



## **Job Description**

**TITLE:** Designated Safeguarding Lead

**SCHOOL:** Crawley Green Infant School

**RESPONSIBLE TO:** Headteacher

**GRADE:** L7

**PURPOSE OF POST:** This role is key to developing an effective safeguarding culture across the school. 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.

### **PRINCIPAL RESPONSIBILITIES:**

#### **1. 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 LA Safeguarding team/ Headteacher / Governing Body 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.

## 2. **Raising Awareness:**

- 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 LA and school policy;
- Ensure the safeguarding/child protection policy and any other statutory documents are available publicly, 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.

## 3. **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;

- Coordinating 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 coordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstances relating to the Prevent Duty.

#### **4. Training**

The 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, governors, 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.

#### 5. **Safer Recruitment:**

Undertake safer recruitment training, and support the school in achieving best practice in recruitment and selection of staff.

- Together with the Headteacher, School Business Manager and nominated safeguarding governor, undertake termly reviews of the single central record to ensure full compliance with expected standards in safer recruitment practice.

#### 6. **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 Local Authority, Governing Body and Headteacher.
- Working with the nominated Safeguarding Governor and Headteacher to complete the Local Authority safeguarding audit, as required.

#### 7. **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 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.

#### 8. **Working with others:**

Be a point of contact with the three safeguarding partners.

- Working proactively with key staff within the school and on matters relating to safety and safeguarding.

#### 9. **General:**

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality, and data protection.
- Be aware that all pupils have equal access to opportunities to learn and develop.
- Participate in training and other learning activities as required and to participate in appraisal and professional development.

#### **DIMENSIONS:**

**Supervisory Management:** May be involved in the management of other staff members in accordance with your safeguarding capacity

**Financial Resources:** School Fund

**Physical Resources:** Computer, computer systems, other office equipment

**Other:**

#### **CONTEXT:**

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

These duties may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected to perform and complete the particular duties as set out above.

## **DBS**

**Because of the nature of this job, it will be necessary for the appropriate level of disclosure and barring service check to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from [direct.gov.uk](http://direct.gov.uk)**

**This post is classified as 'regulated activity' in accordance with the safeguarding Vulnerable Groups Act 2006.**

*'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'*

*'CVs will not be accepted for any posts based in schools'.*

## Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.	Essential	Desirable
Right to work in the UK	*	
<b>Knowledge</b>		
GCSE in English and Maths at Grade C/level 4 or equivalent	*	
Currently qualified as a Designated Safeguarding Lead or held a previously accredited safeguarding qualification.	*	
Safeguarding training – multi agency working	*	
A full Enhanced Disclosure with Child Barred List check from the Disclosure and Barring Service (DBS)	*	
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		*
<b>Experience</b>		
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	*	
Demonstrable experience of working in a DSL role within a school or other organisation that deals with children and young adults.	*	
Experience of handling large amounts of sensitive data and upholding the principles of confidentiality	*	
Experience of using Attendance and Safeguarding systems within schools (e.g. CPOMS)		*
Experience of working with children in the primary phase	*	
Experience of working with people with mental health problems		*
<b>Knowledge</b>		
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 Senior Leadership 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 computerised.	*	
Knowledge and experience of relevant legislation, policy, practice, guidance and good safeguarding practice.	*	
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.	*	
Knowledge of Special Educational Needs and Education Health Care Plans		*
Knowledge of Positive Behaviour Management strategies.		*
An understanding of the needs and difficulties which people with mental health problems or other disabilities face.		*
Knowledge of available support services.		*
<b>Other qualities</b>		
Well-developed interpersonal skills and the ability to develop and maintain good relationships with staff, parents and pupils.	*	
Ability and commitment to work closely as part of a team.	*	
Willingness to contribute to all areas of school life.	*	
Strong commitment to the importance of the school as part of the community.	*	
A strong belief in the importance of the development of the emotional, cultural/spiritual/sporting interests of the child.	*	
Excellent organisational skills.	*	