



JOB DESCRIPTION

Job Title: Safeguarding Manager/Deputy Designated Safeguarding Lead

Employer: University of Brighton Academies Trust

Academy/Department: The St Leonards Academy

Location: St Leonards

Grade: 11 - East Sussex Support Staff Pay Scale

Responsible to: Designated Safeguarding Lead/Nominated Senior Lead

Responsible for: Safeguarding Officer, Safeguarding Administrator

PURPOSE OF THE ROLE

1. To be responsible for the operational management of safeguarding and child protection matters arising at the academy, including participation in strategy discussion and agency meetings. Contribute the assessment of children.
2. To build and maintain a culture of safeguarding across the academy.
3. Implement robust safeguarding and child protection policies, procedures and practice.

KEY RESPONSIBILITIES

To be responsible for the operational management of safeguarding and child protection matters arising at the academy including participation in strategy discussion and agency meetings. Contribute the assessment of children.

- Manage the effective response to all disclosures of concerns which relate to the health, safety, and wellbeing of a child. Undertake or direct relevant colleagues to complete actions as required and evaluate progress to ensure actions are completed effectively. Report suspected crimes to the police.
- Inform the DSL and Principal of arising safeguarding concerns and ongoing enquiries into whether a child is at risk of harm. Inform them of any referrals and ongoing casework with external agencies. e.g. Police or Children's Social Care.
- Maintain safeguarding software to ensure effective record-keeping that supports child protection enquiries. Manage systems that support user and data analysis.
- Provide the DSL with quality assurance of accurate, confidential, and up-to-date documentation on records of incidents, concerns and referrals. Ensure that all referrals are monitored so that intervention and actions take place in a timely and effective manner.

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- Be the first point of contact for external safeguarding partners. Liaise with outside agencies regarding individual children and develop effective interagency communication networks and systems.
- To represent the academy at multi-agency meetings, creating strong partnerships with external agencies. Attend and contribute effectively to emergency Strategy meetings, Child in Need meetings, Child Protection conferences, planning and review meetings. Ensure that actions for the academy resulting from meetings are carried out in a co-ordinated way.
- To support the attendance team with vulnerable children who have concerning absenteeism, carrying out welfare and outreach visits where appropriate.
- To manage the creation and implementation and evaluation of Risk Assessments and Safeguarding Risk Reduction Plans. Contribute to the creation and implementation of Behaviour Risk Assessments and Behaviour Support Plans for vulnerable learners. This includes evaluation of internal and external Alternative Provision.
- Support the implementation of the academy's Prevent Strategy and Prevent Risk Assessment. Refer cases to the Channel programme as necessary.
- Undertake welfare and outreach visits to family homes. Recording and reporting visit findings to the DSL as part of the contextual approach to safeguarding practice.

To build and maintain a culture of safeguarding across the academy

- Proactively collect, record and act on the voice of the child. Modelling a culture of listening and being a trusted adult for children.
- Facilitate safe spaces and opportunities for children to self-refer if they are concerned about their own wellbeing. Provide support for vulnerable children to reduce their wellbeing risk.
- Support the development and maintenance of the Single Central Vulnerable Learner Register that includes those who are 'At Risk', are Looked After Children (CLA) and children and families with known Social Care involvement.
- Lead on the academy safeguarding triangulation meetings. Liaise on complex cases with SENCo, Behaviour Leads, Senior Mental Health Leads and Attendance Leads. Facilitate case summaries, advising on toolkit outcomes and providing expert direction on next steps.
- Develop and implement systems to ensure colleagues are aware of arising contextual safeguarding concerns with the local community and national trends. This includes leading on safeguarding inductions, regular academy briefings, colleague knowledge checks and any other arising training requirements.
- Proactively manage safeguarding training records.
- Model a culture of child-centred professional curiosity and challenge.
- Champion safer recruitment practice. Support the DSL and Principal to ensure all adults are vetted and checked before accessing the academy. Ensure all visitor protocols and supply agency processes are adhered to.

