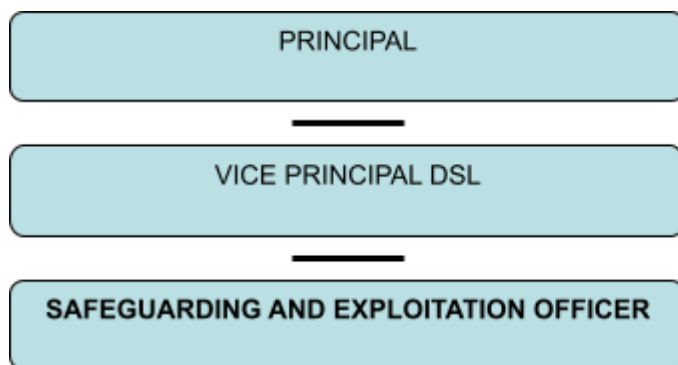




JOB DESCRIPTION	
<b>JOB TITLE</b>	Safeguarding, Exploitation and Attendance Officer
	ACADEMIC & PASTORAL SUPPORT SERVICES
<b>RESPONSIBLE FOR WHICH OTHER POSTS</b>	NONE
<b>RESPONSIBLE TO</b>	Assistant Principal

### Organisation Chart



### Job Summary

The post holder will be expected to act as an adult role model and have a responsibility to promote and safeguard the safety and welfare of students in accordance with school policies and procedures and any associated guidance. Provide professional and efficient support to the Safeguarding team and present a professional image of the school when welcoming visitors.

You will also provide a high-level service to young people under 18 years old impacted by gangs, youth violence, county lines and exploitation as either victims or perpetrators. You will help each young person to identify and realise alternative aspirations and goals to support them to establish lifestyles that move them away from criminal activities, gang involvement, violence and negative life choices.

## **Main Duties and Responsibilities**

- Undertaking one to one work with children and young people vulnerable to Youth Crime, Gang affiliation and Child Exploitation;
- Undertaking assessments of young people and holding a caseload of young people;
- Working in partnership with Children's Social Care and the Police to facilitate support where CE and Youth Crime is highlighted as a risk;
- Conduct Educational Awareness training;
- Identifying and supporting access to additional or specialist services for young people and parents where necessary to ensure their needs are met and risks factors are reduced;
- Supporting and supervising volunteers/ mentors and student social workers on placement;
- In cases of Police investigation, giving additional support to young victims to make sure their voices and views are heard, and that they are supported and protected before, during and after a court case;
- Engage in mapping exercises to identify links between young people at risk of exploitation;
- Attend Multi-agency Child Exploitation (MACE) panels, and Disruption meetings to address risks facing young people;
- Support the DSL with safeguarding and child protection across the school at an operational level;
- To work with key stakeholders across the school in regards to safeguarding measures and needs;
- To contribute to raising awareness of safeguarding, developing procedures for reporting cases, and establishing a safe environment for students by maintaining and improving safeguarding standards;
- Provide support to the DSL for staff induction, which includes the school's pupil behaviour policy, the child protection policy, staff code of conduct and the safeguarding response to children who go missing from education;
- Contribute to ensuring every member of staff, volunteer and governor knows the name of the DSL and Deputy DSL and their role and their role in disclosures;
- To maintain student safeguarding files and uphold confidentiality at all times;
- To arrange, set up and attend meetings with parents and external agencies where appropriate;
- Attend meetings with external agencies including Child Protection meetings and Child in Need core groups;
- To produce word processed reports, and input data onto spreadsheets
- Keeping written records of concerns about children, even where there is no need to refer the matter immediately;
- Keeping all records securely, separate from the main pupil file, using our online recording system;
- To assist the pastoral team with the planning and delivery of safeguarding training;
- To maintain records of registration during safeguarding training;

