Delapre Primary School

Lead with Purpose and Act with Care

Belong • Grow • Achieve

Safeguarding, Wellbeing and Family Support Officer
Job Description

Pay: H Point 14 – 20 (*depending on experience)*

Main Purpose of the Role

This is an exciting time to join the safeguarding and inclusion team at Delapre Primary School. We are looking forward to welcoming a passionate, skilled and enthusiastic professional who is eager to make a significant difference to children and families across our large school community.

The successful candidate will provide effective and proactive operational leadership of safeguarding, child protection, family support, attendance, pupil wellbeing and pastoral provision across Delapre Primary School.

This position plays a central role in ensuring that children, particularly those who are vulnerable, disadvantaged or experiencing barriers to learning, are safe, supported, included and able to thrive, because every child deserves to **Belong, Grow and Achieve**. Guided by our ethos, **Lead with Purpose and Act with Care**, we welcome someone who shares our ambition for developing strong relationships with children, parents, carers and external professionals, providing direct support where appropriate, coordinating multi-agency intervention and ensuring that children and families receive timely, proportionate and effective assistance.

Working closely with the Headteacher, Designated Safeguarding Lead and Senior Leadership Team, the postholder will lead the day-to-day coordination of safeguarding concerns, oversee targeted support for vulnerable pupils and families, and ensure that appropriate action is taken promptly and effectively.

Why Delapre Primary School?

At Delapre Primary School, we are proud to be a vibrant, high-performing community where excellence is expected and every child is valued. Our staff team is passionate, dedicated, and united in creating an environment where students thrive academically, socially, and personally. As we continue to build on our strong standards and successes, we are seeking committed professionals who share our values and who are ready to make a meaningful impact. If you are inspired by purposeful leadership and champion nurturing, inclusive practice for all learners, we would love to welcome you to our community.

Principal Accountabilities

Safeguarding and child protection

You will need to:

- Act as the school's Operational Safeguarding Lead and trained Designated Safeguarding Lead, undertaking delegated safeguarding responsibilities in accordance with statutory guidance and school procedures.
- Lead the daily triage, assessment, recording, monitoring and response to safeguarding and child protection concerns.
- Ensure that safeguarding concerns are identified, assessed, prioritised and responded to promptly, appropriately and proportionately.
- Exercise professional judgement in determining appropriate safeguarding actions, including immediate protective action where required.
- Make and coordinate referrals to children's social care, the police and other relevant statutory or specialist services.
- Attend, contribute to and, where appropriate, prepare reports for child protection conferences, child in need meetings, core group meetings, strategy discussions and other statutory safeguarding meetings.
- Maintain effective communication with social workers, family support practitioners, health professionals, police and other relevant agencies.
- Challenge and escalate safeguarding concerns appropriately where the response of another professional or agency is considered insufficient to protect a child.
- Maintain accurate, comprehensive, timely and confidential safeguarding records, including actions taken, professional decisions, rationale and outcomes.
- Ensure that safeguarding concerns are followed through and reviewed, rather than simply recorded or referred.
- Identify patterns of concern, repeated incidents, emerging risks and children whose circumstances may be deteriorating.
- Ensure that the views, wishes and lived experiences of children are appropriately considered in safeguarding decisions.
- Support effective safeguarding information-sharing, including during pupil transitions and transfers between educational settings.
- Participate actively in regular DSL meetings, safeguarding case discussions, professional supervision and relevant multi-agency forums.
- Work closely with the school's Designated Teacher to support looked-after and previously looked-after children.
- Attend and contribute to Personal Education Plan meetings, statutory reviews and relevant multi-agency meetings as required.
- Maintain up-to-date knowledge of statutory safeguarding guidance, local safeguarding partnership arrangements and emerging safeguarding risks.

- Support safeguarding arrangements relating to children accessing alternative provision, off-site education or other commissioned services.
- Contribute to the development of a whole-school safeguarding culture in which staff demonstrate professional curiosity, appropriate challenge and a clear understanding of their responsibilities.

