

Job Description Safeguarding Lead

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| **Job Description** |
| Job Title: | Safeguarding Lead |
| Pay Grade / Scale / Range: | NJC Scale points 26-28£36,124 – £37,938 per annum (full time/full year) – See advertisement for actual salary.Plus SEN allowance - £1,491 per annum |
| Benefits & Perks: | Occupational sickness scheme, Local Government Pension Scheme, Health Benefit Scheme, up to 5 days TOIL during term time |
| Working hours: | Based on 36 hours 40 minutes per week. Full YearAbility to work the hours needed to meet all the demands of the job. This will include hours outside of school hours which is an expectation of the role. |
| Location: | Initially based at The Springboard Project but you may be required to work at any site of the New Bridge MAT |
| Staff responsible to: | Head of Site / Director of Pastoral Support |
| Staff responsible for: | N/A |
| Accountable to: | Chief Executive Officer |
| Probationary period: | 26 working weeks |

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**New Bridge MAT Safeguarding Lead**

**Main purpose of the post**

To provide highly specialised Safeguarding leadership, support and advice to pupils and staff at The Springboard Project.

To provide or organise interventions when appropriate, liaising with parents, carers and external partners for the benefit of our pupils.

To promote multi agency cooperation in order to ensure the specific needs of all pupils are met. To be a Designated Safeguarding Lead and a first point of contact regarding Safeguarding issues.

To lead on designated area(s) of responsibility as determined by the Head of Site.

# KEY TASKS – General

1. To fully support the Head of Site and the Local Governing Body in the discharge of their duties in respect of safeguarding and child protection matters, by ensuring maximum efficiency in all aspects of delegated authority.
2. To advise and support other members of staff on child welfare and child protection matters, and liaise with relevant agencies such as the local authority and police
3. To play a leading role in the development, dissemination and promotion of an effective and challenging vision and ethos.
4. To play a leading role in developing the aims of The Springboard Project.
5. To support all staff in achieving the priorities and targets that the school sets itself
6. To support SLT in the appointment, deployment and development of nominated staff to make most effective use of their skills, expertise and experience
7. To participate and lead as a member of the Local Leadership Team (where applicable)

# KEY TASKS – Pupil Specific

1. To offer the young people the opportunity for counselling support as required
2. To work with MAT admissions team to recommend whether placement of new students may be appropriate or not.
3. To work with SLT to improve attendance, reduce persistent absenteeism and help support high profile / complex Safeguarding cases.
4. To supervise small groups of pupils within a classroom for fixed periods of time, in conjunction and liaison with the other classroom colleagues. To work with named intervention groups, as required.

1. To ensure that every pupil has appropriate equipment, resources etc. to allow them access to the curriculum model
2. To support the young people at break and lunch times as required
3. To appropriately supervise pupils within circulation times and within corridors etc.

# KEY TASKS – Safeguarding Specific

1. To be aware of and comply with policies and procedures relating to child protection, child in need, confidentiality and data protection, reporting all concerns to an appropriate person
2. Provide advice on how the school should deal with safeguarding concerns whilst statutory investigations are being carried out, including the provision of appropriate advice and support to victims of abuse and involvement in Child Protection and Review Conferences
3. To represent the school at Child in Need meetings, Child protection plan meetings review/early intervention meetings etc as directed
4. To advise on safeguarding matters taking responsibility for progressing specific actions.
5. To be responsible for collating assessment/pastoral outcomes for all the young people within the remit of the role. As a member of the Local Leadership Team (where applicable) to assess the outcomes to determine improvements, for example, safeguarding, attendance, exclusion data, behaviour data, PASS survey etc.
6. To work closely and collaboratively with a member of the EHCP administration team to assure high quality information to and from home, ensure that new admissions are dealt with professionally, to work with relevant colleagues to ensure EHCP Targets / Step Targets are relevant and accountable.
7. To liaise and work with families (involvement with EHCPs and single conversations)
8. To ensure that targets and evaluation for the pupils within the remit of the role are completed to agreed time lines.
9. To co-ordinate weekly pupil profiles (as required).
10. To chair departmental meetings (as appropriate).
11. To provide In Service training and briefings to all staff as and when required.
12. To deliver talks/presentations etc. to groups within the community when and where required.


# KEY TASKS – Family Specific

1. To be the Lead point of contact between home/school and other professionals internally and externally, mediating between pupils/teachers.
2. To address families/parents’ complaints/concerns/anxieties (telephone/face to face)
3. To build relationships with family and external agencies offering advice and guidance on any concerns raised, attending relevant meetings: Early Help referrals (referral and meeting with parents- follow up meetings)
4. To plan and participate in (for example) Parents’ Evening, Coffee Morning etc.

# KEY TASKS – Leadership

1. Ensure the school’s child protection policies are known, understood and used appropriately
2. Ensure the safeguarding policy is available and easily accessible to everyone in the school community
3. Link with the local safeguarding children board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
4. Encourage a culture of listening to children among all staff, ensuring that children’s

feelings are heard where the school puts measures in place to protect them

1. Model best practice and uphold the principles of confidentiality and data protection at all times
2. Give regular briefings in order to keep staff up to date with current local and national concerns
3. In conjunction with the Local Leadership Team (where applicable), to formulate, develop and implement the policies of the school
4. To undertake line management responsibility for nominated members of the school team.
5. As a member of the leadership team play a role in writing, monitoring and evaluating the School Focus and any annual evaluation documents (Knowing our School etc.)
6. In conjunction with the Leadership Team, play a significant role in developing and disseminating the school aims
7. To be available to provide pastoral support for staff and pupils, whenever the need arises.
8. To support the Head of site and senior team in the implementation of the School’s

Performance management policy and, if required, to act as a Team Leader.