- To assist with the preparation and distribution of regular Safeguarding updates;
- To support the Pastoral Team in ensuring high standards of attendance, including home visits where required;
- To undertake administrative tasks relating to the monitoring of the implementation of safeguarding policy and procedures;
- To model and maintain high standards of conduct and behaviour expected of all students;
- Support the DSL with strategy discussions and inter-agency meetings and contribute to the assessment of children via Early Help Assessments and put in place actions as a result;
- To identify and work with children and families to identify those who are at risk, patterns of behaviour, attendance and progress, raise safeguarding concerns;
- Liaises with the DSL, AHTs, DHT, Safeguarding Team, teachers, other support staff including external agencies and education specialists and parents/carers;
- Work alongside designated teacher to support CLA and CPLA by attending PEP meetings and communicating with the virtual school;
- Provide support with referring cases of suspected abuse to the local authority children's social care in discussion with the DSL;
- Provide support with referring cases to the Channel programme where there is a radicalisation concern;
- Refer cases where a crime may have been committed to the police and to other relevant bodies in discussion with DSL;
- Keep detailed, accurate and secure written records of concerns and referrals;
- Oversee the effective completion of Early Help Assessments;
- Understand the assessment process for providing early help and intervention
- Attend and contribute to child protection case conferences effectively when required to do so.

### **Exploitation specific**

- To engage and support children and young people once they have been identified as being involved in a violence related incident, being at risk of exploitation or gang affiliated;
- To build positive relationships with young people and their families and work directly with them in order to promote positive change, build resilience, reduce risks and prevent young people from experiencing significant harm;
- To produce risk management plans based on assessments. To promote inter-agency collaboration in the assessment and planning process, and to include appropriate agencies in the delivery of the service;
- To develop and maintain relationships with CATE team, police officers, children's social care, schools and PRUs, Youth Offending Teams and other local authority services;
- To deliver a holistic support service working independently or with colleagues as the situation dictates; providing a practical service that will include social support, engagement with education, housing support, accompanying to

appointments, education, training and employment options, benefits work, debt advice etc.

- To provide practical advice to professionals who come into contact with children and young adults up to 18, who are involved, suspected or at risk of being exploited through gangs;
- To have links with agencies providing services to the client group, to be aware of referral routes and to actively promote good partnerships and effective joint working;
- To promote the value of lifestyle changes to the client group;
- To assist with providing monitoring information;
- To attend and engage positively with training as required, this includes mandatory training such as Safeguarding and Prevent and other training agreed with your manager;
- To support at all times the Catholic ethos of the school by promoting the agreed vision and aims and setting an example of personal integrity and professionalism;
- To adhere to the Schools' policies as outlined in the staff handbook;
- Other duties may be determined from time to time within the general scope of the post. Duties and responsibilities outside of the post will only be required with the agreement of the post holder.

**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.**
- **Adopt and promote "Don't Walk On By" policy and comply with all safeguarding requirements**
- **Emotional resilience in working with challenging behaviours**
- **Attitudes to use of authority and maintaining discipline**

Person Specification - Essential Criteria	Desirable	Measured by
<b>Experience</b> <ul style="list-style-type: none"> <li>• Significant use of IT systems</li> <li>• Pastoral care support for young people</li> <li>• Experience of providing support, advice and advocacy and the ability to assess clients' needs.</li> <li>• Experience of engaging successfully with challenging people, for example people who have complex needs, people who</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with people with Social, emotional and mental health needs</li> <li>• Experience of using cognitive behavioural approaches</li> </ul>	AF/ Certificates

<p>are reluctant to discuss their needs, and people who are angry and confused.</p> <ul style="list-style-type: none"> <li>• The ability to work with, relate to and gain the confidence of a wide range of young people and families and carers with different ethnic and social backgrounds.</li> <li>• The ability to work with, relate to and gain the confidence of teaching staff and senior managers within the school.</li> <li>• Experience of working with disaffected pupils and engagement strategies.</li> <li>• Ability to identify potential barriers to learning jointly and engage in strategies to overcome these barriers.</li> <li>• Ability to work with individual pupils to set targets to support them in achieving their potential as part of planning for their learning.</li> <li>• Experience of Safeguarding procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with social services and other relevant services/ agencies</li> <li>• Knowledge for developing and implementing a range of administrative procedures</li> <li>• Working within a secondary school setting</li> <li>• Use of complex administration systems</li> <li>• Conversant with Microsoft packages</li> <li>• HLTA Experience</li> <li>• Delivering cover lessons</li> </ul>	
<p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"> <li>• Qualified First Aid</li> <li>• Good standard of English both oral and written</li> <li>• Counselling qualification or experience</li> </ul>	<ul style="list-style-type: none"> <li>• Administration qualification or other equivalent experience</li> <li>• ICT qualification</li> <li>• Learning Mentor qualification</li> <li>• Level 3 Advice &amp; Guidance qualification</li> </ul>	AF
<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Knowledge of and ability to work effectively and communicate with a wide range of multi agencies and people offering support, information, opportunities and guidance.</li> <li>• Good interpersonal and communication skills including tact, diplomacy, a high degree of confidentiality, discretion, attention to detail, reliability and sense of humour.</li> <li>• Excellent organisation and planning skills</li> <li>• Ability to persuade, motivate and negotiate.</li> <li>• Ability to work constructively as part of a team.</li> <li>• Ability to relate well to young people and to adults.</li> <li>• Recording keeping skills</li> </ul>	<ul style="list-style-type: none"> <li>• Use of spreadsheets</li> <li>• Understanding behaviour data</li> <li>• Understanding of the Curriculum in schools</li> <li>• Full driving license and ability to travel around the local area to other academies, sites etc.</li> <li>• Knowledge of the procedures for Early Help Assessment</li> </ul>	AF/I

