing Personal Education Plans for Looked After Children are completed within the agreed timescale.
- To convene, lead and represent the school at Child Protection meetings and Looked After Children meetings within agreed timescales.
- To monitor and develop systems for reviewing and updating records for child protection, vulnerable students and Looked After Children.
- To develop, implement and teach the Penn Resilience programme in school.

- To ensure information and data is compiled to produce analysis and reports on Looked After Children, vulnerable students, children at risk and/or on a child protection plan as required.
- To provide up to date and accurate case reports on academic progress and other relevant information on Looked After Children, vulnerable students and children on a child protection plan.
- To assist in the formulation and monitoring of systems and procedures relating to Looked After Children, vulnerable students and children at risk or on a child protection plan, so as to ensure consistency of practice and school provision.
- To ensure that national and local legislation, regulations and guidelines are observed in respect of the planning and review of children's cases.
- Maintain accurate minutes, follow up actions, and liaise with teaching staff and parents/carers and multi agencies to ensure that a child's education needs are met.
- To ensure knowledge of relevant legislation. To keep up to date with new legislation relating to your role.
- To ensure the needs of Looked After Children, vulnerable students and children on the child protection register are identified and addressed with particular regard to race, religion, culture, ethnicity, disability or sexual orientation.
- To promote and implement the school's policies, procedures, practices and quality standards.
- To advise and support all staff in the event of a child protection disclosure. To work closely with the pastoral team in identifying, monitoring and supporting a child at risk and looked after children, to monitor their academic progress, emotional and social behaviour.
- To liaise with teaching and support staff on appropriate and differentiated learning for children on the child protection register and Looked After Children.
- To identify need in provision in education for children being looked after, to liaise with teaching staff to ensure that the provision is improved and needs are met.
- To ensure strategic processes are compiled with in order to overcome barriers to learning for vulnerable and looked after children.
- To assist in maintaining high standards of health and safety at all times.
- To maintain good working relationships with colleagues and work together as a team.
- To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training.
- To develop, implement and update current child protection and looked after children policies and procedures. To advise all staff on the impact of policies on the children and their families/carers.
- To take a lead role in the delivery of a comprehensive 'Safeguarding and Child Protection' training for all staff in school.
- To take a lead role in the delivery of CAF training and effective implementation for all staff in school.
- To take a lead in the delivery of induction training on child protection and looked after children for all new staff.
- To manage the nominated child protection staff in school under the direction of the head teacher.
- Liaise between managers, teaching staff, teaching assistants and support staff in matters in relation to looked after children, children at risk and children on a

child protection plan. Ensure the needs of these children are identified and addressed in the education system.

## General

- Be aware of and comply with child protection procedures, health and safety and security, confidentiality and data protection, reporting any concerns to the relevant member of staff
- Maintain good relationships with colleagues and work together as a team to support one another
- Through personal example, open commitment and clear action to support and ensure diversity is positively valued and that all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos, work and aims of the school and Trust
- Participate in training, including relevant learning strategies and other learning activities and performance management where required
- To assist with pupil welfare duties including the supervision of students at lunchtimes under the agreed system for the school to ensure the safety and welfare of pupils
- To assist with school administrative duties including exam invigilation as part of the agreed system for the school
- To attend training and administer basic first aid as and when required
- To maintain confidentiality relating to the staff and students of the school at all times.
- To be flexible and motivated and able to follow instructions and remain calm in difficult circumstances
- To undertake all duties with full regard to the Health and Safety at Work Act
- To participate in training and other learning activities and performance development as required
- To be aware of and support difference and to ensure equal opportunities for all

This job description sets out the duties of the post at the time it was drawn up. The post holders may be required from time to time to undertake other duties within the Trust as may be reasonably expected, which are commensurate with the grade of this post

All duties and responsibilities must be carried out with due regard to the Wythenshawe Catholic Academy Trust's existing policies, including child protection, health and safety, equality and data protection

**Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.**



**Person Specification – Safeguarding Co-ordinator**

<b>CRITERIA</b>	<b>ESSENTIAL OR DESIRABLE</b>	<b>HOW / WHEN MEASURED *A/I/R/SP</b>
<b>Qualifications</b>		
A relevant qualification or evidence of training Skills	<b>E</b>	<b>A/I/R</b>
<b>Experience</b>		
Significant experience of working with children, young people and their families within the field of education, social care, community or voluntary sector	<b>E</b>	<b>A/I/R</b>
Experience, knowledge and understanding of appropriate current relevant legislation, policy and guidance documents, including the Common Assessment Framework, Child Protection, Safeguarding, Children's Acts etc	<b>E</b>	<b>A/I/R</b>
Experience of working openly and collaboratively with multi agency colleagues and professionals and understanding of the issues around confidentiality	<b>E</b>	<b>A/I/R</b>
Experience and understanding of children within their family context and the ability to develop a rapport with pupils and their families	<b>E</b>	<b>A/I/R</b>
<b>Knowledge/Skills/Abilities</b>		
Ability to work independently, manage a range of tasks with a methodical approach to large workloads to meet deadlines and effectively manage a complex caseload	<b>E</b>	<b>A/I/R</b>
Excellent communication skills to communicate effectively, face-to-face or by telephone, with children, parents and carers	<b>E</b>	<b>A/I/R</b>
Effective and persuasive communicator both verbally and in writing, with the ability to produce accurate, good quality letters, reports and documentation for governors the Local Authority and other agencies	<b>E</b>	<b>A/I/R</b>
Knowledge of the social and emotional factors that affect a child's capacity to learn	<b>E</b>	<b>A/I/R</b>
Ability to travel to various sites to attend meetings case conferences etc. Flexibility over working hours – to be able to respond to student emergencies as appropriate	<b>E</b>	<b>A/I/R</b>
<b>Personal styles/Behaviour</b>		
To act with the utmost integrity at all times	<b>E</b>	<b>A/I/R</b>
Tact and diplomacy in all interpersonal relationships with the public, students and colleagues at work.	<b>E</b>	<b>A/I/R</b>
The flexibility to adapt to changing workload demands and new school challenges.	<b>E</b>	<b>A/I/R</b>
Empathy and understanding of different family circumstances and barriers to learning	<b>E</b>	<b>A/I/R</b>
Resilience and persistence with the ability to deal with difficult situations and/or individuals in a calm, fair but effective manner	<b>E</b>	<b>A/I/R</b>
Ability to deal with sensitive issues in confidence	<b>E</b>	<b>A/I/R</b>
Ability to influence others, managing discussions to ensure desired outcomes and actions are achieved	<b>E</b>	<b>A/I/R</b>
To work as part of a team and use own initiative when required	<b>E</b>	<b>A/I/R</b>
Ability to prioritise workloads and work to deadlines, working flexibly and managing own time to best effect	<b>E</b>	<b>A/I/R</b>

Personal commitment to continuous self-development.	E	A//R
Personal commitment to continuous school improvement.	E	A//R
Personal commitment to ensure support is equally accessible and appropriate to the diverse needs of the students.	E	A//R
Personal commitment to the school's professional standards.	E	A//R
Willingness to undertake first aid training and administer first aid as required.	E	A//R
Demonstrate awareness and commitment to upholding all Trust policies.	E	A//R
To maintain confidentiality relating to the staff and students of the school at all times.	E	A//R
Willingness to consent to and apply for an enhanced disclosure and barring list check.	E	A//R
To uphold all aspects of safeguarding.	E	A//R
To be committed to Catholic ethos of the School	E	A//R

**\*Application/Interview/References/Selection Process:** The CCCAT uses the appropriate CES application forms for each role advertised. This application should be fully completed and legible. **The supporting statement should be typed in Arial 12, not exceed 1300 words in length, be clear, concise and related to the specifics of the post advertised above in order to gain an interview**