

# SAFEGUARDING OFFICER

## Harris Lowe Academy Willesden

**Grade 5**

### How To Apply

Please visit [\*\*www.harriscareers.org.uk\*\*](http://www.harriscareers.org.uk) to apply online and submit your application. We only accept applications submitted before the closing date via our careers website. Please refer to the last page of this candidate pack and our website for guidance on applying to opportunities within the Federation.

### Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our [\*\*Policy Statement on the Recruitment of Ex-Offenders\*\*](#).

# About the Harris Federation

The founder and sponsor of the Harris Federation, Lord Harris of Peckham, opened our first school in 1990. We have, over the past thirty years, implemented ideas and initiatives that have transformed the opportunities of pupils from working class and disadvantaged backgrounds. Harris academies are widely recognised as a force for social mobility. We are immensely proud of the role that our alumni are now beginning to play in the world and of what we believe our current generation of pupils will go on to achieve.

The Harris Federation has a track record of accomplishment in achieving success through rapid school improvement and has built an unrivalled reputation for running outstanding academies. We now have over 50 schools educating more than 40,000 young people across London and Essex, and employ over 5,000 staff across our academies and head office. With the majority of our academies located in areas of high socioeconomic disadvantage, a high-quality education is key to the futures of the pupils we serve.

## Our Vision

We are a pioneering education charity, and one of the leading multi-academy trusts in the country. We have built a reputation for transformative change, taking on some of the most challenging schools in London and turning them into places where every young person can access a high-quality education and have opportunities to succeed.

Our vision, from the start, has been to provide the structure and services needed for our schools to amount to more than the sum of their parts, and to free-up our teachers and leaders to focus on one thing and one thing only: the outstanding education of all their pupils. Our young people and communities are at the heart of everything we do. Our core mission has always been to close the educational gap between young people from disadvantaged backgrounds and their peers. Our ambition is one where every child in London, no matter their background, has equal access to high quality education, giving them the same opportunities and potential to succeed.

## Our Values

We have exceptional teachers, support staff, and leaders that come from a wide range of backgrounds. They bring many different skills, but they all share a strong commitment to delivering an outstanding education and creating an inspiring and happy school environment. We know there are many challenges facing our young people and the communities we serve, and that's why we need determined people like you to help us tackle those inequalities.

Whilst each of our academies has their own unique cultures and values; as a whole Federation, we have four core values which are central to successfully achieving our vision: **Excellence, Collaboration, Support, and Innovation.** We are proud of our values because they guide us in how we work allowing us to achieve the best possible outcomes for our young people, communities, and colleagues. No matter what your role is, where you're based, or what your career goals are, our values act as a guide to empower you to do your best work.

## What Sets Harris Apart

We are a Federation rather than a chain, and the autonomy of our Principals, and their individual academies is a key element of our success. In addition, the support structure from our central team provides a range of efficient and time-saving services to our academies, but Principals have ownership of running their schools to determine the best curriculum and other local policies to suit the context of their school, staff, and students.

Our head office based in East Croydon, provides expertise and guidance across Commercial, Governance, IT and Data, Finance, Estates, Procurement, HR and Recruitment, Sixth Form and Marketing. Harris academies are funded on the same basis as other state schools in England, but by negotiating shared contracts and services, and delivering other economies of scale, our academies save over £5m per year, all of which goes back into the education of our students.

As part of the central team we have more than 70 consultants, each a subject specialist and highly-skilled teachers who are available to our academies as a resource to use as they need. Their job is to create curriculum excellence in every subject. Our schools are able to access their full support to ensure the most effective curriculum intent, implementation, and impact.