<ul style="list-style-type: none"> <li>• A knowledge of 'County Lines' (drug distribution networks) and how they operate</li> <li>• Knowledge of anti-discriminatory working practices, and the implications of both within the working environment.</li> <li>• An understanding of using a trauma informed approach</li> <li>• Knowledge of and commitment to safeguarding practices and policies, and ability to promote safeguarding among vulnerable clients and colleagues</li> <li>• Awareness of and commitment to equal opportunity and diversity practices and policies, and ability to promote diversity and treat colleagues and clients fairly and with respect.</li> </ul>		
<p><b>Behavioural Attributes.</b></p> <ul style="list-style-type: none"> <li>• Understands the schools development plan and how it relates to team and individual objectives.</li> <li>• Accepts supports and quickly implements change.</li> <li>• Identifies and promotes best practice and encourage the sharing of ideas.</li> <li>• Proactively seek opportunities to increase job knowledge and understanding.</li> <li>• Works with others to resolve differences of opinion and resolve conflict.</li> <li>• Takes quick and effective action.</li> <li>• Demonstrates focused implementation of role and responsibilities.</li> <li>• Builds strong team ethos where everyone feels valued.</li> <li>• Provides timely, sensitive and honest feedback on performance.</li> <li>• Is accountable for own development and encourages the ownership of development needs amongst team members</li> <li>• An ability to work independently and on own initiative; reliably and consistently with work agreed and managed at regular intervals, and a team player</li> </ul>		AF/I

AF - Application form I – Interview

<b>COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE</b>	
<b>Post Reference: TS013</b>	<b>Post Title: Safeguarding and Exploitation Officer</b>
<b>Commitment &amp; Motivation</b>	
<ul style="list-style-type: none"> <li>• Displays energy and enthusiasm for work and is motivated to achieve, demonstrates flexibility</li> <li>• Identifies own development needs and seeks learning opportunities understanding learning priorities that link with Academy's aims and objectives</li> <li>• Engages in every learning opportunity and reflects on and develops own practice</li> <li>• Liaises effectively with people demonstrating a willingness to share knowledge, learning and experience with others</li> <li>• Uses initiative within clearly defined guidelines and displays sound judgement, based on factual information when making decisions</li> <li>• Monitors own performance against high standards</li> <li>• Actively seeks feedback, to inform self-development plans</li> </ul>	
<b>Problem Solving &amp; Decision Making</b>	
<ul style="list-style-type: none"> <li>• Shows openness to new ideas and makes timely, confident decisions on a day to day basis</li> <li>• Takes ownership and makes decisions that are achievable based on the appropriate information</li> <li>• Uses initiative to make decisions without formal guidelines</li> <li>• Gathers all relevant information to make informed decisions</li> <li>• Analyses statistical information based on issues / trends to support decision making</li> <li>• Takes ownership of problems and trials new approaches to reach a successful resolution</li> </ul>	
<b>Planning &amp; Organisation</b>	
<ul style="list-style-type: none"> <li>• Plans, prioritises, implements, managing own workload with guidance using available resources</li> <li>• Identifies achievement and supports next steps planning</li> <li>• Identifies barriers to learning and provides appropriate solutions</li> <li>• Contributes to development plans and considers resource allocation</li> <li>• Implements plans under minimal supervision, recommending revisions as required to achieve desired outcomes and objectives</li> <li>• Provides written feedback and evaluation of progress against objectives</li> <li>• Selects and prepares appropriate activities and resources</li> </ul>	
<b>Implementing Change</b>	
<ul style="list-style-type: none"> <li>• Understands the purpose and expected outcomes of planned change and actively supports change through effective engagement at team level</li> <li>• Identifies opportunities for contributing to positive change</li> <li>• Understands and uses effective planning techniques</li> <li>• Understands stakeholder expectations and how they impact the process</li> <li>• Understands the culture of the Academy and seeks opportunities to review current practice</li> <li>• Is aware of individual resistance to change and behaves in a supportive way towards them</li> <li>• Ensures appropriate administration for governance</li> </ul>	
<b>Managing Objectives</b>	
<ul style="list-style-type: none"> <li>• Reflects and evaluates own practice to recognise own strengths and weaknesses</li> <li>• Manages time effectively, setting and fulfilling short term individual and operational goals</li> </ul>	