Family support, early help and multi-agency working

- Lead and coordinate the school's approach to early help, family help and targeted family support.
- Identify children and families who may benefit from additional support, ensuring that needs are recognised and addressed at the earliest appropriate opportunity.
- Initiate, coordinate and review early help assessments, family support plans and other relevant intervention arrangements.
- Lead or contribute to Team Around the Family meetings and other coordinated multi-agency support arrangements.
- Develop individual support and action plans collaboratively with children, parents, carers, school staff and relevant professionals, ensuring that clear outcomes, responsibilities and review arrangements are established.
- Provide direct support, guidance and advice to children and families experiencing complex or challenging circumstances.
- Support families affected by issues including domestic abuse, financial hardship, housing difficulties, parental mental health, bereavement, family breakdown, neglect and other vulnerabilities.
- Develop positive, trusting and appropriately boundaried relationships with parents and carers, including those who may be reluctant or find it difficult to engage with school.
- Act as an accessible and responsive point of contact for parents and carers seeking support, including responding appropriately to telephone, written and face-to-face enquiries.
- Undertake planned home visits where appropriate, in accordance with school safeguarding procedures, risk assessments and safe-working arrangements. Home visits must be undertaken with another appropriate member of staff or professional.
- Support families in accessing appropriate statutory, voluntary and community services, including parenting programmes, family learning opportunities and practical assistance.
- Maintain an effective working knowledge of local support services, referral pathways and community resources.
- Coordinate referrals to relevant external agencies and monitor the progress and effectiveness of the support provided.

- Maintain regular communication with families receiving targeted support, reviewing progress and adapting intervention where necessary.
- Work in partnership with other schools, local authority services and relevant agencies to ensure continuity and coordination of support.
- Advocate appropriately for children and families, ensuring that their needs, experiences and views inform professional decisions.
- Ensure that family support interventions are appropriately recorded, evaluated and followed through.

Attendance oversight

- Support with oversight of attendance for vulnerable pupils, working closely with the Attendance Officer and Senior Leadership Team.
- Contribute to the implementation, monitoring and evaluation of the school's attendance policy and attendance improvement priorities.
- Analyse attendance and punctuality information for key children to identify emerging concerns, persistent absence, severe absence and patterns of vulnerability.
- Work collaboratively with the Attendance Officer to ensure that attendance concerns are followed up promptly and consistently.
- Identify safeguarding, social, emotional, family-related and other barriers affecting regular school attendance.
- Lead or contribute to attendance support meetings with parents, carers and relevant professionals.
- Develop, coordinate and review individual attendance support plans for pupils requiring targeted intervention.
- Work closely with the SENCO to ensure that attendance support for pupils with SEND is appropriate, inclusive and responsive to their individual circumstances.
- Coordinate multi-agency responses where attendance concerns are linked to wider safeguarding, wellbeing or family difficulties.
- Support effective reintegration arrangements for pupils returning following prolonged absence or significant difficulties.
- Ensure that attendance communication with families is accurate, timely, supportive and consistent with statutory guidance and school policy.
- Monitor the impact of attendance interventions and recommend further action or escalation where appropriate.
- Ensure that concerns relating to children missing education, unexplained absence or uncertainty about a child's whereabouts or safety are addressed through established safeguarding and attendance procedures.
- Contribute to attendance analysis and reporting for school leaders and governors, particularly in relation to vulnerable groups.

