Senior Deputy Designated Safeguarding Lead – Job Description

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| Pay Scale/Grade:  | Grade 8 |
| Reports to:  | Designated Safeguarding Lead / Principal |
| Responsible for:  | Deputy Designated Safeguarding Lead(s) |
| Liaison with:  | Teaching Staff, Teaching Support Staff, Principal, Pupils, Parents/Carers, Painsley Safeguarding Team and external agencies and professionals. |
| Job Purpose:  | Adding to the existing team. This role is key to developing an effective safeguarding culture across the school. Taking the lead responsibility for all safeguarding and child protection matters arising at the school and supporting all other staff in dealing with any child protection concerns that arise. |

Key Responsibilities and Accountabilities

Managing Referrals:

To take lead responsibility for:

• Referring all cases of suspected abuse of any pupil at the school to the Local Authority children's social care, ensuring that a response is received and recorded;

• Supporting other staff who have made referrals to Local Authority children’s social care;

• Taking part in strategy discussions and inter-agency meetings and/or supporting other staff to do so, and to contribute to the assessment of children;

• Making referrals to the LADO and Disclosure and Barring Service where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child;

• Making referrals to the police where a crime may have been committed which involves a child;

• Undertaking early help assessments for identified pupils and their families, and acting as lead professional where appropriate;

• Maintaining accurate and organised records of all welfare and child protection concerns brought to the attention of the school by staff, members of the public or other professionals;

• As required, liaising with the Principal, Designated Safeguarding Lead, CEO in respect of police investigations or investigations under Section 47 Children Act 1989 which involve the school;

• Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with the relevant agencies;

• Supporting any referrals to the Local Authority under ‘Children Missing in Education’ requirements.

• Ensuring teachers fulfil their statutory duties of referring all confirmed cases of female genital mutilation performed on a pupil to the police, as per legal requirements, and keeping records of these referrals and subsequent actions.

• Referring cases to the Channel programme (and supporting staff who make referrals) where there is a radicalisation concern;

Raising Awareness

• In liaison with the LGB and Designated Safeguarding Lead, ensure the school's safeguarding policy and its implementation is reviewed at least annually, is up to date, and is in line with the MAC;

• Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care, and the school's role in this;

• Maintain links with the local Safeguarding Children Boards to ensure staff are aware of training opportunities and the local policies on safeguarding;

• Share information about the welfare, safeguarding and child protection issues that children are experiencing, or have experienced with key adults within the school.

• Where children leave the school ensure their child protection file is transferred to the new school as soon as possible, transferred separately from the main pupil file, and taking responsibility for ensuring that reasonable steps are taken to effect secure transit and for obtaining confirmation of receipt from the new school. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.

• Acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty;

• Liaising with local Prevent co-ordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstance relating to the Prevent Duty.

Training

The Senior DDSL should receive appropriate child protection training every two years (and refresh their knowledge and skills through network meetings, email updates and documents on an ongoing basis, but at least annually) in order to:

• Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.

• 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 that all staff and volunteers have access to and understands the school’s safeguarding/child protection policy and procedures, especially new and part time staff;

• To help the DSL to provide appropriate safeguarding induction training for new staff, volunteers, work experience students, apprentices, visiting staff, supply teachers and governors to provide them with the relevant skills and knowledge to safeguard children effectively.

• Be alert to the specific needs of children in need, those with special educational needs and young carers.

• Understand relevant data protection legislation and regulations.

• Understand the unique risks associated with online safety, and help to support the DSL and those responsible for ICT at the school to keep children safe whilst they are online at school.

• Recognise the additional risks faced by children with special education needs and disabilities (SEND), including when online (for example, from bullying, grooming and radicalisation) and be confident they have the capability to support SEND children to stay safe.

• Be able to keep detailed, accurate, secure written records of concerns and referrals.

• Understand and support the school with regard to the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation.

• Obtain access to resources and attend any relevant or refresher training courses.

• Encourage and promote a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

• Undertake safer recruitment training, and support the school in achieving best practice in recruitment and selection of staff.