<ul style="list-style-type: none"> <li>• Recognises under performance and identifies a range of solutions to enable the achievement of goals</li> <li>• Recognises effective performance and individual improvement</li> <li>• Contributes to planning, implementing and evaluating activities that meet the needs of individuals and small groups</li> <li>• Identifies priorities, using effective delegation to ensure deadlines are met</li> <li>• Contributes to the values, learning styles, management styles and ethos of the Academy and applies these in own and teams working practices</li> <li>• Articulates values through expectations of staff and pupils</li> <li>• Keeps up to date with trends and developments</li> </ul>
<b>Raising Standards</b>
<ul style="list-style-type: none"> <li>• Recognise when results are not being achieved to the required level and take appropriate action</li> <li>• Consider, in conjunction with wider team alternative ways of working</li> <li>• Undertakes systematic observations to gather evidence or progress to support development and ongoing improvement of delivery</li> <li>• Gathers and analyses data to inform planning</li> <li>• Takes ownership of problems in their own area of responsibility</li> <li>• Set and support achievement of challenging &amp; measurable targets and monitors quality</li> <li>• Check own and team performance against outcomes, make improvement suggestions or take corrective action</li> </ul>
<b>Customer Focus</b>
<ul style="list-style-type: none"> <li>• Develops positive relationships and contributes to the prevention and management of challenging behaviour / promotes positive behaviour.</li> <li>• Effective at drawing out information and understanding varying needs</li> <li>• Contributes to planning and assessment of needs</li> <li>• Observes and reports on progress</li> <li>• Delivers under direction</li> <li>• Takes ownership of issues, focus on providing the right solution depending on needs and abilities, keeping pupils and stakeholders up to date with progress</li> <li>• Ensure that levels of service are maintained – identifying risks or concerns in order to meet pupil &amp; stakeholder requirements</li> <li>• Responsible for the safeguarding and welfare of pupils</li> <li>• Has a good understanding of H&amp;S legislation. Produces risk assessments, ensuring a safe working / learning environment.</li> </ul>
<b>Communication</b>
<ul style="list-style-type: none"> <li>• Communicates confidently using a variety of methods at different levels of ability and understanding</li> <li>• Structures discussion in a logical way</li> <li>• Interprets and analyses information to construct basic written reports including recommendations as appropriate</li> <li>• Prepares materials for others to use</li> <li>• Selects the most appropriate communication method for the topic and audience including those with complex needs</li> <li>• Creates and delivers effective presentations</li> <li>• Uses appropriate questioning techniques</li> <li>• Actively listens and encourages open discussion</li> <li>• Explains this clearly and concisely giving clear instructions</li> </ul>
<b>Impact &amp; Influence</b>
<ul style="list-style-type: none"> <li>• Recognises behaviour patterns and implements agreed management strategies.</li> </ul>



- Actively supports positive interaction with colleagues and has an awareness of fairness and diversity.
- Anticipates likely responses to situations, tailoring actions to create intended impact
- Responds to questions in a clear and concise manner appropriate to the recipient and work related procedures.
- Respects the opinion of others and accepts feedback.
- Develops and participates in networks and partnerships to achieve Academy's aims and objectives.

### **Team Working**

- Follows agreed instructions and takes personal responsibility and ownership for own actions, performance and delivery
- Shows willingness and ability to work cooperatively with a range of stakeholders
- Contributes to dialogue regarding aims and objectives
- Provides effective support to colleagues, responds well to guidance

### **Qualifications & Skills**

- NVQ 3