

JOB DESCRIPTION

Job Title:	Lead Designated Safeguarding Lead
Hours:	37 hours per week, all year round
Contract:	Permanent
Disclosure Level:	Disclosure Barring Service – Enhanced Certificate
Responsible to:	Headteacher/Head of School
Responsible for:	Family Support Worker (where applicable), Designated Safeguarding Leads
Liaison with:	Leadership team, Trust Safeguarding Lead, Teachers and support staff, External agencies, Local Area Designated Officer(s), Safeguarding Advocates, Pastoral Team including Attendance/Home school liaison

Purpose of job

- To take lead overall responsibility for safeguarding children and child protection (including online safety) in the setting by ensuring that the school is meeting its legal statutory requirements as laid out in Keeping Children Safe in Education.
- To be responsible for liaising with local statutory children's services and agencies and with the key local Safeguarding partners.
- Taking part in strategy discussions and inter agency meetings, and/or supporting other DSLs to do so, and to contribute to the assessment of children.
- To be able to analyse data including those on My Concern; spotting trends and emerging issues
- To manage referrals of suspected abuse.
- To provide support, advice, and guidance to other staff and DSLs on child welfare, safeguarding and child protection matters.
- To provide vision and promote a culture of excellence in the teams that provide pastoral care.
- In collaboration with the leadership team to support strategically in the further development and enhancement of the pastoral offer to students.
- Provide line management of staff as detailed above, including curriculum and staff training.
- Develop key peer relationships and external liaison with relevant professional organisations.

Duties and responsibilities

- The ATLP recognises the importance of this role in keeping children safe and understands that this person should have the appropriate status and authority within the school to carry out the duties of this post. As such the Lead DSL is a member of the Senior Leadership Group. The ATLP recognises the need to give additional time, funding training, resources, supervision, and support to carry out this role effectively.
- The ATLP also recognises that in all its schools there is a need to appoint at least one deputy DSL. Any deputy should be trained to the same standard as the DSL and should have the same Job Description.

- However, whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility remains with the Lead DSL. This responsibility cannot be delegated.
- During term time the lead DSL or deputy should always be available to discuss safeguarding concerns. In exceptional circumstances this can be via telephone skype or other such media as is acceptable.
- Schools should also consider safeguarding cover for out of hours/ out of term activities.

Manage referrals

The Lead Designated Safeguarding Lead is expected to

- To promote and embody the 'One Trust vision' so that it is always at the core of school/trust improvement work ensuring children are at the heart of everything we do.
- Ensure that cases of suspected abuse and neglect are referred to the local authority children's social care as required and support staff who make referrals to local authority children's social care.
- Coordinate and oversee support school when working with a child who has a Child in Need or Child Protection plan in place and ensure that the school is always represented, either in person or by a report, where appropriate.
- Coordinate the early identification of vulnerable children and families and coordinate the development of integrated practice to support the child.
- Support other staff who make referrals to the local authority children social care or support agency.
- Refer cases to the Channel Programme where there is a radicalisation concern.
- Support other staff who make referrals to the Channel Programme.
- In liaison with HR, refer cases where a member of staff is dismissed or left due to causing risk/harm to a child to the TRA and/or Disclosure or barring Service.
- Refer where a crime may have been committed to the Police as required. -NPCC (<https://www.npcc.police.uk/documents/Children>) - When to call the police should help understand when to consider calling the police and what to expect when working with the police.
- Ensure that all staff who hold a Child Protection case load have access to supervision

Work with others

The Lead Designated Safeguarding Lead is expected to

- Act as a source of support, advice, and expertise for all staff particularly the school DSL's.
- Act as a point of contact with safeguarding partners.
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- Support the Head teacher or Director of Education in handling of allegations against members of staff (as per Part four) where appropriate, including working with the LADO, in liaison with HR.
- Liaise with staff including teachers, support staff school nurses, IT technicians, mental health leads, and the SENDCo on matters of safety and safeguarding and welfare, including online and digital, in deciding whether to make a referral so that the child's needs are considered holistically.