Audits, evidence and reporting

• Creating and maintaining files of safeguarding evidence, including to support Ofsted inspections.

• Contributing towards regular safeguarding reports to the Principal, CEO and LGB.

• Supporting the DSL and working with the nominated Safeguarding Governor and Principal to complete the Local Authority safeguarding audit, as required.

Pupil Outcomes

• Maintain a culture of high aspirations for all pupils who are currently experiencing, or have previously experienced welfare, safeguarding and child protection issues.

• Support all staff to identify the challenges that pupils in this group might face and the additional academic support and interventions required to best support these children.

• Working with the DSL to effectively liaise with the school’s attendance lead & educational welfare to ensure good attendance at school.

• Monitor the academic progress of pupils in need, contributing to reviews of individual pupil progress, sharing feedback from agencies/professionals who are working with the pupil/family and supporting and informing any academic-based interventions.

• To work with the DSL to create an overview of how the curriculum teaches key themes of safety (including online safety and anti-bullying) and contribute towards the capture of Pupil Voice about safety at school.

General

• Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality, and data protection.

• Be aware that all pupils have equal access to opportunities to learn and develop.

• Participate in training and other learning activities as required and to participate in appraisal and professional development.

These duties may be varied to meet the changing demands of the school at the reasonable direction of the Principal. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.

Painsley is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An Enhanced DBS with Child Barred List check will be requested.

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| FACTORS | MEASURED BY |
| ESSENTIAL QUALIFICATIONS AND SKILLS • GCSE in English and Math’s at Grade C/level 4 or equivalent • Safeguarding training – multi agency working. • A full Enhanced Disclosure with Child Barred List check from the Disclosure and Barring Service (DBS) • Right to Work in the UK DESIRABLE • Currently qualified as a Designated Safeguarding Lead or held a previously accredited safeguarding qualification. • Additional qualifications within safeguarding and child protection.• Experience of safeguarding and child protection with school aged children. | Candidates will be measured by their Application form, References, Observation, Interview and statutory preemployment checks |
| ESSENTIAL EXPERIENCE • Evidence of experience of working with children and families in difficulty and crisis • Experience of multi-agency working including childcare, health and social care • Experience of Safeguarding procedures • Working as part of a team • Demonstrable experience of working in a DSL role within a school or other organisation that deals with children and young adults. • Experience of handling large amounts of sensitive data and upholding the principles of confidentiality DESIRABLE • Experience of using Attendance and Safeguarding systems within schools (e.g. MyConcern) • Experience of working with children in the secondary phase of school• Experience of working with people with mental health problems | Candidates will be measured by their Application form, References, Observation and Interview |
| ESSENTIAL KNOWLEDGE AND SKILLS • Demonstrate competence in written and verbal communications, • Experience of developing and maintaining effective relationships and liaison with outside agencies and families, focusing at all time of the welfare of the child. • Experience of creating and maintaining robust and GDPR compliant safeguarding records, manual and computerised. • knowledge and experience of relevant legislation, policy, practice, guidance and good safeguarding practice. • Knowledge of issues affecting families and parenting needs of children. • Experience of using problem solving skills to ensure the best outcomes for the child/family are achieved. • Ability to keep up to date with legislative, policy and guidance developments in safeguarding. • Excellent ICT skills and the ability to write concise summary reports regarding safeguarding issues and associated interventions. DESIRABLE • Knowledge of Special Educational Needs and Education Health Care Plans • Knowledge of Positive Behaviour Management strategies. • An understanding of the needs and difficulties which people with mental health problems or other disabilities face. • Knowledge of available support services. | Candidates will be measured by References, Observation and Interview |
| ESSENTIAL OTHER QUALITIES • Well-developed interpersonal skills and the ability to develop and maintain good relationships with staff, parents and pupils. • Ability and commitment to work closely as part of a team. • Willingness to contribute to all areas of school life. • Strong commitment to the importance of the school as part of the community. • A strong belief in the importance of the development of the emotional, cultural/spiritual/sporting interests of the child. • Excellent organisational skills. | Candidates will be measured by References, Observation and Interview |