

## JOB DESCRIPTION

Job Title:	Lead DSL
School:	Newlands Primary School
Location:	Dumpton Lane, Ramsgate CT11 7AJ
Reporting To:	Headteacher
Key Internal Relationships:	Headteacher, SLT, Teaching and Support Staff, Trust HQ, other TKAT schools.
<p><u>Our Commitment</u></p> <p>Safeguarding - TKAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Offers of employment will be subject to the full Safer Recruitment process, including an enhanced disclosure and barring service check.</p> <p>Equal Opportunities - TKAT is committed to equality of opportunity. We welcome applications from all suitable candidates, regardless of any protected characteristic for example race, gender, sexual orientation, disability or age. All applications are treated on merit. This includes applications from individuals wishing to work full time, part-time or on a flexible basis.</p>	
<p><u>Job Purpose</u></p> <p>The Lead DSL will take lead responsibility for safeguarding and child protection across the school (including online safety). They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.</p> <p>They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.</p> <p>Some safeguarding activities may be delegated to deputies, but the Lead DSL will retain ultimate lead responsibility for safeguarding and child protection.</p>	

## Duties and Responsibilities

### Managing Referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the police where a crime may have been committed

### Working with staff and other agencies

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- To attend CP, core group, marac, strategy meetings and CHIN meetings on behalf of the headteacher
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- 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
- 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
- Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school

### Managing the Child Protection File

- Ensure child protection files are kept up to date
- Keep information confidential and store it securely

Make sure records include:

- 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
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)

Where children leave the school (including in year transfers):

- Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE
- Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place

### Raising Awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

### Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent awareness training

- Refresh knowledge and skills at regular intervals and at least annually

#### Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

#### Providing support to parents

- To have an understanding of the primary rights and responsibilities of parents in raising their children
- To promote high-quality parenting at home, such as by encouraging conversations between parents and their children and promoting authoritative rather than authoritarian discipline.
- To support parents of children with signs of social, emotional, health or behavioural issues, and work with them, school staff and other support agencies to prevent problems worsening and interfering with the child's ability to engage with school and learning.
- To provide impartial information to parents about the school and relevant local services available to children and families, including those provided by education, social care, youth justice, childcare providers, the voluntary sector and others.
- At the request of parents and the school, talk to children experiencing difficulties and convey the voice of the child to parents and school staff.
- Make literature available to parents in public places of both sites. Such as reception areas and notice boards.
- In partnership with parents, identify the need for support groups or parenting classes for those wishing to enhance their relationship with their children and deal positively with discipline, conflict and other issues.
- To work with parents in a school context, supporting them and building their engagement with their child's learning.
- To support parents and their children through transitions to ensure continual engagement with school and learning.
- Encourage good relations and effective dialogue between parents and teachers about children's progress.
- Ensure parents feel confident to engage with their child's learning by overseeing family learning opportunities at the school.

#### Promoting and supporting engagement and attendance at school

- Where school attendance is an issue at CP and CHIN Level
- To organise and maintain Breakfast Club for identified pupils
- Work closely with other staff involved in school attendance.
- To identify with parents' reasons for their children's non-attendance and work with them to resolve the situation
- Be able to carry out home visits where appropriate to support parents in ensuring their children maintain full and regular attendance.
- To liaise with and support the work of the school attendance officers & education social workers (ESW) when the early support provided has not resulted in improved attendance

#### Understanding the views of children

- 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
- 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

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, 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)
- Keep detailed, accurate, secure written records of concerns and referrals

The Lead DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Designated Safeguarding Lead will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

This job description may be amended at any time in consultation with the postholder.

## PERSON SPECIFICATION

Selection Criteria	Essential (E) or Desirable (D)	Assessed By
<b>Qualifications, Training and CPD:</b>		
GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths	E	Application
DSL Level 3	D	Application
<b>Experience:</b>		
Experience working in a school environment or other educational setting	E	Application & Interview
Successful leadership and management experience in a school or other relevant organisation	D	Application & Interview
Experience of Implementing and encouraging good safeguarding practice throughout a large team of people	E	Application & Interview
Experience working with colleagues and external stakeholders (e.g. from external agencies)	D	Application & Interview
Experience supporting and working with parents of young people	E	Application & Interview
Experience working collaboratively with colleagues	E	Application & Interview
Demonstrable evidence of developing and implementing strategies to help children and their families	E	Application & Interview
Experience of handling large amounts of sensitive data and upholding the principles of confidentiality	E	Application & Interview
Experience of keeping good written records	E	Application & Interview
<b>Knowledge, Skills and Attributes:</b>		
Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies	E	Application & Interview
Ability to work with a range of people with the aim of ensuring the safety and welfare of children		

Awareness of local and national agencies that provide support for children and their families	E	Application & Interview
Knowledge of the potential barriers to high attendance that pupils may face	D	Application & Interview
Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns	D	Application & Interview
Good IT skills, including previous use of [insert any particular administrative systems your school uses e.g. safeguarding monitoring software, information management systems]	E	Application & Interview
Effective communication and interpersonal skills and ability to communicate a vision and inspire others	E	Application & Interview
Willingness to provide the best possible opportunities for all pupils	E	Application & Interview
Organised, good time management skills, proactive and self-motivated	E	Application & Interview
Good time management skills	E	Application & Interview
Commitment to upholding and promoting the ethos and values of the school	E	Application & Interview
Ability to work under pressure and prioritise effectively	E	Application & Interview
Ability to maintain confidentiality at all times	E	Application & Interview
Committed to safeguarding, equality, diversity and inclusion	E	Application & Interview
Knowledge of available support services in the local area	D	Application & Interview