

Bridgwater and Taunton College Trust

Safeguarding Officer



Safeguarding Officer. Grade: Band 07, Scale point 13.

The success of the Bridgwater and Taunton College Trust will be underpinned by two fundamental beliefs:

Students come first: First and foremost, the purpose of the Trust is to enable students to achieve their potential, and it is this principle that drives how we make decisions and how we act. It is expected that anyone who joins or forms part of the Trust shares this philosophy.

We are team players: Whilst every colleague has a specific role to fulfil, we expect all staff to communicate with compassion, treat others with positive regard, collaborate and behave with professionalism. In our colleagues we seek energy, passion, initiative and cooperation, as well as acting in a way that promotes a positive image of the Trust in the wider community.

Our values

We are ambitious, collaborative and inclusive.

We believe that every role contributes to our students achieving. We are a values driven organisation and strongly feel a shared sense of purpose. We behave in a way that puts our students at the forefront of our actions and decisions making, we champion equality of opportunity and respect our colleagues, our students and our community. We believe passionately that all individuals are entitled to learn and should be encouraged to do so.

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Core Purpose

The Safeguarding Officer will be the first point of contact for staff members for all Safeguarding concerns. They will be supported by and accountable to the Designated Safeguarding Lead in leading and managing safeguarding and child protection practice, policy and procedures at Hamp Academy and ensuring the safeguarding and welfare of all pupils in the school. They will coordinate referrals to social care, attending and contributing reports for relevant meetings and keeping careful child protection records. They will work with the Designated Safeguarding Lead in developing and delivering training to school staff and updating relevant policies, procedures and guidance as necessary.

The duties of this post could vary from time to time as a result of new legislation, changes in technology or policy changes. This job description is not a definitive list of tasks of the role.

Main Responsibilities

The responsibilities of this role could vary as a result of new legislation, changes in technology or policy changes. This job description is not an exhaustive list of tasks of the role.

- Be a primary point of contact for all children and staff members for all Safeguarding concerns.
- To support staff with their understanding and knowledge of safeguarding and child protection
- Execute good decision making to be able to respond in a timely manner to safeguarding concerns to ensure pupils are kept safe from harm.
- Pro-actively work with parents / carers and other agencies through joint planning and monitoring of their arrangements for the safeguarding of children.
- Work with school staff, internal intervention leads and other safeguarding partner agencies to secure good outcomes for children and families especially those children who are deemed vulnerable including those with early help and a formal plan.
- To represent the Academy when requested at professional meetings.
- To ensure the maintenance of accurate and up to date student information on the Schools Information Management Systems and Child Protection Records.
- To ensure all safeguarding matters are completed within the appropriate timescale.
- Contribute to professional assessment of need and risk process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements, for children in need and significant harm.
- Attend and participate in Child Protection Conferences and Planning and Review meetings, some of which may take place out of normal working hours, working closely with colleagues in Children's Services as required.
- Ensure that vulnerable pupils who are victims of abuse and maltreatment are supported appropriately and sensitively and that all actions assigned to school from planning and interventions meetings are successfully carried out and monitored.
- Work directly with children in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers to support children in order to prevent children suffering significant harm or becoming looked after.
- Work directly with children who are experiencing periods of low mood and anxiety.

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- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational and wellbeing outcomes.
- are alert to the specific needs of children in need, children looked after and/or previously looked after, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- understand and support the school with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
- can 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

Other Duties

- To attend mandatory training courses, e.g., Child Protection, Equal Opportunities and Health and Safety related courses
- To promote and celebrate an approach of equality, diversity and inclusion for all colleagues, students and external stakeholders.
- Responsible for the health and safety of themselves and others
- Responsible for the safeguarding of and promotion of wellbeing for both children and colleagues
- To be a team player and contribute towards the vision, culture and ethos of the Trust
- From time to time you may be required to carry out other duties commensurate with the role.

Person Specification

Area to be assessed	Essential criteria	Desirable criteria
Safeguarding	Must be able to demonstrate a commitment to the safeguarding and well-being of children and young people.	
Qualifications/Experience	<ul style="list-style-type: none"> • Experience of working in the field of Child Protection with any relevant qualifications • Willingness to participate in further training and development opportunities. • Experience of using Microsoft Office to produce a range of professional documents 	<ul style="list-style-type: none"> • Experience of working in the field of Child Protection with relevant qualifications e.g. SSCP Advanced Child Protection Level 3 (current) • Experience of planning and coordinating meetings in a time-pressured environment.

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Knowledge/Skills	<ul style="list-style-type: none"> • Significant organisational and administrative skills, supported by a proficiency with ICT. • Excellent verbal and written communication skills, including telephone manner, tact, diplomacy and confidentiality. • Excellent interpersonal skills and solution focused approach to professional relationships. • Strong listening skills and the ability to deal with sensitive situations with integrity. • Ability to work as part of a team and demonstrate initiative. • A commitment to safeguarding and promoting the welfare of young people. • A willingness to challenge opinion, where necessary and drive the safeguarding and early help agenda. 	<ul style="list-style-type: none"> • An in-depth understanding of child protection and safeguarding legislation • Ability to consult and support with external agencies to reach the best outcomes for children and young people. • Ability to work under pressure and meet deadlines whilst still being polite and reasonable. • The ability to work in a demanding environment, meeting tight deadlines by prioritising and delegating as necessary. • The ability to build and maintain relationships with the whole school community. • The confidence and good judgment to manage situations relating to the behaviour of others towards a child.
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