## From Our CEO

*We see Harris as a system disrupter – whose purpose is to make life fairer for children in and around London. Our focus is to take on the most challenging schools and turn them into exceptional places of learning where everyone – staff and students – thrives.*

*We strive to deliver an excellent education to our young people so they can progress into top careers and the very best universities and apprenticeships, giving them the chance to fulfil their potential, no matter their background.*

*The secret of our success is that every Harris academy is different; every school has its own culture and ethos nurtured by its leadership team to suit the local community and context. However, all Harris academies are united by a determination to constantly improve and to quickly identify and share what works to ensure that every pupil is successful regardless of background.*

*As we grow, we are delighted to welcome new and experienced teachers, leaders, and support staff into the Federation, all of whom are crucial to our ongoing success. We encourage staff in their learning and development, our CPD is regularly described as 'outstanding', and all of us are committed to growing our expertise and sharing it with each other.*

*Sir Dan Moynihan  
Chief Executive*

## Our Benefits

We know our success is a direct result of the hard work and dedication of our teams. No matter what your role, by joining the Harris Federation, you will be making a difference to young people across London and in recognition of this, you will be able to enjoy the tangible and intangible benefits of working at Harris.

Harris has a strong culture of collaboration and best practice, with professional development and career planning at its centre. We invest in our staff with support, coaching, mentoring, and a wide range of top-quality training programmes delivered at every level.

You will also have access to a variety of benefits, support programmes and initiatives. [Visit our website](#) to discover more.

## Diversity and Inclusion

We are committed to encouraging and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our young people. As a provider of employment and education, we value the diversity of our staff and students, and all our staff are equally valued and respected. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students and staff.

Our work will impact many generations to come, and our staff come from all backgrounds and walks of life, coming together to inspire young minds. We promote an inclusive culture that embraces the valuable and enriching contribution that all of our community make. We continue to be proactive in uplifting and supporting all voices at Harris.

# Main Areas of Responsibility

The Safeguarding Officer is expected to:

## **Safeguarding**

- Refer cases of suspected abuse to the local authority children's social care as directed by DSL or DDSL
- 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 directed by DSL or DDSL
- Support staff who make referrals to the Channel programme;
- Refer cases where a crime may have been committed to the Police as required
- Prepare information to present to the Principal, Academy Governors, ALG and Ofsted
- Management of CPOMS; Activation and de-activation of accounts; ensuring that Academy Staff are using it correctly and providing training if required; Authorising student transfers with other schools
- Updating and maintaining student safeguarding files and ensuring records are relevant, detailed and accurate
- Liaising with parents/carers, staff and students as required
- Attending safeguarding meetings as directed by DSL or DDSL
- Help co-ordinate the collection of information as appropriate for Children's services and other agencies
- Be a point of contact for issues of child protection internally, to members of the public and other external contacts
- Where students leave the school, ensure their child protection file is transferred securely to the new school as soon as possible and request files for new admissions. This should be transferred separately from the main pupil file, ensuring secure transit, and **confirmation of receipt** should be obtained. Receiving schools and colleges should ensure key staff such as Deputy designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
- Ensure the staff physical intervention and pupil search log is maintained and accurate
- Help to monitor safeguarding training for all staff and specifically for Designated Persons and status of training including refresher courses

## **Admissions & deletions**

- Inform the local authority of updated year group cohort numbers
- Oversee the admissions process for in year admissions during the school year to ensure full year groups
- Responsibility for ensuring the waiting list held by the borough is regularly updated
- Ensure that the academy has received all the relevant information prior to students being admitted to the academy
- Collaborate with the attendance officer to ensure all appropriate safeguarding checks are completed in line with *Working Together to Improve Attendance 2024* when deleting a student from the academy roll

## Training

The 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 Safeguarding Officer should also undertake **Prevent awareness training**.

Training should provide the Safeguarding Officer with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, 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 (*full details in Chapter one of 'Working Together to Safeguard Children'*);
- 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 or college's 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 (*Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.*);
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college 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 or college;
- 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; and 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.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other professionals in a similar role, 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.

