**Designated Safeguarding Lead Job Description**

**(Deputy Designated Safeguarding Lead to follow the DSL job description in DSL’s absence)**

**DSL has overall responsibility**

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| **Job title** | **Designated Safeguarding Lead** |
| **Job purpose** | The Designated Safeguarding Lead will take lead responsibility for safeguarding, child protection, Mental Health and Wellbeing for pupils across the school (including Willow and Piper Centre). They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.  Legal **responsibility** for dealing with **safeguarding** issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies  Acts as a source of support, advice and expertise for all staff within both main school and Short stay provision and challenge any poor practice  Work with identified families or allocate to deputy safeguarding Lead.  They will advise and support other members of staff on child welfare and child protection matters, Mental Health & Wellbeing and liaise with relevant agencies such as the local authority and police.  Some safeguarding activities may be delegated to deputies, although the Designated Safeguarding Lead will retain lead responsibility for the work of deputies and will ensure it is completed to the highest standard. |
| **To whom the jobholder reports** | The jobholder is responsible to:   * The Head Teacher * The Governors   The jobholder is also responsible to their colleagues for promoting a shared sense and understanding of the school’s value system, with the aim of improving the quality and consistency of education across the school. |
| **The person line managed by the jobholder** | The jobholder is responsible for the coaching, mentoring, development and performance management of staff. |
| **Duties and responsibilities specific to the job** | **Designated Safeguarding Lead (DSL)**  Manage referrals:   * Refer cases of suspected abuse to the local authority children’s social care as required. * Support staff who make referrals to local authority children’s social care. * Refer cases to the Channel programme where there is a radicalisation concern. * Support staff who make referrals to the Channel programme. * Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and * Refer cases where a crime may have been committed to the Police as required.   Work with others:   * act as a point of contact with the three safeguarding partners; Local Authority, the police and health. * liaise with the head teacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; * work closely with the School Business Manager to ensure all processes and procedures with regard to safeguarding and safer recruitment are in place and adhered to; * 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, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and * act as a source of support, advice and expertise for all staff. * Attend and contribute effectively to Child In Need meetings, Child Protection conferences, planning and review meetings; including those taking place out of normal working hours * To ensure that the Section 175 Audit published by GSCB is completed annually and returned by deadline and reviewed regularly.   **Training**  The designated safeguarding lead (and any deputies) 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.  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, and at least annually, to allow them to understand and keep up with any developments relevant to their role. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, so they:   * 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 college’s 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; * understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations; * understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners; * are able to keep detailed, accurate, secure written records of concerns and referrals; * understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide 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; and * encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.   **Raise Awareness**   * ensure the school or college’s child protection policies are known, understood and used appropriately; * ensure the school or college’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this; * 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 safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements. * help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with teachers and school and college leadership staff. The role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.   **Child protection file**  Where children leave the school or college (including for in-year transfers) ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.  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. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.  **Availability**  During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.  It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. |
