

LEARNING TOGETHER

CORNWALL EDUCATION LEARNING TRUST



Operational Designated Safeguarding Lead

Job Description & Person Specification

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Job Description

Purpose of the Post:	<p>To act as the main point of contact, with day-to-day responsibility within the Academy for safeguarding and child protection, in line with statutory requirements.</p> <p>To play a key role in facilitating the development of safeguarding policies, guidance, training and procedures for the Academy, as well as evaluating the training provided, ensuring compliance and ensuring that safeguarding is embedded in the culture of the Academy.</p> <p>Responsibility for the day-to-day organisation of our team of safeguarding members here at Penrice Academy.</p>
Reporting to:	Executive Deputy Headteacher
Responsible for:	N/A
Key Contacts:	Teachers, support staff, students, parents, external agencies
Location:	Based at Penrice Academy but there may be a requirement to travel to undertake work at or for other academies/sites within Cornwall Education Learning Trust.
Salary Grade:	H
Hours:	37 hours per week, 52 weeks per year

Main 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

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
- ❖ 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
 - Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
 - Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential

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; and 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 local governing body 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

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

General Responsibilities applicable to all staff

- ❖ To demonstrate and promote the values of Cornwall Education Learning Trust at all times.
- ❖ To work effectively with other members of staff to meet the needs of all students.
- ❖ To work with professionalism in line with the Trust's Code of Conduct.
- ❖ To attend staff meetings and Trust-based INSET as required.
- ❖ To be responsible for his/her own self-development on a continuous basis, undertaking any training/professional development as appropriate.
- ❖ To be aware of and adhere to all applicable Trust policies and procedures.
- ❖ To maintain at all times the utmost confidentiality with regard to all reports, records, personal data relating to staff and pupils and other information of a sensitive or confidential nature acquired in the course of undertaking duties for the Trust, with due regard to General Data Protection Regulations.

Note:

- ❖ This Job Description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post.
- ❖ The postholder may be required to undertake such work as may be determined by the Headteacher/line manager from time to time, up to or at a level consistent with the main responsibilities of the job.
- ❖ This Job Description may be amended at any time in consultation with the postholder.

SPECIAL CONDITIONS OF EMPLOYMENT

Cornwall Education Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder is required to follow all of the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The postholder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or wellbeing of children or young people.

All offers of employment are conditional and subject to an Enhanced DBS check and, where applicable, a prohibition from teaching check will be completed for all applicants.

Person Specification

Selection Criteria	Essential	Desirable	How Assessed
Education and Training	<ul style="list-style-type: none"> ❖ Attainment of 4 GCSE qualifications or equivalent, including English and Maths, or able to demonstrate equivalent knowledge, skills and aptitude ❖ Level 3 Safeguarding Training 	<ul style="list-style-type: none"> ❖ Evidence of study after GCSE ❖ TIS Training ❖ Other relevant qualifications relating to working with children 	Application Form / Interview
Experience	<ul style="list-style-type: none"> ❖ Previous experience of working with children in a pastoral role within a secondary school environment ❖ Experience of working as part of a Safeguarding team ❖ Experience of leading others ❖ Experience of handling large amounts of sensitive data and upholding the principles of confidentiality 	<ul style="list-style-type: none"> ❖ Experience of developing effective policies and procedures for safeguarding ❖ Demonstrable evidence of developing and implementing strategies to help children and their families 	Application Form / Interview
Specialist Knowledge and Skills	<ul style="list-style-type: none"> ❖ Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies ❖ ICT competency ❖ Effective listening and communication skills ❖ Strong administrative and organisation skills ❖ Excellent record keeping skills and attention to detail ❖ Self-motivated and able to work without supervision ❖ An ability to relate well to children, approachable and empathetic 	<ul style="list-style-type: none"> ❖ Knowledge of current education and professional developments and an understanding of their application in a whole school context 	Application Form / Interview

	<ul style="list-style-type: none"> ❖ Effective time management, ability to work to deadlines and methodical approach to work ❖ Ability to work closely and build effective relationships with external agencies, parents and staff ❖ Demonstrates an awareness, understanding and commitment to equality and inclusion ❖ Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people 		
Values Related Qualities	<ul style="list-style-type: none"> ❖ Collaborate – ability to work effectively as a team ❖ Empower – ability to take initiative and problem solve in order to improve performance ❖ Leadership – To lead by example and achieve shared goals ❖ Transformation – ability to recognise a need for change and adapt accordingly 		Application Form / Interview



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