### **Raise Awareness**

- ensure the school or college's child protection policies are known, understood and used appropriately;
- 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 or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

### **Other Duties**

- Provide support in the Welfare Room when required and to support with cover in the event of absence of the Welfare Officer
- To attend relevant meetings, taking the notes and ensuring these are distributed to relevant personnel
- Complete sections of referral forms and student passports as required
- To assist with other administrative duties when required

## Academy Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term
- To participate in training and other professional development learning activities
- To promote equal opportunities and celebrate diversity in all aspects of the academy
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example
- To support and attend academy events such as Open Evening
- To promote actively the academy's corporate policies
- To adhere to the academy's Dress Code
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies
- To be aware of and comply with all academy and Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

# Person Specification

Area	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>University graduate (Good Honours degree) or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of continuing professional development</li> <li>Experience in Multi-ethnic urban schools.</li> <li>Further qualification. Experience of working in an 11-18 school..</li> <li>Evidence of continuous self-development and updated knowledge in safeguarding</li> <li>Relevant professional qualification in welfare, attendance, or education support</li> </ul>
<b>Knowledge, Understanding and Experience</b>	<ul style="list-style-type: none"> <li>A clear and good understanding of safeguarding issues, theory and practice, with particular regard to: <ul style="list-style-type: none"> <li>refer cases of suspected abuse to the local authority children's social care as required;</li> <li>support staff who make referrals to local authority children's social care;</li> <li>refer cases to the Channel programme where there is a radicalisation concern as required;</li> <li>support staff who make referrals to the Channel programme;</li> <li>refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and</li> <li>refer cases where a crime may have been committed to the Police as required.</li> </ul> </li> <li>Sound knowledge of Microsoft software with knowledge of using a management Information system for input and export of student data Knowledge of the range of agencies that work with students and their families.</li> <li>Training in child protection and safeguarding procedures</li> <li>Basic knowledge of first aid; eg. Emergency first aid</li> <li>Knowledge of many of the social issues facing students from disadvantaged backgrounds</li> <li>Good understanding of a range of welfare issues that may be affecting students and their families</li> </ul>	<ul style="list-style-type: none"> <li>Have a good understanding in relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;</li> <li>Have a good understanding in the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrated experience in improving attendance or managing welfare cases in an educational setting.</li> <li>• Experience of coordinating alternative provision or working with external providers.</li> <li>• Proven track record of working with families and external agencies to address barriers to learning.</li> <li>• Knowledge and understanding of attendance legislation and alternative provision standards.</li> <li>• Awareness of barriers to attendance and engagement, particularly in disadvantaged communities.</li> <li>• Excellent communication and interpersonal skills to engage students, families, and professionals.</li> <li>• Ability to manage complex caseloads and meet deadlines effectively.</li> <li>• Competence in data analysis and using management information systems to track attendance and provision outcomes.</li> </ul>	
<b>Personal Qualities/Attributes</b>	<ul style="list-style-type: none"> <li>• Empathy and resilience when dealing with challenging situations.</li> <li>• Strong problem-solving skills and a proactive approach to improving student outcomes.</li> <li>• Commitment to promoting equity, inclusion, and diversity in education.</li> </ul>	

<b>Academy Ethos</b>	<ul style="list-style-type: none"> <li>• Enthusiasm for and commitment to the achievement of the Academy's overall vision for success at all levels.</li> <li>• Motivation to work with children and young people.</li> <li>• Ability to build &amp; sustain professional standards, relationships &amp; personal boundaries with children and young people.</li> <li>• Emotional maturity &amp; resilience in dealing with challenging behaviours.</li> <li>• Ability to contribute towards creating a safe &amp; protective environment.</li> <li>• Empathy with the aims and objectives of Harris Federation</li> <li>• Willingness to continue professional development.</li> <li>• Commitment to maintaining high standards and expectations.</li> <li>• Commitment to contributing to academy life as a whole.</li> <li>• Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students.</li> </ul>	
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We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

1. Equal Opportunities
2. Health and Safety
3. General Data Protection Regulations (2018) and Data Protection Act (2018)
4. Safeguarding children

# Applying For The Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date via our careers website.

Thank you for your interest in the Harris Federation. We look forward to receiving your application.

## Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

## Help and Support

For our Help and Support completing your application, visit [www.harriscareers.org.uk](http://www.harriscareers.org.uk)

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