| **Family Support Worker** | **Main purpose**   * This is a Senior Role at Academy who takes a lead for the school in Family Support * Line managing the Family Support Team (one staff) and the Midday Supervisors (two staff). * Leading,  implementing and reviewing the strategy for the child and family work within the school * Overseeing the child protection work and cause for concern records for the whole school. This is a key leadership role within the Academy * To identify, and address the needs of children and families who need help to overcome barriers to learning * To support families to be the best parents they can be so that they are able to support their child’s learning and well-being * To support parents to become more resilient and independent in accessing support and participating in school and community life (building social capital) * To be the Designated Mental Health Lead for Academy     **Duties and responsibilities**   * To be the main point of contact of the Senior Leadership Team who will liaise with class teachers and other staff  to identify those children who would benefit most from family support work & create an appropriate action plan. * To help identify vulnerable children through information shared during pupil progress meetings, parent meetings, from outside agencies and an ongoing dialogue with appropriate staff. * To ensure records and files are updated to show the work of the family support team. * To ensure all records, files and minutes are kept confidential. * To attend child protection (CP) meetings and child in need meetings (CIN) and to ensure the right referrals and support is in place after these meetings. * To ensure child protection information and minutes is stored confidentially and information is passed on to those people for whom it is relevant. * To ensure that relevant activities and resources are provided and developed to create and maintain an attractive stimulating, safe and secure environment for work with children and families. * To promote an open door policy for referred and non-referred children, including meeting children and families for ad-hoc or short term interventions. * To meet and maintain contact with the families of vulnerable pupils who have been identified for additional support, to gain insight into the family, provide parenting tips when required. * To run supportive parenting groups for vulnerable families. * To evaluate these groups and plan for the needs of parents and carers. * To work alongside the child, teacher, and parents to set achievable targets. * Collate qualitative and quantitative data, share information sensitively and maintain records to facilitate monitoring and evaluation. * To review and assess the Health & Wellbeing Staff caseload half termly at least and regularly share relevant information concerning the child and intervention methods used. * Confident to challenge difficult or sensitive situations and escalate as appropriate * Highly experienced in working collaboratively with external agencies * Instil a safeguarding culture across school settings and train staff to high standards to ensure best practice. * Overseeing the whole-school approach towards mental health and wellbeing * Supporting staff in contact with pupils with mental health needs to help raise awareness and give all staff the confidence to work with pupils.   **IN ADDITION THE FAMILY SUPPORT WORKER WILL ALSO BE REQUIRED TO:**   * Attend and lead team around the child (TAC) meetings, team around the family meetings (TAF) and other CP related meetings when appropriate. * To liaise with appropriate outside agencies to support the identified children and families, following advice given. * When appropriate, to refer on to alternative interventions or agencies outside of school, such as CYPS. * Carry out home visits-and record these. * Work alongside the SLT to maintain a consistent behavior policy across the school. * Support parent skill classes. * Support Parent and Carers at Pediatrician and Psychiatrist appointments where required to ensure Pupils are diagnosed where appropriate. * Observe children in class and then use this to inform planning an intervention. * To implement interventions along with outside agencies, to plan and evaluate these. * To accompany children and parents on visits if necessary-to the doctors or to visit a school. |
| **Attendance Lead** | * Produce and interpret attendance reports for school leaders, identifying key statistics, reasons for absence and any patterns of concern * Track attendance of vulnerable groups of pupils and share information with school leaders * Identify pupils that need additional support to improve their attendance * Work with school leaders to identify appropriate interventions to improve attendance for particular groups or individual pupils * Lead check-ins to review progress and the impact of support/interventions * Implement children missing education (CME) procedures when appropriate * Provide regular reports to attendance organisations to raise awareness of emerging at-risk pupils |
| **Generic duties and responsibilities** | To work within the framework of national legislation and in accordance with the latest School Teacher’s Pay and Conditions Document.  In addition, this job is subject to compliance with:   * School Policies and Guidelines * National Standards for School Leaders * SEN Code of Practice * National Curriculum 2014   Every member of staff is also responsible for the following:   * Understanding and following the school’s Safeguarding policies, using the appropriate system to report any concerns, and taking responsibility for Safeguarding children under their supervision. * Actively promote the school’s value system to foster a positive and safe learning environment. * Take responsibility for improving the behaviour of the pupils (and staff) they are responsible for e.g. the children they are working with etc. * Work with families to help improve attendance and behaviour; this includes notifying families of issues as early as practicable. * Take responsibility for dealing with poor behaviour by following the appropriate discipline policy, only escalating to management if this does not resolve the issue. * *(Manager Only) Hold regular (minimum once per term) formal/informal performance management meetings with staff, providing feedback on their strengths and areas for improvement.* * *(Manager Only) Follow performance management guidelines/policies for dealing with poor performance, including the production of informal (and later formal) development plans – this may involve holding more regular performance management meetings to more closely monitor progress.* |