



Job Description

JOB TITLE	Designated Safeguarding Lead (DSL) - Level 1 & Attendance Improvement Coordinator
JOB FAMILY	Pastoral
PHASE	Primary and Secondary
REPORTING TO	Headteacher

Job Purpose

To take 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. To be responsible for promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact. To be available for staff to discuss any safeguarding concerns.

Duties and Responsibilities

Managing referrals

The Designated Safeguarding Lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Refer cases where a crime may have been committed to the Police as required;
- Attend all relevant meetings (CP, Core groups, CIN and multi-agency/EHA) providing required information in a professional and timely manner;
- Refer cases where a person has been dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.*

Staff may consider discussing any concerns regarding other staff, with the designated safeguarding lead and may make a referral to the Head teacher via them.

* The referral, if required, is most likely to be made through HR/Head Teacher however the DSL will be responsible for evidencing that this has been made.



Work with others

The designated safeguarding lead is expected to:

- Liaise with the Headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the “case manager” and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;**
- Liaise with staff (especially pastoral support staff, school nurses and SENCOs) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- Contributing (as necessary) 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 ensure that children who are victims of abuse are supported appropriately and sensitively and that all actions assigned by setting from planning and intervention meetings are successfully carried out and monitored;
- Act as a source of support, advice and expertise for staff;
- Work closely with others particularly IT to ensure online safety duty is compliant
- If required, the designated safeguarding lead should discuss the local response to sexual violence and sexual harassment with Police and children’s social care colleagues in order to prepare the school policies (especially the child protection policy) and responses;
- The designated safeguarding lead should be confident as to what specialist local support is available to support all children involved (including all victims and perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support as required;
- Engage with families and ensure that services and support are offered at the right time with the right service;
- Undertake early help assessments for identified pupils and their families, and acting as lead professional where appropriate;
- Work together with the appropriate staff to complete the Local Authority safeguarding audit, ensuring it is completed in a timely fashion, presented by the Head Teacher at the RGB meeting and then alongside the minutes of the RGB meeting, returned to the LCSB for Medway and comply with Portsmouth’s and Kent’s audit arrangements.
- Complete a written termly safeguarding report and present the report within a Senior Leadership meeting for discussion. Ensure this is minuted as part of the meeting, with any actions that may arise by whom and by when.

** The DSL must be made aware of allegations against staff but will not necessarily undertake any part of the investigation. The arrangements for the investigation will be agreed between the Head Teacher and HR.



Training

- The designated safeguarding lead 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 designated safeguarding lead should undertake Prevent awareness training and appropriate training on the Channel programme;
- In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.
- In addition to the above Multi Agency training must also be completed as and when required.

Raise Awareness

The Designated Safeguarding Lead should:

- Ensure the school child protection policies are known, understood and used appropriately;
- In liaison with the TSAT Safeguarding Lead, ensure the school's safeguarding /child protection policy and its implementation is reviewed at least annually, is up to date, and addresses local issues relevant to the Academy;
- 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 three safeguarding partners to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.*
- Work with the Senior Leadership Team to ensure safeguarding is at the heart of the school ethos and that all staff are supported in knowing how to recognise and respond to potential concerns.

*Three local safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area within the local authority area) to make arrangements to work together to identify and respond to the needs of local children



Child protection file

- Ensure that the file is kept securely and is kept up to date with factual chronology and actions and all relevant documentation.
- Where children leave the school, ensure their child protection file is transferred to the new school as soon as possible. This will be transferred separately from the main pupil file if paper, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- Attend and participate in Child Protection conferences and planning and review meetings whilst working closely with colleagues in Children's Services as required, some of which may take place out of normal working hours.
- During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In exceptional circumstances availability via phone and or Skype or other such media is acceptable. The school and the designated safeguarding lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Knowledge

- 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;
- 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 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;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and providing 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;
- Encourage 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;
- The designated safeguarding lead should have the contact details of Looked After Children's social worker and the name of the virtual school head in the local authority that looks after the child

Safeguarding:

- Line management of HOH
- Primary attendee at all meetings with external agencies (HOH only deputise in AP absence)
- Monitoring safeguarding training of all staff
- Primary individual to pick up referrals through safeguard and ensure all referrals and assigned to the correct individuals
- Ensuring consistency when dealing with safeguarding incidents
- Be the out of hours contact for the school for any safeguarding concerns/information gathering
- Responsible for safeguarding audits conducted by TSAT and associated actions
- Responsible for LADO referrals, ensuring you liaise with the Trust lead for safeguarding
- Primary individual who makes social services referrals (HOH only deputise in AP absence)
- Prevent lead
- Attending all associated training run by the Trust
- Knowledge of all relevant documents including: 'Keeping children safe in education: statutory guidance for schools and colleges'; 'Working together to safeguard children'; 'Positive environments where children can flourish
- Ensure any off-site provision for pupils is checked and meets the relevant standards
- Responsibility for safeguarding, "including online safety and understanding the filtering and monitoring systems and processes in place",

Attendance Improvement Coordinator

- To work with school and Trust staff, the Attendance Advisory Service and parent/carers to improve and maintain attendance and punctuality.
- Liaise with parents/carers regarding attendance and punctuality matters arranging and conducting meetings as appropriate.
- To produce and interpret information relating to attendance patterns.
- To monitor the attendance of vulnerable groups.
- Meet with the Attendance Advisory Practitioner and complete referrals as necessary.



- Undertake home visits as required.
- Refer Children Missing Education in line with statutory guidance.
- Complete and return Persistent Absence data to the Local Authority.
- Provide administrative support and cover within the school office as deemed necessary.
- Maintain general administrative filing and paper and computer-based records to ensure data can be extracted easily when required.

Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should act with professional integrity at all times, following the “Code of Conduct”.
- You will be based at Furzeham Primary School. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust’s Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy’s Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.



- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.

Equal Opportunities

- To actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and commitment to Equal Opportunity Policies in relation to both employment and service delivery.

Data Protection

- Ensure confidentiality of personal data at all times by sharing, processing, obtaining and advising on data in line with Trust Data Protection policies and procedures. Having due regard for the high level of personal and special category data processed within your role.
- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.



I understand and agree to the job description of Designated Safeguarding Lead – Level 1 and Attendance Improvement Coordinator.

Name:.....

Signed:

Date:



Person Specification

Knowledge and experience of working with children, young people and families and dealing with barriers to education.

Knowledge, experience and understanding of safeguarding procedures, child protection issues and law and regulations governing the employment of children.

Knowledge and experience of statutory legislation, guidelines and policies on attendance.

Ability to plan and prioritise own workload, and meet deadlines within fixed, sometimes conflicting, timescales.

Experience of working with children and young people, parents / carers to overcome attendance difficulties.

Excellent IT skills, including spreadsheets, databases, word processing, and internet/intranet /email.

Excellent SIMs knowledge.

High level written, oral and listening communication skills for effective interaction with internal and external contacts.

Ability to adapt to challenging situations and people and respond appropriately using negotiation and influencing skills to achieve objectives.

Confidence and ability to deal with difficult situations calmly, firmly and with sensitivity.

Ability to work as part of a team and openly and collaboratively with multi-agency colleagues, while applying the principles of confidentiality.

Effective analytical skills and problem solving.

Working knowledge of Exclusion from school.

Understanding of the need for confidentiality and working practice of handling such information.



Personal Style and Behaviour

Drive, tenacity, and an ability to maintain focus, objectivity and sound judgment under complex conditions to achieve desired outcomes.

Tact and diplomacy in all interpersonal relationships with external contacts and colleagues at work to establish and maintain positive relationships which generate confidence and respect.

Personal commitment to excellence in service delivery.

Flexibility to adapt to changing workload demands and new organisational challenges.

Desire to pursue own personal development and take full advantage of training provided.

Self-motivation and personal drive to complete tasks to required timescales and quality standards.

Ability to be creative in developing on going incentives and strategies to improve attendance and continually raise the importance of good attendance. Ability to 'think out of the box'.

Ongoing commitment to inclusive education practices and equality of opportunity.

Personal commitment to ensure services are equally accessible and appropriate to the diverse needs of service users.

Flexibility in approaches to work including service location arrangements (Medway, Portsmouth and Kent) and working outside core hours.