

Job Description

POST: Deputy Designated Safeguarding Lead (DDSL) & Family Liaison Lead

RESPONSIBLE TO: Headteacher & Head of school

LIAISON WITH: Teachers, Teaching Assistants, Administrative staff, Parents, external agencies & Professionals

PURPOSE OF ROLE

- To work as a senior member of staff within the school's leadership team, 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;
- To develop an effective safeguarding culture across the school;
- To be given the time, funding, training, resources, status, support and authority within the school to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of children;
- 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 during term time and to arrange adequate and appropriate cover for out of hours/out of term time activities.
- Address all identified training needs relating to safeguarding.

MAIN DUTIES & ESPONSIBILITIES

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.
- 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.
- 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.
- Referring cases to the Channel programme (and supporting staff who make referrals) where there is a radicalisation concern.
- Making referrals to the 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 Deputy Director of Education, Safeguarding & Family Liaison Lead (SFL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School 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.

Raising Awareness

- In liaison with the LGB, ensure the school's safeguarding/child protection policy and its implementation is reviewed at least annually, is up to date, and is in line with the Trust's policy;
- Ensure the safeguarding/child protection policy and any other statutory documents are available publically, and are confirmed to be read and understood by all staff;
- 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 Partnership 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.

Preventing Radicalisation

- In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015), the DSL has the following responsibilities:
- 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;
- Co-ordinating Prevent Duty procedures in the school, including creating a school-specific Prevent risk assessment, and updating it regularly in light of statutory updates and/or local events;
- Undergoing appropriate training on the Prevent Duty such as the Home Office 'Workshop to Raise Awareness of Prevent' (WRAP) training;
- Undergoing appropriate training on the Channel programme;
- Assessing the training needs of all school staff in relation to the Prevent Duty, and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers;
- Maintaining an ongoing training programme on the Prevent Duty for all staff including induction training for all new employees, and keeping records of staff training;
- Monitoring the creation, confidentiality and storage of records in relation 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 Deputy DSL 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;
- Provide or source appropriate safeguarding training for all school staff to provide them with the relevant

- skills and knowledge to safeguard children effectively, updated at least annually;
- 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 support 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.

Safer recruitment

- Undertake safer recruitment training, and support the school in achieving best practice in recruitment and selection of staff;
- Together with the Safeguarding & Family Liaison Lead (SFLL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School, school business manager/office manager and nominated safeguarding governor, undertake termly reviews of the single central record to ensure full compliance with expected standards in safer recruitment practice.

Audits, evidence and reporting

- Creating and maintaining files of safeguarding evidence, including to support Ofsted inspections;
- Contributing towards and/or providing regular safeguarding reports to the Deputy Director of Education, Safeguarding & Family Liaison Lead (SFLL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School and LGB;
- Working with the nominated Safeguarding Governor 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;
- Attending persistent absence panels and/or supporting effective liaison 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;
- Creating an overview of how the curriculum teaches key themes of safety (including online safety and anti-bullying), and contributing towards the capture of Pupil Voice about safety at school.

Working with others

- Be a point of contact with the three safeguarding partners
- Working proactively with the Deputy Director of Education, Safeguarding & Family Liaison Lead (SFLL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School SENCO, ICT lead, Thrive Practitioners and any other key staff within the school and on matters relating to safety and safeguarding.

Line Management Duties and Responsibilities

- The Designated Safeguarding Lead may, where appropriate, have professional line management responsibility for the Deputy Designated Safeguarding Lead.

Additional duties

- The post-holder may also be required to undertake such other comparable duties as the Deputy Director of Education, Safeguarding & Family Liaison Lead (SFLL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School or Governors require from time to time.

Person Specification

The selection decisions will be based on the criteria outlined below. At each stage of the process, an assessment will be made by the appointment panel to determine the extent to which the criteria have been met.

Criteria	Essential (for the job)	DESIRABLE (for development)
Training & Qualifications	<ul style="list-style-type: none"> • GCSE in English and Math’s at Grade C / level 4 or equivalent • Currently qualified as a Deputy Safeguarding Lead or held a previously accredited safeguarding qualification. • Safeguarding training – multi agency working. 	<ul style="list-style-type: none"> • Additional qualifications as evidence of supporting children and/ or their families with additional needs • Diploma in Social Work with children and family to Level 4.
Experience	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Minimum of 3 years’ experience of working in a DSL role within a school or other organization that deals with children and young adults. • Experience of using Attendance systems within schools • Experience of working with children in the primary phase • Experience of working with people with mental health problems
Knowledge , skills and understanding	<ul style="list-style-type: none"> • Demonstrate competence in written and verbal communications, including the communication of highly complex/sensitive information. • The ability to identify examples of poor practice and to raise concerns promptly and coherently through the DSL and Headship Team. • 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 computerized. • Detailed knowledge and experience of relevant legislation, policy, practice, guidance 	<ul style="list-style-type: none"> • Knowledge of Special Educational Needs and Education Health Care Plans • Positive Behavior Management strategies. • An understanding of the needs and difficulties which people with mental health problems or other disabilities face. • Knowledge of available support services.

	<p>and good safeguarding practice.</p> <ul style="list-style-type: none"> • 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 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • An interest in and ability to work with children and families with, or at risk of developing, mental health problems. • An ability to interact effectively with staff from all disciplines and agencies. • An ability to work independently and on own initiative; reliably and consistently with work agreed and managed at regular intervals. • Professional appearance, conduct and attitude • High expectations of self and children • Willingness to attend further training as required by the School. • Being able to work flexibly by prior agreement • Awareness of equal opportunities; health and safety. • Sensitivity • Self- motivated • Ability to promote inclusion for all pupils 	

Note to applicants:

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment