**St WSSs Job Description**

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| **Post Title:** | **Safeguarding LEAD & Designated Lead for Children looked after** |
| **Post Ref:** | **OasTLERS Bradford** |
| **Grade:** | **PO1/PO2 (approx £30,100 to £34,083)** |
| **hours:** | **37 hours per week, tto + 10 days** |

**Generic Introduction:**

The following information is provided to assist staff joining the school to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**Prime Objectives of the Post:**

The children and young people who attend our school have complex social, emotional and mental health disturbance. As such, they face challenges on a day to day basis that require additional support. We are a Trauma Informed School UK and so desire a professional who is familiar with adverse childhood experiences and resulting trauma. Being trauma informed is central to who we are at Oastlers School. The post holder must adhere to these principles.

The role will be multi-facetted, working with children, families, staff and professionals. The safeguarding lead will have overall responsibility for all matters relating to child protection, including attendance of child protection meetings and reviews, child in need meetings, looked after child reviews, PEP meetings and other forums where it is necessary to represent and advocate on behalf of our learners. The post holder will need to fully aware of and confident in dealing with complex situations of a safeguarding nature. This includes, but not limited to, referrals to appropriate agencies for support, legislation updates, training and support to not only learners in school but their families and our staff team. It is a complex, but vital role in school, one that requires an experienced practitioner of the highest order.

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| **General duties** |
| Take responsibility for safeguarding, child protection and designated lead for children looked after at the school under the direction of the DSL. |
| Contribute to creating a trauma informed, safe and welcoming learning environment. |
| Ensure that child protection policies and procedures are understood by all staff members and are implemented correctly. |
| Deliver training to staff with the aim to strengthen their safeguarding skills and experience. |
| Identify learners who may be at risk and use the correct protocol to reduce these risks. |
| Respond appropriately to disclosures or concerns relating to the wellbeing of a learner. |
| Refer cases of suspected child protection issues to the appropriate investigating agency. |
| Work closely with staff on safeguarding and child protection matters, ensuring that staff members understand when it is necessary to make a referral. |
| Understand the assessment process for providing early help and intervention, and refer to appropriate agency. |
| Keep detailed, accurate and secure written records of concerns and referrals. |
| Be alert to, and understand, the specific needs of vulnerable learners. |
| Encourage a culture of listening to learners and taking into account their wishes and feelings. |
| Collaborate and effectively implement child protection plans. |
| Monitor learners at risk of harm or those that have been subject to harm, providing support and ensuring their welfare. |
| Review and monitor any cause of concern relating to the welfare of learners. |
| Act as a point of contact for staff members raising safeguarding and child protection concerns. |
| Receive regular safeguarding and child protection updates, ensuring the school complies with all relevant legislation. |
| **Multi-agency work** |
| Have good working knowledge of how LAs conduct a child protection case conference and be able to attend these, as well as effectively contribute to these when required. |
| Refer cases of suspected abuse to the LA and children’s social care (CSC), and to the police where appropriate. |
| Where radicalisation/exploitation is a concern, refer cases to Channel. |
| Support staff members who make referrals to external agencies. |
| Where necessary, securely transfer child protection files, and any additional safeguarding information considered appropriate, to DSL in other educational establishments, ensuring that confirmation of receipt is obtained. |
| Contribute to inter-agency plans to provide additional support to learners subject to child protection plans. |
| Attend and contribute effectively to child in need meetings and child protection conferences, including those taking place out of normal working hours where required. |
| Ensure that the actions resulting from meetings are carried out in a coordinated way. |
| Work closely with the DSL to create effective safeguarding policies and protocols. |
| **Training** |
| Undertake appropriate training and updates on an annual basis; this should include the additional risks that learners with SEND face online, and the associated support measures. |
| Undertake training via the Virtual School for Designated Lead for children looked after. |
| Attend comprehensive safeguarding and child protection training at least every two years. |
| Ensure staff members have access to and understand the school’s Child Protection and Safeguarding Policy and procedures. |
| Provide advice and support to staff members regarding child protection issues such as radicalisation, child exploitation, neglect and all forms of abuse. |
| Keep staff members up-to-date with guidance regarding safeguarding, including the Prevent Duty. |
| Ensure staff members are aware of the training opportunities that are available to them, including Inset and online training. |
| As part of all staff members’ inductions, conduct safeguarding training that includes the following systems:   * Safeguarding Policy (incl Code of Conduct) * Missing Children & Truancy Policy * Understanding Behaviour & Relationships Policy * Details about their role, including theirs, DSL and any deputy DSLs’, identities and contact details |
| Provide safeguarding and child protection guidance to deputy DSLs, where appropriate. |
| **Raising awareness** |
| Ensure the school’s safeguarding and child protection policies are available publicly. |
| Review the school’s Child Protection and Safeguarding Policy on an annual basis and present it to the Governing Body for approval. |
| Continuously keep the headteacher/DDSL informed of any safeguarding issues or ongoing enquiries. |
| Ensure the Governing Body is kept up-to-date on a regular basis regarding all child protection issues and investigations, anonymising information. |
| Maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals. |
| Represent the school at external meetings and circulate the information to staff members, as appropriate. |
| Ensure appropriate staff members receive relevant updates. |
| Encourage staff members to challenge behaviour that breaches the Staff Code of Conduct. |
| Provide written reports to the Governing Body and headteacher in a timely manner. |
| Collaborate with the PSHE/RSHE Lead to ensure that relevant safeguarding issues are covered within PSHE/RSHE lessons. |