- Promote supportive engagement with parents and carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the Deputy/Headteacher and other relevant strategic leads, taking lead responsibility for promoting the educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced, and identifying the impact that these issues might be having on a child's attendance, engagement, and achievement.
- Ensure that the school is aware of the children who have or have had a social worker are and understands their academic progress and attainment and sets high aspirations for these children This may be in the form of a Vulnerable Children's list.
- Lead support staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential even after the statutory social work intervention has ended.

Training

It is expected that the Lead Designated Safeguarding Lead should undergo training to provide them with the knowledge and skills necessary to carry out this role. This training should be updated at least every two years. They will also undertake Prevent awareness training.

In addition to the formal training set out above, Lead DSLs should refresh their knowledge and skills at regular intervals to keep update with developments new to their role. This should allow them to,

- Be fully familiar with the process for providing early help and statutory intervention, including criteria for action and local children's social care referral arrangements. ATLP fully appreciates that this will not be consistent across the partnership.
- Have an up to date working knowledge of how local authorities conduct a child protection conference and a child protection review conference and ensure that school effectively contributes to these when required.
- Be alert to the specific additional needs of vulnerable children including those with SEND, LAC, and young carers in relation to peer on peer abuse online bullying exploitation and radicalisation and other forms of abuse.
- Fully understand the importance of and procedures for data sharing in line with Data Protection Act 2018 with reference to sharing information with other agencies including the three safeguarding partners.
- Be familiar with using data systems to record, track and monitor concerns and trends, in this Trust we use My Concern and Smoothwall.
- Be responsible for auditing and quality assuring MY Concern entries.
- Be able to understand and support school with the requirements of the Prevent duty and can provide support and advice to staff on protecting children from the risk of radicalization
- Be able to understand the unique risks associated with online safety and be confident that they have the relevant up to date knowledge to ensure that children are kept safe in school.
- Link with safeguarding partner arrangements to ensure staff are aware any of training opportunities and the latest local policies.

Raise Awareness

The Lead DSL should ensure that

- Ensure every member of staff, including volunteers, has access to and is supported to understand the school's policy and procedures in relation to Child Protection. This includes new staff and part time staff and volunteers.

- The schools Child Protection and Safeguarding policies are up to date, reviewed annually, known, and understood and used appropriately by all staff.
- This policy should be available publicly and parents made aware that the school, in cases where abuse is suspected will link with partner agencies to keep children safe
- Key learning from Serious Case reviews is shared along with any new legislation
- Advocates are briefed on termly basis using the standard ATLP proforma to raise their awareness of safeguarding issues and trends.
- The Section 175 (or equivalent) audit is completed annually and used to create an action plan that is then implemented and shared.
- Opportunities are created to share good practice both within school and through other network meetings.
- That the school curriculum supports safeguarding education in terms of promoting healthy relationships, British values, online safety and how children can keep themselves safe.
- Ensure that ongoing safeguarding training is delivered to all staff, including both annual updates and regular briefings and that this is relevant to the context and needs of the school.
- Parents are also offered similar opportunities and know how to keep their children safe.
- Ensure a child focused culture of listening to children exists within the school considering their wishes acknowledging that approaching staff may be very difficult for some children.
- DSL 's should consider appropriate systems to support children in making disclosures.

Information sharing and managing child protection files

1. The Lead Designated Safeguarding Lead should understand the importance of information sharing both within school and externally.
2. They are responsible for ensuring that child protection files are up to date, are secure detailed, accurate records of concerns and referrals.
3. Information should be kept confidential and stored securely. Concerns and referrals should be kept in a file separate from the child's normal academic file.¹
4. Records should include a clear comprehensive summary of any concerns, details of how the concern was followed upon and resolved as well as any action taken, decisions made and outcomes
5. Files should only be accessed by those who need to see them
6. When a child leaves school, including any in year transfer, any Child Protection must be shared within 5 days of the start of a new term and in a secure manner and a receipt acquired
7. In some cases, this information might be shared prior to child leaving to ensure support is in place.
8. The Lead DSL should have an overview of Child Protection recording whether this is in a paper version or electronically and ensure that this is appropriately stored and contains all the relevant information

Conditions of Employment

The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory Orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for assessment, planning and preparation).