Pupil wellbeing and pastoral support

- Coordinate the school's pastoral and targeted pupil wellbeing provision.
- Ensure that pastoral support is responsive, child-centred, inclusive and informed by children's individual needs and circumstances.
- Support with direction and training for pastoral team, including other staff who require specific support with identified children.
- Provide specialist guidance and direct support, where appropriate, for children experiencing emotional distress, anxiety, bereavement, loss, trauma, family breakdown or other significant life events.
- Develop positive one-to-one relationships with children requiring targeted support, helping them identify and work towards appropriate personal goals.
- Identify pupils who may require additional emotional, social or mental health support.
- Assess presenting needs and coordinate appropriate school-based interventions or referrals to specialist services.
- Ensure that pastoral interventions are appropriately planned, recorded, monitored and evaluated.
- Promote relational, trauma-informed and restorative approaches across the school.
- Support staff in understanding the impact of adversity, attachment difficulties and emotional needs on children's behaviour, relationships, attendance and learning.
- Work collaboratively with the PSHE Lead and Personal Development Lead to ensure that pastoral support complements the wider curriculum and school ethos.
- Promote positive relationships, emotional literacy, resilience, belonging and healthy wellbeing.
- Evaluate the effectiveness of pastoral and wellbeing support, identifying opportunities to strengthen provision.

Whole-school and partnership working

- Act as a source of professional expertise, guidance and advice for staff on safeguarding, child protection, family support, vulnerability and pupil wellbeing.
- Lead and deliver safeguarding training, updates, briefings and professional development sessions as appropriate.
- Undertake regular reviews and audits of safeguarding records, referrals, actions, intervention plans and case management.
- Support the safeguarding induction of new staff, ensuring that reporting procedures and professional expectations are understood.
- Provide practical guidance to staff supporting children affected by trauma, bereavement, loss, emotional difficulties and family circumstances.
- Promote consistent, evidence-informed and child-centred approaches to supporting vulnerable pupils.

- Identify emerging training needs through safeguarding trends, case reviews, audits and staff feedback.
- Encourage professional curiosity, reflective practice, appropriate challenge and timely reporting.
- Contribute to a whole-school culture in which safeguarding is understood as everyone's responsibility.
- Work collaboratively with the Headteacher, Senior Leadership Team, SENCO, Attendance Officer, Inclusion Team, PSHE Lead and Personal Development Lead to ensure a coherent and coordinated approach to meeting children's needs.
- Contribute to relevant leadership, safeguarding, inclusion, attendance and pupil support meetings.
- Maintain effective professional relationships with local authority services, social care, health professionals, police, other education settings and community organisations.
- Represent the school professionally at appropriate external meetings and multi-agency forums.
- Support effective communication and information-sharing between relevant school staff and external professionals.
- Contribute to the development of a positive, respectful and supportive school community in which children and families feel valued and included.
- Participate in the school's agreed safeguarding on-call arrangements throughout the calendar year, including school holidays and periods of school closure.
- Be provided with a school mobile telephone to facilitate professional communication and safeguarding responsibilities.
- Remain appropriately contactable during allocated on-call periods to respond to urgent safeguarding concerns, provide professional advice and coordinate necessary action.
- Exercise sound professional judgement in determining the urgency of safeguarding matters and the appropriate response.
- Maintain effective communication and handover arrangements with the Headteacher, DSL and other relevant colleagues.
- Support safeguarding arrangements for school activities, visits and provision outside normal school hours where agreed.
- Demonstrate reasonable flexibility in working arrangements to respond to safeguarding emergencies, urgent meetings and the operational needs of the school.

Safeguarding and professional responsibilities

- Uphold and actively promote the school's ethos, values, vision and commitment to safeguarding, wellbeing and inclusion.
- Adhere to all school policies, procedures and statutory requirements, including safeguarding, child protection, confidentiality, data protection, health and safety and equality.
- Comply fully with the school's Staff Code of Conduct and Staff Handbook.
- Demonstrate punctuality, reliability, professionalism, flexibility and a positive commitment to the school community.
- Maintain appropriate professional boundaries with children, families, colleagues and external professionals.
- Handle sensitive and confidential information with discretion, integrity and in accordance with legal requirements.
- Maintain accurate, timely and professional records of all relevant activities, decisions and interventions.
- Ensure that confidential paperwork and safeguarding information are securely stored and that computers and electronic systems are protected from unauthorised access.
- Attend staff briefings and relevant meetings or ensure that important information is accessed and understood when attendance is not possible.
- Participate in performance management, supervision, relevant training and continuing professional development.
- Maintain awareness of personal wellbeing and access appropriate professional support or supervision when required.
- Demonstrate a commitment to equality, diversity, inclusion and the protection of children's rights.
- Undertake other duties reasonably commensurate with the nature, level and responsibilities of the post, as directed by the Headteacher.