**Other considerations**

* To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school’s nominated Child Protection Lead or the Headteacher.
* To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
* Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
* Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
* Must be legally entitled to work in the UK.

**Person specification**

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|  | **Essential** | **Desirable** |
| **Qualifications and training** | The successful candidate will:   * + - * GCSE or equivalent at Grade 4 or above in mathematics and English       * Have evidence of undergoing sufficient safeguarding and child protection training.       * Be willing to undertake further training.       * Demonstrate experience/qualifications of Trauma Informed practice. | * Current first aid certificate. * DSL training * Awareness of allegations management |
| **Experience** | The successful candidate will have experience of:   * Working effectively with vulnerable learners. * Developing policies and protocols. * Managing child protection cases and investigations. * Liaising with a range of agencies and professionals to support learners. * Working effectively with parents/carers to safeguard learners. * Promoting learners’ learning and welfare. * Multi-agency liaison for at least three years. * Leading or effectively contributing to child protection cases. |  |
| **Knowledge and skills** | The successful candidate will be able to:   * Demonstrate knowledge of the ‘levels of intervention’ framework. * Explain the principles involved in giving advice and guidance to learners, including the stance on confidentiality. * Demonstrate how to write action plans for learners, maintain accurate records and create complex safeguarding reports (for example CP reports). * Show how they would motivate learners by establishing empathetic and supportive working relationships. * Work as part of a team as well as independently, using initiative. * Demonstrate knowledge of the responsibilities of agencies towards vulnerable learners. * Explain the additional support which can be of assistance to vulnerable learners and families. * Clearly and concisely articulate concepts. | * Have contacts within relevant external agencies. |
| **Personal qualities** | The successful candidate will have:   * An enhanced DBS certificate and barred list check. * A good attendance and punctuality record. * Excellent verbal and written communication skills. * Excellent time management and organisation. * High expectations of self and professional standards. * A commitment to CPD. * The ability to work as both part of a team and independently. * The ability to maintain successful working relationships with other colleagues. * A willingness to work outside of the timetabled day where necessary. * High levels of drive, energy and integrity.   The successful candidate will be:   * Experienced in the safeguarding role. * Able to promote positive conduct consistently. * Able to plan and take control of complex situations. * Committed to contributing to the wider school and its community. * Capable of handling a demanding workload and successfully prioritising work. * Committed to protecting the welfare of young people. * Professionally assertive and clear thinking. * Able to work flexibly, in addition to managing a demanding workload. |  |