To ensure safeguarding and child protection policy and practice is compliant

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- Work in collaboration with the DSL, to facilitate the implementation of all safeguarding and child protection policies, training, and procedures and guidance for the academy.
- Monitor and review the implementation of the relevant policies and documentation and procedures to ensure they are adhered to, remain current, and fit for purpose.
- Undertake appropriate Child Protection Training every year, and DSL training every two years, to understand the assessment process for providing Early Help and intervention and to have a working knowledge of best practice in supporting vulnerable children.
- To create and deliver 'lessons learned' development activities.
- Lead on transition arrangements of vulnerable children from and to their new setting, including the transfer of records. Ensure all records are forwarded to new educational settings in line with internal guidance and statutory legislation.
- Create and maintain evidence file for practice scrutiny.
- Undertake quality assurance exercises for the academy leaders on a regular basis, reporting any concerns to the Principal and DSL. Participate in Trust due diligence activities as required by the School Improvement Team.
- Support the DSL to complete accurate and timely safeguarding self-evaluations. Complete arising actions as directed by the DSL.
- Coordinate and deliver training for all deputy DSL, pastoral, and whole academy training.
- Act as a source of support, advice, and expertise to colleagues on matters of welfare and safeguarding. This includes when deciding whether or not to make a referral by liaising with relevant agencies.
- Support the professional development of academy colleagues as directed by the DSL and/or Principal.

Other

- Keep up to date with external trends and research. Proactively share knowledge and best practice across key stakeholders as required.
- To maintain high levels of confidentiality and professionalism at all times.
- To be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To undertake other reasonable duties as directed by your line manager.

PERSON SPECIFICATION

REQUIREMENT	CRITERIA	ASSESSMENT METHOD		
		APPLICATION	INTERVIEW	EXERCISE
EDUCATION AND QUALIFICATIONS				
Essential	Therapeutic qualification, (Diploma level or higher), and associated registration with a recognised Therapeutic Accreditation Society such as the NCS.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	QCF Level 2 (or equivalent) in English and Maths.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Designated Safeguarding Lead	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Desirable	Youth Mental Health First Aider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Desirable	Senior Mental Health Lead certification	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Desirable	Advanced Designated Safeguarding Lead certification	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Desirable	Safer Recruitment in Education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Desirable	Willingness to participate in further training and developmental opportunities offered by the academy, trust and local authority county	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
KNOWLEDGE AND EXPERIENCE				
Essential	Excellent knowledge of Microsoft Office and SIMS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Good knowledge of the working of a school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Essential	Knowledge of Child Protection Procedures within an educational environment.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Experience of working in an educational environment.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Experience of working effectively with vulnerable pupils.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Experience of managing child protection cases and investigations.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Experience of liaising with a range of agencies and professionals to support pupils.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Experience of working effectively with parents to safeguard pupils.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Experience of tracking data.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

KEY SKILLS AND ABILITIES

Essential	Demonstrate knowledge of the 'levels of intervention' framework.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Explain the principles involved in giving advice and guidance to children, including the stance on confidentiality.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Demonstrate how to write action plans for pupils, maintain accurate records and create complex safeguarding reports.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Show how they would motivate pupils by establishing empathetic and supportive working relationships.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Work as part of a team as well as independently, using their initiative.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Essential	Demonstrate knowledge of the responsibilities of agencies towards vulnerable pupils.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Explain the additional support which can be of assistance to vulnerable pupils and families.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Clearly and concisely articulate concepts.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Excellent verbal and written communication skills.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Excellent time management and organisation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	High expectations of self and professional standards.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	A commitment to CPD.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	The ability to maintain successful working relationships with other colleagues.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

PERSONAL ATTRIBUTES

Essential	Able to plan and take control of situations.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Committed to contributing to the wider school and its community.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Capable of handling a demanding workload and successfully prioritising work.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Committed to protecting the welfare of young people.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Professionally assertive and clear thinking.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Able to work flexibly in addition to managing a demanding workload.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Resilient, logical and systematic.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Essential	Good communicator with people from different backgrounds.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Essential	Ability to demonstrate commitment to Equal Opportunities.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ADDITIONAL INFORMATION

This post will be subject to an Enhanced DBS Check.

This post is exempt from the Rehabilitation of Offenders Act (1974) – Applicants must be prepared to disclose all criminal convictions and cautions, including those that would otherwise be spent under the Act.

The University of Brighton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

DOCUMENT INFORMATION

This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may, however, be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

Approval Date: **February 2024**