

Designated Safeguarding Lead / Family Support Worker

Job Description

Job Title:	Designated Safeguarding Lead / Family Support Worker
Grade & Contract Type:	PO4, Kingston grade 1 scp 41 – scp 44 (FTE salary £43,812 - £46,851)
Reporting to:	Principal

Purpose

- To work as a senior member of staff within the School's Leadership Team, taking lead responsibility for all safeguarding and child protection matters arising at Bedelsford, including online safety and understanding the filtering and monitoring systems in place.
- To take part in strategy discussions and inter-agency meetings, and contribute to assessments of pupils.
- To liaise closely with the school's team of Deputy DSLs, to provide regular oversight of open cases and reported cause for concern referrals by staff through the sharing of information.
- To be available for staff to discuss any safeguarding concerns.
- To identify training needs and ensure appropriate safeguarding training is in place for all staff and training records are maintained
- To ensure that record keeping is timely, accurate, comprehensive and securely stored
- To work closely with parents and carers to help overcome pupils' barriers to learning, whether inside or outside school. This will involve maintaining regular communication, putting interventions in place, and liaising with relevant staff and professionals to ensure parents and carers are consistently engaged in pupils' development and progress

Main Duties and Responsibilities

Managing referrals

1. Refer cases of suspected abuse and neglect to the local authority children's social care
2. Support staff who make referrals to the local authority children's social care
3. Refer cases to the Channel programme where there is a radicalisation concern
4. Support staff who make referrals to the Channel programme
5. To maintain oversight of all trends related to safeguarding concerns raised within school
6. Refer cases to the police where a crime may have been committed
7. To maintain and regularly update and disseminate the school's safeguarding and well-being offer

Working with staff and other agencies

8. Act as a source of safeguarding support, advice and expertise for all staff

9. Act as a point of contact with the safeguarding partners
10. Inform the Principal of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
11. Liaise with the Principal and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
12. Liaise with staff on matters of safety, safeguarding and welfare (including online, digital safety, and filtering and monitoring systems), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
15. Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
16. Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
17. Work with the Principal and the Deputy DSLs, 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.
18. The above includes:
 - 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
19. Maintain oversight of pupil attendance and inform the Principal of pupils who are identified as persistently absent or who have period of unexplained absence
20. Work collaboratively with the Bedelsford's curriculum lead to ensure that the school's Relationships, Sex, and Health Education curriculum offer meets the needs of all pupils, and addresses known safeguarding risks

Working with Families

21. Liaise with colleagues, including colleagues from external agencies, to organise and deliver a programme of in-school events for parents, carers and families
22. Support parents, carers, and families as necessary, including with transitions and through the application process for accessing local services and help them attend relevant meetings
23. Carry out home visits, where required

24. Maintain regular lines of communication with specific parents, carers and families, providing personalised support as needed, particularly for those families whose child does not meet the eligibility criteria for social care involvement

25. Keep up to date on the latest services available in Kingston so that parents, carers and families can be signposted to these as appropriate

Managing Safeguarding and Child Protection Records

26. Ensure all safeguarding and child protection records are kept up to date and securely stored

27. Ensure that all safeguarding and child protection records include:

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- Details of any action taken, decisions reached and the outcome

28. Where pupils leave the school (including in year transfers):

- Ensure safeguarding and child protection records are 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 in KCSIE
- Consider whether it would be appropriate to share any additional information with the new school before the pupil leaves, to help them put appropriate support in place

Raising Awareness

29. Ensure each member of staff has access to, and understands, the Child Protection, Adult Protection and Safeguarding policy and procedure, especially new and part-time staff

30. Work with the LGB and with senior staff within OHCAT to ensure the Child Protection, Adult Protection and Safeguarding policy and procedure is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly

31. Ensure the Child Protection, Adult Protection and Safeguarding policy and procedure 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

32. 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

33. Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that pupils may be experiencing

34. Regularly attend and represent Bedelsford at local authority and OHCAT forums and training events, keeping abreast of local, national and trust-wide updates and initiatives

35. Work in partnership with the school's Mental Health Lead and the therapy team as appropriate

Training

36. 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
37. Undertake Prevent awareness training
38. Refresh knowledge and skills at regular intervals and at least annually

Working with staff

39. Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
40. Maintain oversight of staff training to ensure that staff are able to recognise safeguarding risks and concerns, and know how to report those concerns
41. Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
42. Assist with the development and reviews of Bedelsford's transition programme, contributing insights about the needs of parents, carers, families, and pupils during this process

Understanding the views of children

43. Encourage a culture of listening to pupils and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
44. Understand the difficulties that pupils may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

45. 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
46. Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
47. Keep detailed, accurate, secure written records of concerns and referrals

Undertake any other duties consistent with the objectives and level of responsibility of the post as may be required by the Senior Leadership Team and/or OHC&AT.

Designated Safeguarding Lead / Family Support Worker Person Specification

This person specification will be used for recruitment to the Designated Safeguarding Lead. It will form the basis of the application form, and candidates will also be assessed against aspects of this person specification at interview.

Qualifications (list)	Essential	Desirable	Testing Method
Educated to GCSE standard in English and Maths	√		Checked certificates
Current registration with Social Work England		√	Application
Full UK Driving Licence	√		Application
STATUTORY or ROLE SPECIFIC REQUIREMENTS	Essential	Desirable	Testing Method
Level 3 Safeguarding training	√		Checked certificates
EXPERIENCE (describe)	Essential	Desirable	Testing Method
Experience of managing safeguarding in a school or other relevant organisation		√	Application
Social work experience working within a <i>Children with Disabilities</i> team		√	Application
Experience of using the 'Signs of Safety' approach		√	Application
Experience of identifying and assessing risk in relation to statutory thresholds (e.g. S17, S47)		√	Application
Demonstrable evidence of developing and implementing strategies to help children and their families	√		Interview
Experience of handling large amounts of sensitive data and	√		Application

upholding the principles of confidentiality			
Experience of providing training, guidance and support to others.	√		Application
Able to establish good collaborative relationships and networks	√		Interview
KNOWLEDGE & SKILLS	Essential	Desirable	Testing Method
Knowledge of, and the ability to apply in practice, the principles of child care legislation relating to child protection, looked after children and the provision of services to children in need	√		Interview
Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies	√		Interview
Ability to work with a range of people with the aim of ensuring the safety and welfare of children	√		Interview
Awareness of local and national agencies that provide support for children and their families	√		Interview
Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns	√		Interview

Effective communication and interpersonal skills	√		Interview
Ability to build and maintain effective working relationships with staff and other stakeholders	√		Interview
Commitment to ensuring the safety and welfare of children	√		Interview
Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school	√		Interview
Ability to work under pressure and prioritise effectively	√		Interview
COMPETENCES	Essential	Desirable	Testing Method
A “can do” positive attitude: enthusiastic and committed, remains motivated, even when under pressure, to ensure that a high standard is maintained	√		Application
Takes responsibility and delivers results Maintains focus when dealing with a variety of tasks or priorities, seeking early guidance and support when necessary, and responding to that guidance to ensure that daily tasks are completed	√		Application
Takes ownership of personal development Committed to reflecting on own performance, seeking and accepting constructive feedback	√		Application

and learning from own experiences			
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