

Senior Safeguarding Officer

Salary - PO2 Pt 29-32

37 hours per week

Term Time only + 20 days

Actual Salary £34,532 - £37,111

Job Description

Role Summary

The Senior Safeguarding Officer will have responsibility for the day-to-day management and co-ordination of Safeguarding, including line management of the Designated Safeguarding Officers and the implementation and co-ordination of supervision. The role will work to and with the Designated Safeguarding Lead, a member of the Senior Leadership Team with responsibility for strategic safeguarding.

Main areas of responsibility include but are not limited to;

- Managing referrals
- Working with others with regards to child protection
- Ensuring training, knowledge and skills are kept up to date
- Raise awareness to ensure all members of staff has access to and understands the Academy's child protection policy
- Holding and sharing information while managing the child protection file
- Ensure they are available and contactable to discuss safeguarding concerns

Role specific responsibilities:

- To be responsible for the day-to-day management and co-ordination of Safeguarding
- To be responsible for the effective implementation of Safeguarding processes and procedures within the academy
- To ensure that Child Protection and Safeguarding Files and electronic records are accurately maintained.

Parkside People responsibilities:

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality, and data protection, reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile, but which is in line with the general scope, grade and responsibilities of the role.

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Responsible to: Designated Safeguarding Lead (SLT)

Employee Supervision: Safeguarding Officer

Person Specification

	Essential	Desirable
Aptitudes and Characteristics	<ul style="list-style-type: none">● Highly effective communication skills● Ability to form good working relationships & influence others● Ability to work within and contribute to an effective team● Capacity to evaluate and improve● Willingness to try our new ideas and to contribute to the development of departmental strategies● Keenness to continue and improve upon professional development● High level of skill in dealing with issues relating to student behaviour● Ability to contribute to the wider Academy life● Passionate belief in the ability of every student to achieve● A clear educational vision and sense of direction● Good organisational skills and high levels of self-motivation● Energy, self-confidence and the ability to 'give more' when the occasion demands it● Ability to work under pressure and to meet deadlines● Good sense of humour & ability to maintain a sense of perspective in all working conditions● Record of good attendance and punctuality	
Experience, Qualifications and Training	<ul style="list-style-type: none">● Active Designated Safeguard Lead with up-to-date status● Experience of working with a range of partners and agencies● Knowledge of current guidance and regulations in relation to Safeguarding and Inclusion● Experience of working with children and parents/carers in a Safeguarding capacity	<ul style="list-style-type: none">● Experience of leading and co-ordinating staff● Experience of delivering training to colleagues● Thorough understanding of best practice in raising student attainment

Safeguarding and Promoting the Welfare of Students	<ul style="list-style-type: none"> ● An appropriate motivation to work with children and young people ● Ability to maintain appropriate relationships and personal boundaries with children and young people ● Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline 	
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1	Managing Referrals
1.1	Refer cases of suspected abuse to the local authority children’s social care as required
1.2	Support staff who make referrals to local authority children’s social care
1.3	Refer cases to the Channel panel through the universal referral form where there is a radicalisation concern as required
1.4	Support staff who make referrals to the Channel panel
1.5	Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
1.6	Refer cases where a crime may have been committed to the Police as required (the guidance NPCC - When to call the police should help individuals understand when they should consider calling the police and what to expect when they do.)
1.7	If after a referral the child’s situation does not appear to be improving the Senior Safeguarding Officer (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child’s situation improves
1.8	Report cases of prejudice, hate based incidents or hate crimes to the Local Authority through the online reporting system. Hate crimes should also be reported to the police
1.9	Access a range of advice to help them identify children in need of additional mental health support. More information can be found in the mental health and behaviour in schools guidance
2	Work with Others
2.1	Act as a source of support, advice and expertise for staff
2.2	Act as a point of contact with the three safeguarding partners
2.3	As required, liaise with the ‘case manager’ and the LADO for child protection concerns in cases which concern a staff member
2.4	Liaise with the Principal to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
2.5	For Looked-After children have available the details of the child’s social worker and the name of the virtual school head in the authority that looks after the child
2.6	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