1. To support any future management initiatives that may become working practice
2. Actively deliver and promote critical multi agency work with Social Care and other key stakeholders.
3. This job description outlines the major duties and responsibilities and does not seek to list every task. The content of the job description will be evaluated on an annual basis, after consultation with the post holder.

**Responsible to:**

Head of Site / Director of Pastoral Support

**Responsible for:**

N/A

**Contacts**

Pupils, colleagues within the Group, staff of the local authority, other education and healthcare professionals, parents, carers and guardians and visitors

**Standard Duties**

1. To work across the New Bridge Group if required.
2. To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
3. To uphold and promote the values and the ethos of the Group.
4. To implement and uphold the policies, procedures and codes of practice of the Group, including relating to customer care, finance, data protection, ICT, health & safety, anti- bullying and safeguarding/child protection.
5. To take a pro-active approach to health and safety, working with others in the Group to minimise and mitigate potential hazards and risks, and actively contribute to the security of the Group, e.g. challenging a stranger on the premises.
6. To participate and engage with workplace learning and development opportunities, subject to the Group’s training plan, working to continually improve own performance and that of the team/Group.
7. To attend and participate in relevant meetings as appropriate.
8. To undertake any other additional duties commensurate with the grade of the post.

**Special Conditions:**

**An enhanced Disclosure and Barring Service (DBS) check is required for this post**

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|  | DATE | NAME | POST TITLE |
| PREPARED | 17.6.21 | M Pidlyskyj S Smith | Deputy Head HR Manager |
| REVIEWED | 05.07.23 | D Cotton S Smith | Director of Pastoral Support Executive Director - HR |
| REVIEWED |  |  |  |



**PERSON SPECIFICATION**

# PLEASE NOTE: The Panel will use the criteria below to shortlist. Only those applicants who demonstrate that they meet those criteria (to the Panels’ satisfaction) will be invited to interview.

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|  | **Selection Criteria Essential** | **Selection Criteria Desirable** | **How Assessed** |
| **Education & Qualifications** | GCSE (or equivalent) in English and maths | DegreeRelevant Professional Qualification | AF / I |
| **Experience** | Successful leadership and management experience in a school or other relevant organisationExperience of managing safeguarding in a school or other relevant organisation, including:* Building relationships with children and their parents, particularly the most vulnerable
* Working and communicating effectively with relevant agencies
* Implementing and encouraging good safeguarding practice throughout a team of people

Demonstrable evidence of developing and implementing strategies to help children and their familiesExperience of handling large amounts of sensitive data and upholding the principles of confidentiality (GDPR)Experience of working with children and young people to support them in overcoming barriers to their personal, social orlearning development |  | AF / I |

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|  | Experience of supporting children or young people with SEMH, Autism, or Special Educational NeedsExperience of making assessments of children and young people to identify their individual needsExperience of drawing up individual action plans, monitoring their implementation and making adjustment relating to pupil progress or changes in circumstancesExperience of working in a team collaboratively to share ideas and achieve objectivesExperience of using and integrating ICT as part of the learning process |  |  |
| **Skills & Abilities** | Commitment to ensuring the safety and welfare of childrenAbility to work with a range of people with the aim of ensuring the safety and welfare of childrenThe physical and emotional resilience to support students with complex needs, taking a non- judgmental approach, understanding that all behaviour is a form of communicationExcellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concernsEffective communication and interpersonal skillsAbility to communicate a vision and inspire others |  | AF / I |

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|  | Ability to build effective working relationships with staff and other stakeholdersAbility to lead a team and manageothers’ workloadsListening skills to support children, young people and their families through understanding their point of view in a non-judgmental approachAnalytical skills to interpret information, determine different options for action and feasibility of proposals to solve difficult problemsInitiative to plan and prioritise the work of the school, and make decisions to deliver services in the most appropriate way to achieve the best outcomes for studentsOrganisational skills to manage time effectively, meet potentially conflicting deadlines and work without close supervision |  |  |
| **Knowledge** | Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agenciesAwareness of local and national agencies that provide support for children and their familiesKnowledge and understanding of the range of potential barriers to learning and attending school faced by children and young peopleKnowledge of how these barriers can be overcome or mitigated to reduce their impact on childrenand young people |  | AF / I |

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|  | Knowledge and understanding of data protection and confidentiality issuesDetailed knowledge of relevant legislation and government initiatives and how that relates to the curriculum within the schoolKnowledge of safeguarding, including CAF processes, and child protection issues with knowledge of appropriate action to take if a disclosure is made |  |  |
| **Work circumstances** | To work occasionally out of school hoursCould be the requirement to make home visits for which an appropriately insured vehicle needs to be available to use |  | I |

*Abbreviations:* AF = Application Form; I = Interview.

**Any candidate with a disability who meets the essential criteria will be invited to interview**