



DESIGNATED  
SAFEGUARDING/ATTENDANCE  
OFFICER  
VALLEY PARK SCHOOL



JOB DESCRIPTION	
Job Title	Designated Safeguarding/Attendance Officer
Grade	VIAT 6
School / Department	Valley Park School
Base	Valley Park School
Hours	Term Time
Reports to	Assistant Headteacher/DSL
Accountable to	Headteacher

## Job Summary

The Designated Safeguarding/Attendance Officer plays a pivotal role in ensuring the safety, wellbeing, and attendance of students within the organisation. This role involves leading the development and implementation of safeguarding policies and practises, acting as a central point of contact for safeguarding concerns, and managing referrals to external agencies in collaboration with the Designated Safeguarding Lead (DSL). The officer will maintain and review safeguarding standards, ensuring a positive, child-centred environment.

In addition, the officer oversees student attendance by working closely with year teams, Leadership Group (LG), and the Student Engagement Officer (SE) to monitor attendance patterns and support students with persistent absences. They engage directly with students and families to provide guidance and support, liaise with external agencies to address barriers to attendance, and collaborate with teaching staff to promote students' emotional wellbeing and academic progress.

The role also involves fostering strong relationships with families, signposting to community resources, maintaining accurate records and ensuring effective communication between home, school, and external support services.

## Key Working Relationships

- Heads of Year/wider pastoral teams
- Inclusion team
- Leadership Group

## Key Responsibilities

### Safeguarding, Welfare & External Agency Liaison:

- Act in accordance with school safeguarding procedures and contribute to a culture of vigilance and child-centered practice
- Maintain accurate and timely records of concerns using school systems and share information appropriately with designated safeguarding staff
- Liaise with external agencies (e.g. Early Help, social care) to support safeguarding and welfare concerns where required
- Assist with referrals to external agencies in line with safeguarding procedures, ensuring appropriate escalation and follow-up
- Support families by signposting relevant services and community support where appropriate

## Attendance & Engagement:

- Monitor and record student attendance accurately using school systems (e.g. SIMS), ensuring absence notes and medical evidence are correctly recorded
- Produce and share regular attendance reports with year teams and pastoral staff to identify concerns and agree appropriate support
- Identify and support students with low or declining attendance, including those experiencing emotionally based school avoidance (EBSA)
- Work directly with students and families to promote engagement with education and overcome barriers to attendance
- Hold regular meetings with students and parents/carers to review attendance concerns and support improvement
- Support continuity of learning for students not currently attending school

## Pastoral Support, Family Engagement & Professional Practice

- Work collaboratively with teaching and pastoral staff to support students' emotional wellbeing, behaviour, and engagement in school life
- Meet regularly with students to address barriers to learning and support positive engagement with school routines
- Build positive relationships with parents and carers to support effective home–school communication
- Maintain accurate records and share information appropriately in line with school procedures
- Maintain up-to-date knowledge and skills through ongoing professional development

## Behaviour & Conduct Monitoring

- Monitor and analyse patterns and trends in suspensions, seclusions, and detentions, producing reports to support behaviour monitoring and intervention
- Share relevant behaviour data with pastoral and senior staff to identify students requiring additional support
- Work collaboratively with staff to support consistent behaviour approaches and student engagement

## Safeguarding

As a VIAT employee you will commit to safeguarding and promoting the welfare of children and young people.

## Equality and diversity

The Trust expects every employee to take responsibility for promoting a culture that values and respects difference.

## Statement

The list of duties in this job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job, and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

PERSON SPECIFICATION		
AREA	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Safeguarding training in a school context</li> <li>• GCSEs (or equivalent) in English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• DSL training</li> <li>• Enhanced safeguarding training, including prevent and FGM.</li> <li>• Clean driving licence</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with safeguarding matters in a secondary school.</li> <li>• Experience of making referrals to outside agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Prior experience of pastoral leadership.</li> <li>• Evidence of dealing diplomatically with parents and community representatives.</li> <li>• Experience of cross-phase liaison.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• A good up to date working knowledge and understanding of a range of safeguarding factors and the KCSIE</li> <li>• An understanding of the school's assessment and reporting arrangements.</li> <li>• An understanding of how literacy, numeracy, RSE, personal development, and ICT can be used to support learning and students' personal development.</li> <li>• An understanding of how to personalise provision to meet the learning needs of specific students.</li> <li>• An awareness of current legal requirements regarding the safeguarding of children.</li> <li>• Working knowledge of the Pupil Premium Grant.</li> </ul>	<ul style="list-style-type: none"> <li>• A working knowledge of the national safeguarding factors impacting young people.</li> <li>• Knowledge of the local safeguarding priorities. Knowledge of serious safeguarding reviews impacting current legislation.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Be meticulously organised with key and important information.</li> <li>• The ability to implement a clear framework for referrals to the local authority and other safeguarding partners.</li> <li>• The desire to work as a team member.</li> <li>• Competence to liaise with outside agencies such as the Education Welfare Service, the police and KCC.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead a team.</li> <li>• Experience of mentoring colleagues.</li> <li>• Ability to work with all school stakeholders, including the senior leadership team, heads of department and governors.</li> <li>• An ability to provide constructive feedback to students and tutors on how to improve their safeguarding practice.</li> </ul>
<b>Attributes</b>	<ul style="list-style-type: none"> <li>• High expectations of students and a commitment to ensure they can achieve their full potential.</li> <li>• A capacity to hold professionals to account and challenge decisions if colleague does not feel a decision is in the best interest of the children.</li> <li>• Positive values and attributes and high standards of professional behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• A willingness to improve the systems and structures to best safeguarding students.</li> </ul>

	<ul style="list-style-type: none"><li>• Up to date knowledge and understanding of the professional duties of school staff.</li><li>• The ability to communicate effectively with children, young people colleagues, parents and carers.</li><li>• A commitment to improving practice through appropriate professional development.</li><li>• The desire to act upon advice and feedback and be open to coaching and mentoring.</li></ul>	
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