Safeguarding and Data Protection

Work within the requirements of Data Protection legislation at all times.

Understand your responsibilities in relation to Safeguarding and child protection and how to highlight any issue or raise any concerns.

Remain vigilant to ensure all students are protected from potential harm by following safeguarding and child protection policies and protocols.

Embed a safeguarding culture within the Science team, ensuring they follow safeguarding procedures.

Additional conditions

Create and maintain positive and supportive relationships with staff, parents, business, community, and all stakeholders.

- The post-holder will be expected to undertake any appropriate training provided by ATLTP to assist them in carrying out any of the above duties.
- The post-holder will be required to promote, monitor, and maintain health, safety, and security in the workplace. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
- To undertake appropriate professional development including adhering to the principle of performance management.
- To promote the vision and aims of the Trust.
- To set an example of personal integrity and professionalism as outlined in the Staff Code of Conduct.
- To attend meetings, training days and CPD sessions.
- To be an effective team player and support the functions of the ATLTP.
- Observance of Equal Opportunities, Confidentiality, Health and Safety Policies and Internet Code of Practice.
- Observance of complete confidentiality on all school information is required and any failure so to do may be regarded as gross misconduct in terms of the Disciplinary Policy.
- To take responsibility for becoming familiar with academy policies and abide by them.

An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before an appointment can be confirmed. The successful candidate will be required to disclose all convictions and cautions, including those that are spent; the exception being certain, minor cautions and convictions which are 'protected' for the purposes of the 'Exceptions' order <https://www.gov.uk/government/collections/dbs-filtering-guidance>

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out.

Person Specification for Lead Designated Safeguarding Lead

A.F. = Application Form; I = Interview; T = Test or Exercise.

CRITERIA		M.O.A.
Education and qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status or degree in social work, youth work or equivalent • Qualified as a Lead/ Designated Safeguarding Lead 	AF/Certificates
Technical- the demonstration of specific skills and/or knowledge	<ul style="list-style-type: none"> • A track record of leading and improving outcomes for children • Experience of working as a Lead/Designated Safeguarding Lead • Experience of advocating Looked After Children • Experience of advocating for children with SEND • Detailed understanding of the principles regarding Safeguarding of Children • Experience of implementing strategies for re-motivating disengaged learners in schools, improving attendance, behaviour, and pupil performance • Experience of leading innovation and change management, a successful innovator of school improvement that has impacted positively upon pupil outcomes, particularly for vulnerable learners • Understanding of pupil motivation, engagement, behaviour, and attitudes towards learning • Proven success in building effective partnerships and links, including with LAs/central government/schools • Experience of working with multi-agencies to develop new approaches and accelerating improvement • Experience of working with professional organisations and agencies involved in safeguarding (LADO, social care, police, CASS, MASH) • Effective working knowledge of up-to-date safeguarding legislation including KCSiE 	AF/I
Ability - the aptitude or potential to perform to the required standard	<ul style="list-style-type: none"> • Ability to develop effective relationships with all stakeholders • A strong understanding of the schools' sector and education more broadly, with a strong grasp of contemporary education issues • The credibility to command the respect of, and influence, colleagues • To be able to think strategically and develop this thinking into successful outcomes 	AF/I/T

	<ul style="list-style-type: none"> • The ability to add value through effective leadership, vision, and influence • Ability to challenge underperformance • An appetite to seek out and develop innovative practices in education 	
Values/Behaviours - the actions and activities that people do which result in effective performance in a job	<ul style="list-style-type: none"> • We believe that all pupils can achieve despite their circumstances or other external factors and have an unwavering commitment to pursue successful outcomes for all • We support the One Trust vision that children are at the heart of everything we do • We champion the vulnerable • We are committed to supporting our school communities to be inclusive, diverse and for there to be equality of opportunity for all • We embrace and demonstrate a commitment to all students in our care to ensure we support them to be safe • We are committed to maintaining the ethos and values of the ATLP whilst ensuring that all ATLP schools can meet the needs of their communities • We are resilient in the face of challenge and comfortable with ambiguity and a changing landscape 	AF/I/T
Contra indicator	Positive disclosure relating to children or vulnerable adults	Disclosure Form to be completed prior to interview