

Job Description- Safeguarding Officer at Dobcroft Junior School- 32.5 hours per week- 39 weeks

Monday- Friday

830pm-330pm- 30 minute lunchbreak

We are delighted to be able to offer the position of Safeguarding Officer with learning mentor responsibilities in our school. The role will involve working with all pupils, staff and parents throughout the school community as well as working closely with external professionals. In addition, the post holder would undertake the role of deputy designated safeguarding leader under the supervision of the Deputy Head Teacher (DDSL) and Head Teacher (DSL).

The following should be read alongside the city council's job description for safeguarding officer. In our school, the main duties include:

Safeguarding & Child Protection

- To carry out the role of DDSL, including reacting appropriately and in line with our policy to any safeguarding concerns that are raised.
- Leading on attendance, including attending meetings.
- Attending and contributing to inclusion meetings.
- Liaising with external agencies such as MAST.
- Representing school at significant safeguarding meetings for example CIN meetings, STRAT meetings and TAF meetings.
- Ensuring our school actively and preventatively supports families both in times of crisis as well as more informally such as having clear communication regarding signposting and MAST drop ins etc. Parent workshops would also fall into this category.
- Ensuring children have access to any signposting / knowledge for example delivering a key assembly e.g. PANTS.
- Taking a lead on the safeguarding policy and audit, liaising with the Safeguarding Governor.
- Coordinating safeguarding training and keeping our training pathway up to date.
- Overseeing the nurture provision and supporting the team delivering this provision

Attendance

- Overseeing attendance in line with policy and taking action to improve attendance including letters, phone calls and meetings.
- Escalating attendance concerns in line with policy.
- Liaising with external agencies where appropriate in order to improve attendance.

Pastoral Lead

- Having clear oversight and coordination of our pupil THRIVE assessments e.g. which children and receiving wave 1, 2, 3.
 - Leading on the wave 3 1:1 pastoral sessions in a trauma informed way.
 - Supporting the THRIVE practitioners and their practice.
 - Monitoring the inclusion register and timetable of pupils receiving 1:1.
 - Communicating with families regarding referrals, concerns and progress.
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Behaviour Lead / Learning Mentor

- Reacting to children who are dysregulated and need support to regulate adhoc throughout the week as needed.
- Building rapport with key children whose behaviour presents challenges, ensuring that key strategies are developed and communicated with the team around the child.
- Clear communication with the team around the child including parents where necessary.
- Leading an 'open door' lunch time pastoral session (called '5 minutes' Peace') at lunch times.
- Coordinating and leading invitations to 'Meet and Greet' from 830 – 855 and delivering children calmly to classes.

Person Specification- Safeguarding Officer with learning mentor responsibilities at Dobcroft Junior School

	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none">• Meet Higher Level Teaching Assistant standards or equivalent qualification or experience• Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths	<ul style="list-style-type: none">• Qualified DDSL/DSL ie 2 day advanced safeguarding• Trauma informed CPD/training or equivalent
Knowledge and skills	<ul style="list-style-type: none">• Confidence and skills to develop multi-agency working• Knowledge of interventions relevant to promoting SEMH with KS2 pupils• Experience of positively supporting children with SEMH 1-1	<ul style="list-style-type: none">• Experience of multi-agency working and the different partnerships and support agencies available• Knowledge of the Sheffield Safeguarding & Child Protection guidelines and principles
Personal qualities	<ul style="list-style-type: none">• Ability to develop strong , trusting, positive relationships with pupils, staff, governors and parents• Ability to devise individual plans to support pupils to access education• Ability to be organized, prioritise own working timetable and ensure robust processes are followed/adhered to	<ul style="list-style-type: none">• Ability to train and line manage colleagues