



Job Description

JOB TITLE	Designated Safeguarding Lead (DSL) – Level 2 (with line management responsibility)
JOB FAMILY	Pastoral
PHASE	Secondary
REPORTING TO	Headteacher

Job Purpose

As a member of the Senior Leadership Team, to take lead responsibility for all safeguarding (including online safety) and child protection matters arising at the school and supporting all other staff in dealing with any child protection concerns that arise. To be responsible for promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact. To be available for staff to discuss any safeguarding concerns.

This job description has been created based on 'Keeping Children Safe in Education' (2022), and will be reviewed and amended after published updates of this statutory document.

Duties and Responsibilities

Managing referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care.
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme.
- where a person dismissed or left due to risk / harm to a child to the Disclosure and Barring Service as required, * and
- where a crime may have been committed to the Police as required;

* The referral, if required, is most likely to be made through HR/Head Teacher however the DSL will be responsible for evidencing that this has been made.



Work with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the 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 requirements for children to have a appropriate adult. Further information can be found in the statutory guidance – PACE Code C 2019.
- As required, liaise with the “case manager” (as per Part four) and the local authority designated officer (s) (LADO) for child protection concerns in cases which concern a staff member **
- Liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs coordinators (SENCOs) on matters of 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
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- 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 headteacher 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 achievements at school.

This includes:

- ensuring that the school knows who its cohort of children who have or had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes
- Work together with the appropriate staff to complete the Local Authority safeguarding audit, ensuring it is completed in a timely fashion, presented by the Head Teacher at the RGB meeting and then alongside the minutes of the RGB meeting, returned to the LCSB for Medway and comply with Portsmouth’s and Kent’s audit arrangements.



- Complete a written termly safeguarding report and present the report within a Senior Leadership meeting discussion. Ensure this is minuted as part of the meeting, with any actions that may arise by whom and by when.

** The DSL must be made aware of allegations against staff but will not necessarily undertake any part of the investigation. The arrangements for the investigation will be agreed between the Head Teacher and HR.

- Contributing (as necessary) 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;
- To ensure that children who are victims of abuse are supported appropriately and sensitively and that all actions assigned by setting from planning and intervention meetings are successfully carried out and monitored;
- Act as a source of support, advice and expertise for staff;
- Work closely with others particularly IT to ensure online safety duty is compliant
- If required, the designated safeguarding lead should discuss the local response to sexual violence and sexual harassment with Police and children's social care colleagues in order to prepare the school policies (especially the child protection policy) and responses;
- The designated safeguarding lead should be confident as to what specialist local support is available to support all children involved (including all victims and perpetrators) in sexual violence and sexual harassment and be confident as to how to access this support as required;
- Engage with families and ensure that services and support are offered at the right time with the right service;
- Undertake early help assessments for identified pupils and their families, and acting as lead professional where appropriate;
- Complete a written termly safeguarding report and present the report within a Senior Leadership meeting for discussion. Ensure this is minuted as part of the meeting, with any actions that may arise by whom and by when.

** The DSL must be made aware of allegations against staff but will not necessarily undertake any part of the investigation. The arrangements for the investigation will be agreed between the Head Teacher and HR.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that Child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection folder on each child. Records should include:



- A clear and comprehensive summary of concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome

KCSIE155: We recognise that in some settings there may be a different strategic lead for promoting the educational outcomes of children who have or have had a social worker, particularly in larger schools or colleges. Where this is the case, it is important for the DSL works closely with the lead to provide strategic oversight for the outcomes of these children and young people

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 inline with information sharing advise as set out in part one and part two of KCSIE 2022

Where children leave school (including in year transfers) the designated safeguard lead should ensure the child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring transit, and confirmation of receipt should be obtained.

Receiving schools or colleges should ensure that key staff such as designated safeguarding lead and special educational needs co-ordinators (SENCO's) or the named person with oversight for SEND in colleges, are aware as required. Lack of information about their circumstances can impact a child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguard lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the new school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and had been victims of abuse and have had that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's child protection policy, especially new and part-time staff
- ensure the school's 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 regarding this.
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this



- Link with the safeguarding partners arrangements* to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangement, and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker and are experiencing with teachers and school leadership

*three local safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area within the local authority area) to make arrangements to work together to identify and respond to the needs of local children

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training.

Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- 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
- 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
- understand the importance of the role the designated safeguarding lead has in providing information and support to the local authority children social care in order to safeguard and promote the welfare of children
- 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
- are 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
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners.



- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support staff on protecting children from the risk of radicalisation
- 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
- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses, and
- Encourage 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.

Providing support to staff

Training should support the designated safeguarding lead to developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters, this includes specifically to:

- Ensure that staff are supported during the referral processes, and
- Support staff to consider how safeguarding welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the view of children

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- 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, and
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Part one, two and five of KCSIE 2022, and therefore the designated safeguard lead should be equipped to:



- understand the importance of information sharing, both within school and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record keeping.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school) for staff in the school to discuss any safeguarding concerns. It is a matter for individual schools and designated safeguarding leads to arrange adequate and appropriate cover arrangements for out of hours / out of term activities

Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should act with professional integrity at all times, following the “Code of Conduct”.
- You will be based at Goodwin Academy School. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust’s Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.



Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.

Equal Opportunities

- To actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and commitment to Equal Opportunity Policies in relation to both employment and service delivery.

Data Protection

- Ensure confidentiality of personal data at all times by sharing, processing, obtaining and advising on data in line with Trust Data Protection policies and procedures. Having due regard for the high level of personal and special category data processed within your role.
- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.



The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of Designated Safeguarding Lead – Level 2.

Name:.....

Signed:

Date:



Person Specification

Knowledge and experience of working with children, young people and families and dealing with barriers to education.

Knowledge, experience and understanding of safeguarding procedures, child protection issues and law and regulations governing the employment of children.

Knowledge and experience of statutory legislation, guidelines and policies on attendance.

Ability to plan and prioritise own workload, and meet deadlines within fixed, sometimes conflicting, timescales.

Experience of working with children and young people, parents / carers to overcome attendance difficulties.

Excellent IT skills, including spreadsheets, databases, word processing, and internet/intranet /email.

Excellent SIMs knowledge.

High level written, oral and listening communication skills for effective interaction with internal and external contacts.

Ability to adapt to challenging situations and people and respond appropriately using negotiation and influencing skills to achieve objectives.

Confidence and ability to deal with difficult situations calmly, firmly and with sensitivity.

Ability to work as part of a team and openly and collaboratively with multi-agency colleagues, while applying the principles of confidentiality.

Effective analytical skills and problem solving.

Working knowledge of Exclusion from school.

Understanding of the need for confidentiality and working practice of handling such information.



Personal Style and Behaviour

Drive, tenacity, and an ability to maintain focus, objectivity and sound judgment under complex conditions to achieve desired outcomes.

Tact and diplomacy in all interpersonal relationships with external contacts and colleagues at work to establish and maintain positive relationships which generate confidence and respect.

Personal commitment to excellence in service delivery.

Flexibility to adapt to changing workload demands and new organisational challenges.

Desire to pursue own personal development and take full advantage of training provided.

Self-motivation and personal drive to complete tasks to required timescales and quality standards.

Ability to be creative in developing on going incentives and strategies to improve attendance and continually raise the importance of good attendance. Ability to 'think out of the box'.

Ongoing commitment to inclusive education practices and equality of opportunity.

Personal commitment to ensure services are equally accessible and appropriate to the diverse needs of service users.

Flexibility in approaches to work including service location arrangements (Medway, Portsmouth and Kent) and working outside core hours.