

JOB DESCRIPTION

Job Title:	Safeguarding and Behaviour Officer (With DSL responsibilities)
School:	Salmestone Primary School
Location:	College Rd, Margate, CT9 4DB
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 of an 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

- To play a critical role in maintaining a safe, supportive, and inclusive environment for all pupils. You will work closely with the Senior Leadership Team (SLT) to manage safeguarding concerns and implement the school's behaviour policy, ensuring that every child is ready to learn and thrives emotionally and socially.
- Work inline with the school ethos and the trusts' vision.

Duties and Responsibilities

Safeguarding and Child Protection

- Act as a Designated Safeguarding Lead (DSL), responding to concerns raised by staff, parents, or pupils.
- Maintain accurate, confidential, and up-to-date records using the school's reporting system.

- Liaise with external agencies, including Social Care, Early Help, and the Police, to support "Children in Need" or those with Child Protection plans.
- Attend and contribute to multi-agency meetings, including Core Groups and Child Protection Conferences.

Behaviour Management and Support

- Lead on the day-to-day implementation of the [Positive Behaviour Policy](#), using restorative approaches to resolve conflicts.
- Provide 1:1 or small group interventions for pupils struggling with emotional regulation or social skills.
- Maintain a visible presence around the school during "hotspot" times (break and lunch) to model expected behaviours.
- Analyse behaviour data to identify trends and implement targeted support plans (e.g., Individual Behaviour Plans).

Pastoral Care and Family Liaison

- Act as a point of contact for parents and carers regarding welfare and behaviour concerns.
- Support the transition of vulnerable pupils between year groups or from primary to secondary school.
- Promote student voice and mental health awareness across the school community.

Administration support

- To be able, where needed, support the needs of the school administration team during busier periods.

Professional development

- Take part in the appraisal and professional development of others, where appropriate.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school/trust.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the trust.
- Have proper and professional regard for the ethos, policies and practices of the trust, and maintain high standards of attendance and punctuality.

- Understand and act within the statutory frameworks setting out professional duties and responsibilities.

Designated Safeguarding Lead (DSL)

- The Designated Safeguarding Lead takes lead responsibility for safeguarding and child protection including online safety and understanding the filtering and monitoring systems and processes.
- Their responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children. They will advise and support other members of staff on child welfare and child protection matters, and may liaise with relevant agencies such as the local authority and police.

The DSLs responsibilities are set out in KCSIE and include:

- Working with others - including staff, safeguarding partners, case managers, LADO, parents/carers, headteacher and relevant strategic leads, social workers, key workers, previous/next educational establishments/placements etc.
- Information sharing and managing the child protection file - ensuring information is stored and transferred inline with KCSIE.
- Raising awareness of the school's safeguarding and child protection policies and procedures. Ensuring policies are in place and shared inline with KCSIE. Ensuring training is in place for all staff and helping staff to promote educational outcomes by sharing information effectively and inline with policy.
- Training, knowledge and skills - including the DSLs within two years, and Prevent awareness training. Training should provide 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.
- Providing support to staff - ensuring staff are supported during the referrals processes, and are able to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understanding the views of children - supporting staff to ensure that all children feel heard and understood and encouraging 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. Ensuring staff 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 recording, holding, using and sharing information effectively inline with KCSIE.

Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the Designated Safeguarding Lead, this lead responsibility should not be delegated.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Safeguarding and Behaviour Officer (With DSL responsibilities) will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or line manager. 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
First-aid training, or willingness to complete it.	D	Application
Knowledge, Skills and Attributes		
Working with primary-aged children in an educational or social care setting.	E	Application and interview
Experience as a DSL or leading behaviour interventions.	D	Application and interview
Strong understanding of Keeping Children Safe in Education (KCSiE).	E	Application and interview
Knowledge of Trauma-Informed Practice or Nurture groups.	D	Application and interview
Exceptional communication and "de-escalation" skills.	E	Application and interview
Ability to lead staff training sessions.	D	Application and interview
Personal Qualities		

A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school and the trust.	E	Application & Interview
Resilient, passionate, and committed to our mission, ensuring every child, whatever their background, receives a high quality education.	E	Application & Interview
A positive outlook, integrity, flexibility and energy to persevere and succeed.	E	Application & Interview
Commitment to maintaining confidentiality at all times.	E	Application & Interview
Good communication skills – written and verbal.	E	Application & Interview
Calm under pressure; highly empathetic but maintains professional boundaries.	E	Application & Interview