## 

## **REPORTS TO**: Designated Safeguarding Lead

**RESPONSIBLE FOR**: Attendance Officer

Pastoral Support Worker

Two Counsellors

Pastoral Team

**PAY SCALE**: PO1

**HOURS**: 36 hours a week; Term Time only plus Inset days including Twilights

Mon to Fri; 8:15am - 3:55pm

Little Ilford School is committed to creating a diverse workforce. We’ll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

**JOB DESCRIPTION**

The Senior Deputy Designated Safeguarding Lead (SDDSL) will assist the Designated Safeguarding Lead (DSL) in all matters of safeguarding and child protection across the school. They may take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.

They will advise and support other members of staff on child welfare and child protection matters, and may liaise with relevant agencies such as the local authority and police.

MAIN PURPOSE

* Support the DSL to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct
* Support the DSL to ensure the school follows the updated guidance stated in Keeping Children Safe in Education
* Support the DSL in leading safeguarding and child protection across the school (including online safety).
* Support the DSL by acting as a source of support, advice and expertise within the school
* Support the DSL to work with the Attendance Officer, Pastoral Support Worker and counsellors in liaising closely with children's social care and other services i.e.
  + Managing referrals
  + Working with others
  + Sharing the child protection file
  + Raising awareness with social care, police, etc.
* Support the DSL to work with the Attendance Officer, Pastoral Support Worker and counsellors to support all staff to carry out their safeguarding duties, i.e
  + Provide training
  + Providing advice
  + Understanding the views of children
  + Holding and sharing information
* Support the DSL by taking part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.
* Support the DSL to ensure that all safeguarding files are kept up-to-date and shared when necessary.

**DUTIES AND RESPONSIBILITIES**

MANAGING REFERRALS

* Recognise how to identify signs of abuse and when to make a referral
* Under the guidance of the DSL, respond appropriately to disclosures or concerns relating to the well-being of a child
* Under the guidance of the DSL, support staff who make referrals through the school’s safeguarding software
* Under the guidance of the DSL, refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant and up to date information,i.e.
  + Refer cases of suspected abuse and neglect to the local authority children’s social care
  + Refer cases to the Prevent team/Channel programme where there is a radicalisation concern
  + Refer cases to the police where a crime may have been committed
  + Refer cases to the school counsellor to ensure students can access support
  + Refer cases to CAMHs to ensure students can access support
  + Refer cases to the Prevention of child criminal exploitation panel where there is a criminal exploitation concern as required
  + Refer cases to HR to ensure the Disclosure and Barring Service are informed when a person is dismissed or leaves due to risk or harm to a child
* Under the guidance of the DSL, organise a range of workshops for students to meet their needs
* Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are stored securely

WORKING WITH STAFF AND OTHER AGENCIES

* Act as a source of support, advice and expertise for all staff
* Act as a point of contact with the safeguarding partners
* Inform the designated safeguarding lead of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
* Inform the DSL and the headteacher for child protection concerns in cases which concern a staff member
* Under the guidance of the DSL, liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
* Under the guidance of the DSL, liaise with the wider safeguarding team to support the student, where safeguarding concerns are linked to mental health
* Under the guidance of the DSL, promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
* Work with the designated safeguarding lead and relevant Pastoral leads, to ensure educational outcomes are planned for
* Share the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
* Develop strong relationships with safeguarding students’ parents, encouraging parental participation within the school and the student’s learning.
* Under the guidance of the DSL, liaise with the Pastoral Team to identify the impact that any safeguarding issues might be having on children’s attendance, engagement and achievement at school
* Ensure the school knows which children have or have had a social worker.
* Under the guidance of the DSL, support teaching staff to provide reasonable adjustments to help these children reach their potential
* Under the guidance of the DSL, liaise with the Head Teacher to inform them of any issues and ongoing investigations
* Under the guidance of the DSL, liaise with the Governor with safeguarding responsibilities

MANAGING THE CHILD PROTECTION FILE

* Line manage and support the Attendance Officer and Pastoral Support Worker to ensure child protection files are kept up to date
* Line manage and support the Attendance Officer and Pastoral Support Worker to ensure safeguarding data/patterns are reported and addressed
* Keep information confidential and store it securely
* Make sure records include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome
* Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
* Ensure the child protection file is requested from previous schools as soon as possible.
* Ensure the child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE
* Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place

RAISING AWARENESS

* Under the guidance of the DSL, ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part-time staff
* Under the guidance of the DSL, induct new members of staff with regard to the school and Newham safeguarding policies and procedures
* Under the guidance of the DSL, ensure all staff receive frequent updates so that they are able to recognise and report any concerns immediately
* Under the guidance of the DSL, ensure each member of staff has signed the annual safeguarding declaration
* Work with the designated safeguarding lead to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
* Under the guidance of the DSL, ensure the child protection policy is available publicly
* Under the guidance of the DSL, ensure parents are aware that referrals about suspected abuse or neglect may be made by the school
* Under the guidance of the DSL, raise awareness amongst parents/carers on how they can support their child’s learning/support key issues affecting families, through workshops/resources/ newsletters.
* Work with the DSL and other safeguarding partners to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
* Under the guidance of the DSL, help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing
* Under the guidance of the DSL, ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Guidance for Safer Working Practice (Code of Conduct/Professional Expectations of Staff)

LOOKED AFTER CHILDREN:

* Under the guidance of the SLT lead, collate all information for looked after children (LAC)
* Under the guidance of the SLT lead, coordinate the work of other frontline pastoral staff in their role as key workers for individual looked after children, ensuring;
  + analysis of relevant data and reporting to SLT and Governors.
  + effective communication and consultation, as appropriate, with the parents of looked after students and all external agencies
  + relevant parents’ consultations
  + challenging targets are set for LAC students
  + the monitoring and evaluation of each student’s progress in line with agreed school procedures, including evaluation against standards and performance criteria and actions from RAP meetings, setting deadlines where necessary and reviewing progress on the action taken
  + the maintenance of accurate and up-to-date information concerning attendance, punctuality, attainment and behaviour of LAC students
* Under the guidance of the SLT lead, supporting the pastoral staff in liaising with relevant members of the SLT to ensure that LAC students have access to an appropriately differentiated and challenging curriculum that suits their needs and enables them to achieve
* Under the guidance of the SLT lead, to provide quality assurance in terms of the recording and reporting of the progress of looked after students across the school
* To promote teamwork and to motivate staff to ensure effective working relations within the pastoral and tutor teams

TRAINING

* Undergo DSL training (every 2 years)
* Undergo ongoing training to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the ‘Training, knowledge and skills’ section of annex C
* Undertake Prevent awareness training
* Have a working knowledge of how the Newham Safeguarding Children Board operates
* Refresh knowledge and skills at regular intervals and at least annually, to reinforce and enhance safeguarding knowledge and practice
* In the absence of the DSL, represent the school at Designated Lead forums and disseminate the information to colleagues

PROVIDING SUPPORT TO STAFF

* Under the guidance of the DSL lead, support and advise staff and help them feel confident in reporting welfare, safeguarding and child protection concerns
* Under the guidance of the DSL lead, support the Attendance Officer and Pastoral Support Worker during the referrals process
* Under the guidance of the DSL lead, support staff to consider how safeguarding, welfare and educational outcomes are linked, including liaising with the Pastoral Team to ensure the provision of academic and pastoral support is effective
* Under the guidance of the DSL lead, ensure that staff members are following up to date procedures in line with National and Local expectations

PROVIDING SUPPORT TO CHILDREN

* Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
* Under the guidance of the DSL lead, oversee the anonymised/non-anonymised google sheets to support students when self referring/asking for support
* Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
* Under the guidance of the DSL lead, ensure the regular update of the school safeguarding displays
* Under the guidance of the DSL lead, ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions from planning and intervention meetings are carried out and monitored
* Under the guidance of the DSL lead, 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.
* Under the guidance of the DSL lead, liaise and coordinate with colleagues and outside organisations to provide Early Help as soon as a problem emerges, at any point in a child or young person’s life
* Under the guidance of the DSL lead, act as Lead Professional as appropriate

HOLDING AND SHARING INFORMATION

* Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
* Under the guidance of the DSL lead, lead weekly internal Safeguarding meetings to ensure all internal staff are aware of the wider picture involving the child
* Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
* Under the guidance of the DSL lead, keep detailed, accurate, secure written records of concerns and referrals
* When students move school, ensure that their safeguarding file is sent to the new establishment immediately and securely
* When pupils are new to the school, ensure that their safeguarding file is requested immediately and securely kept
* Under the guidance of the DSL lead, ensure that annual S11 form is completed, in liaison with the headteacher and the designated governor
* Ensure that actions resulting from meetings are SMART and that they are carried out in a coordinated way; making the difference which was anticipated

OTHER AREAS OF RESPONSIBILITY

* Take part in and lead Performance reviews
* To undertake any other duties which lie within the post holder's competence and contribute to the learning environment within the school
* Performance review to include target(s) on LAC work
* Act with integrity; maintaining confidentiality at all times

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Whilst every effort has been made to explain the main duties and responsibilities of this post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to present themselves and to act in a professional manner at all times.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for an employee to who develops a disabling condition.

Please note -

* as this is a new role, it may be subject to change depending on how the role develops.

| **Person Specification**  (Method of assessment) |
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|  | **Criteria** | **Essential** | **Desirable** |
| --- | --- | --- | --- |
| 1. | Educated to a good academic level and have a high level of numeracy and literacy. Minimum C grade GCSE in Maths and English.  (Application/Interview) | √ |  |
| 2. | Considerable experience of pastoral work with children and possessing relevant experience in children’s work.  (Application) | √ |  |
| 3. | Evidence of managing complex tasks including planning, co-ordinating, organising and implementing change.  (Application/Interview/Test) | √ |  |
| 4. | Able to demonstrate a high degree of initiative, self-motivation and drive. Working to agreed deadlines with minimal supervision.  (Application/Interview) | √ |  |
| 5. | High level of interpersonal, communication and presentational skills.  (Application/Interview) | √ |  |
| 7. | Experience of managing /supervising staff.  (Application/Interview) | √ |  |
| 8. | Computer literate – MS Office etc.  (Application) | √ |  |
| 9. | Must have experience of working as part of a team.  (Application/Interview) | √ |  |
| 10. | Must be willing to work flexibly – according to the needs of the school.  (Application/Interview) | √ |  |
| 11. | Calm, decisive, unflustered and warm manner | √ |  |
| 12. | An understanding of current educational issues | √ |  |
| 13. | Experience of SIMS and data analysis |  | √ |
| 14. | Strong behaviour management skills | √ |  |
| 15. | The ability to work as part of a team | √ |  |
| 16. | Willingness to undertake the relevant training at the earliest possible opportunity | √ |  |