This job description will be reviewed annually with the postholder. Significant changes to responsibilities will be discussed through the school's agreed procedures.

Person specification

Essential criteria are required for appointment. Desirable criteria strengthen an application but are not prerequisites. Evidence will be considered through the application, interview, professional task or teaching activity, references and qualification checks, as appropriate. Candidates should provide specific examples of their contribution and its impact.

Safer recruitment

The school reserves the right to close applications and end the recruitment process early, including making an appointment before the advertised closing date. Early applications are encouraged.

Delapre Primary School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Appointment is subject to satisfactory references and the required pre-employment checks, including an enhanced DBS check with children's barred list information for this regulated activity role, verification of qualifications and teaching status, prohibition checks and right-to-work checks, with further checks as applicable.

Qualifications and professional development

Criterion	Requirement
Current Designated Safeguarding Lead training, or equivalent recognised DSL training	Essential
Evidence of relevant and up-to-date safeguarding and child protection professional development	Essential
Good standard of literacy, numeracy and written communications.	Essential
Relevant qualification in education, safeguarding, social work, family support, youth work or a related field	Desirable
Training in early help, family support or multi-agency safeguarding practice	Desirable

Safeguarding knowledge and experience

Criterion	Requirement
Proven experience of independently managing complex safeguarding and child protection concerns	Essential
Experience of making safeguarding referrals and liaising directly with children's social care	Essential
Experience of contributing to child protection conferences, child in need meetings or other statutory safeguarding processes	Essential
Strong knowledge of Keeping Children Safe in Education, Working Together to Safeguard Children and local safeguarding procedures	Essential
Ability to identify risk, challenge decisions and escalate safeguarding concerns appropriately	Essential
Experience of contributing to safeguarding audits, policy reviews and quality assurance	Desirable

Family Support, Attendance and Inclusion

Criterion	Requirement
Experience of working directly with vulnerable children and families	Essential
Experience of coordinating multi-agency support and working with external professionals	Essential
Knowledge of attendance barriers, persistent absence and safeguarding considerations relating to attendance	Essential
Experience of leading early help assessments or family support plans	Desirable
Experience of supporting children affected by bereavement, trauma or emotional wellbeing difficulties	Desirable
Experience of contributing to Personal Education Plan meetings or supporting looked-after children	Desirable

Experience of undertaking home visits and working with families in challenging circumstances	Desirable

Professional Skills

Criterion	Requirement
Excellent written communication, including producing professional safeguarding reports	Essential
Ability to build positive, trusting and appropriately boundaried relationships with families	Essential
Confidence to challenge other professionals and advocate for children	Essential
Strong organisational skills, attention to detail and accurate record-keeping	Essential
An unwavering commitment to safeguarding and promoting the welfare of children.	Essential
A compassionate, approachable and non-judgemental manner, combined with the ability to make difficult professional decisions.	Essential
High levels of emotional resilience, professional curiosity and sound judgement.	Essential
Integrity, discretion and a clear understanding of confidentiality and information sharing.	Essential
Flexibility, reliability and a willingness to respond to urgent safeguarding needs.	Essential
The ability to remain calm and effective in sensitive, complex or challenging situations.	Essential
A commitment to the school's ethos: We lead with purpose and act with care.	Essential
Ability to analyse information, identify patterns and evaluate the impact of intervention	Desirable
Experience of line management, supervision or leading a pastoral team	Desirable