2.7	Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health
2.8	Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
2.9	Work with the Principal and relevant strategic leads, taking lead responsibility for promoting 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 children's attendance, engagement and achievement at school
2.10	Ensure that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
2.11	Lead on the implementation and co-ordination of supervision for colleagues involved in the safeguarding of students
3	Training, Knowledge and Skills
3.1	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
3.2	Have a working knowledge of how local authorities conduct child protection case conferences and a child protection review conference and be able to attend and contribute to these effectively when required to do so
3.3	Understand the importance of the role of designated safeguarding lead has in providing information and support to children's social care in order to safeguard and promote the welfare of children
3.4	Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing and what is needed in responding to this in promoting educational outcomes
3.5	Be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
3.6	Be alert to the additional barriers to recognising abuse and neglect in children with special educational needs and disabilities or physical health issues; including assumptions that indicators of possible abuse relate to the child's condition, understanding that these children are more prone to peer group isolation or bullying, that children may be disproportionately impacted by behaviours such as bullying without showing outward signs and communication barriers and difficulties impact on reporting challenges
3.7	Understand the importance of information sharing, both within the school and college and with the safeguarding partners, other agencies, organisations and practitioners
3.8	Understand and support the school 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
3.9	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
3.10	Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online

3.11	Obtain access to resources and attend any relevant or refresher training courses
3.12	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
4	Raising Awareness
4.1	Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff
4.2	Ensure the school 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 and staff regarding this
4.3	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
4.4	Link with the safeguarding partner to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements
4.5	Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school / college leadership staff. Their 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
5	Holding and Sharing Information and Managing the Child Protection File
5.1	The Senior Safeguarding Officer is responsible for ensuring that child protection files are kept up to date
5.2	Information should be checked confidential and stored securely. It is good practice to keep concerns referrals in a separate child protection file for each child
5.3	Records should include: <ul style="list-style-type: none"> ● a clear and comprehensive summary of the concern; ● details of how the concern was followed up and resolved; ● a note of any action taken, decisions reached and the outcome.
5.4	They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing guidance
5.5	Where children leave the school or college (including 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 should ensure that key staff such as Senior Safeguarding Officer and SENDCOs 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
5.6	Ensure that CP records are retained for an appropriate length of time and the school has regard to any other requirement requiring specific retention periods. The current requirement under IICSA (Independent Inquiry into Child Sexual Abuse) is that records of child sexual abuse should be retained for the period of the inquiry
5.7	Ensure that, if a child goes missing or leaves to be educated at home, the child protection file is stored

	securely in school in line with school's data storage arrangements
5.8	Ensure that the Children & Families Service is informed where the child leaves the school
6	Availability
6.1	The Senior Safeguarding Officer should always be available during term time (during school hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking, the Senior Safeguarding Officer would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what "available" means and whether in exceptional circumstances availability by phone and or Google Meet or other such mediums is acceptable
6.2	It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours / out of term activities. The Plus Days support some of this activity.
6.3	It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy Senior Safeguarding Officers. Any Deputies should be trained to the same standard as the Senior Safeguarding Officer
6.4	Whilst the activities of the Senior Safeguarding Officer can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out above, remains with the Senior Safeguarding Officer. This responsibility should not be delegated.

Behaviours and expectations:

All staff members are expected to adhere to and promote professional standards including the Trust and school's code of conduct and values.

General:

The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Principal and develop and promote high standards of professional conduct in school.

You will be expected to carry out your duties in line with the School's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, contract, induction, ongoing performance management and development through school communications.

You will be expected to attend and participate in a wide variety of meetings as well as training and development activities to support the Trust, and your own professional development.

As part of your wider duties and responsibilities you will be required to promote and actively support the school's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have.

The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the recruitment process.

16th December 2024