

## JOB DESCRIPTION

Job Title:	Designated Safeguarding Lead (DSL)
School:	Drapers Mills Primary Academy
Location:	St Peter's Footpath, Margate, CT9 2SP
Reporting To:	Headteacher
Key Internal Relationships:	Headteacher, SLT, Teaching and Support Staff, Trust HQ, other TKAT schools

### Our Commitment

Be Who You Are at TKAT - This Job Description represents the role as we see it in its entirety. We do not expect candidates to have in-depth experience of every element on application, but we do expect to provide you with the support and flexibility you need to get there and to enable you to do it your way. We want to demonstrate to our children and young people what a good, inclusive employer looks like in order to inspire them to be whoever they want to be.

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.

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.

### Job Purpose

The DSL will:

- Take lead responsibility for safeguarding and child protection across the school (including online safety).
- Take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.
- 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.
- Be responsible for ensuring equality of opportunity for all.
- Take responsibility for promoting and safeguarding the welfare of children within the school and trust.
- Work inline with the school ethos and the trusts' vision.

Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

## Duties and Responsibilities

### 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 trust, Executive Headteacher/Headteacher/Head of School 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. Raising Awareness
- In liaison with the LGB, 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 the Trust's 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.

### 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;
- Co-ordinating 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 co-ordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstance relating to the Prevent Duty.

### 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, 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.

### Safer Recruitment

- Undertake safer recruitment training, and support the school in achieving best practice in recruitment and selection of staff.
- Together with the trust, Executive Headteacher/Headteacher/Head of School, school business manager/office manager and nominated safeguarding governor, undertake termly reviews of the single central record to ensure full compliance with expected standards in safer recruitment practice. 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 trust, Executive Headteacher/Headteacher/Head of School and LGB.
- Working with the nominated Safeguarding Governor to complete the Local Authority safeguarding audit, as required.

## 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/or 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. Working with others
- Be a point of contact with the three safeguarding partners
- Working proactively with the trust, Executive Headteacher/Headteacher/Head of School SENCO, ICT lead, Thrive Practitioners and any other key staff within the school and on matters relating to safety and safeguarding.

## 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.

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.

## Providing support to parents

- 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.
- 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.

#### 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 and model 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.
- When children leave the school, securely transfer their child protection file to their new school as soon as possible, separately from the main pupil file.
- Monitor the single central record and ensure it complies with all relevant legislation.
- Provide safeguarding reports to the governing board.

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 Lead Designated Safeguarding Lead (DSL) 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
Qualifications, Training and CPD:		
GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths.	E	Application
Degree.	D	Application
DSL Level 3.	D	Application
Experience:		
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
Knowledge, Skills and Attributes:		

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.	E	Application & Interview
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
Good IT skills, including previous use of CPOMS and Google suite.	D	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
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
Committed to safeguarding, equality, diversity and inclusion.	E	Application & Interview
Knowledge of available support services in the local area.	D	Application & Interview