



Safeguarding & Family Liaison Officer

Job Description

Job Purpose

The Designated Safeguarding & Family Liaison Officer must be trained to the level of a Designated Safeguarding Lead. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies. The Designated Safeguarding & Family Liaison Officer need not be a teacher but must have the status and authority within the structure of the school to carry out the duties of the post.

Key Responsibilities

Manage referrals

The designated officer is expected to:

- liaise about all cases and concerns with the management team
- refer cases of suspected abuse to the local authority children's social care as required
- support staff who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a crime may have been committed to the Police as required
- Communicate the referrals to parents as and when requested by the DSLs and/or Social Services and other agencies
- Lead, advise and support the Trust in all matters of safeguarding

Work with others

The designated officer is expected to:

- liaise with the headteacher to inform him or her of issues especially ongoing enquiries under section 47 and 17 of the Children Act 1989 and police investigations
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- act as a source of support, advice and expertise for all staff

Training

The designated safeguarding officer should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding officer should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Raise Awareness

The designated safeguarding officer should:

- ensure the school child protection policies are known, understood and used appropriately
- ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- link with the local LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements

Child protection files

The Safeguarding Officer is responsible for:

- Maintaining the school electronic system as an up-to-date record of the current Safeguarding issues within the school
- Maintaining any legacy paper files relating to child protection
- Ensuring the security and integrity of these records are maintained at all times
- Reporting any breaches of this data and information immediately
- Scanning, uploading and referencing any documents relating to the safeguarding and/or wellbeing of the children within the school
- Securely destroying paper copies of documents that have been scanned and logged on the electronic monitoring system
- Transfer safeguarding files from the school to the next educational destination

Person Specification

You should be able to provide evidence of:

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications & Experience	<ul style="list-style-type: none"> • Degree in social work or equivalent BTEC, HND or HNC qualification • Good IT skills and demonstrably good levels of literacy and numeracy • Experience of working to deadlines • Experience of working with complex and sensitive data • Experience of working with complex families • Working with young people • Knowledge of working in an educational environment 	<ul style="list-style-type: none"> • Understanding of SEN administration
Knowledge & Understanding	<ul style="list-style-type: none"> • The principles and practices of good data management and how these contribute to effective safeguarding • Strategies for ensuring the safeguarding of students across all key stages • Specialist knowledge and understanding of Safeguarding and Child Protection issues, including statutory and regulatory requirements in education. 	<ul style="list-style-type: none"> • Emerging issues relating to the safeguarding, welfare and wellbeing of children/young people. • Be knowledgeable in the use of electronic safeguarding record programmes

	<ul style="list-style-type: none"> Supporting students through a range of internal and external safeguarding provision. 	
Skills & abilities	<ul style="list-style-type: none"> Well-developed analytical, planning and organisational skills. Accuracy in inputting and preparing sensitive and complex information in various formats as directed. Able to prioritise work and to manage work to meet tight deadlines. Adaptability to changing circumstances/ideas. Ability to communicate and negotiate effectively to a range of audiences (internal and external) through highly developed interpersonal, written, oral and presentation skills e.g. providing appropriate challenge to ensure the best outcomes for children Make astute decisions based on analysis, interpretation and understanding of relevant data and safeguarding information, including student voice. Ability to address and resolve issues/queries. Evidence of problem solving ability. Able to develop and maintain effective communication systems. Able to manage conflict 	<ul style="list-style-type: none"> Ability to work with a wide range of data effectively.
Personal Qualities	<ul style="list-style-type: none"> Reliability, integrity and stamina. Adaptability to changing circumstances/new ideas. Ability to inspire confidence in staff, students, parents and others Determination to succeed and the highest possible expectations of self and others. A commitment to inclusive education. Resilience and perspective. Emotional intelligence 	