



SPAGHETTI
BRIDGE

Job Description: Group Safeguarding Lead

Job details

Job title: Group Head of Safeguarding

Reporting to: Director of Operations

Job summary

Spaghetti Bridge takes a proactive and integrated approach to safeguarding, meaning that we work to proactively understand the needs of our children and young people, how these are expressed, and what support can be put in place to mitigate the chance that they could put themselves or others at risk. A key part of our safeguarding process is supporting students to learn to keep themselves safe and to make responsible decisions about their own welfare and that of others.

The role of Safeguarding Lead plays an active and integral part of this process. The Safeguarding Lead leads across all Spaghetti Bridge schools in ensuring that our safeguarding processes and relational support curriculum are of the highest quality. This involves leading on the implementation of a group-wide safeguarding quality assurance cycle and development plan aligned with the strategic objectives of the Spaghetti Bridge Group, current statutory guidance, and safeguarding and leadership best practice.

The Safeguarding Lead supports the implementation of this quality assurance cycle and development plan by working with the senior leadership teams and safeguarding teams across the group. This will involve regular site visits to schools across the group and the monitoring of quality through safeguarding systems, including the use of the Spaghetti Bridge Bridgeline safeguarding management system.

As part of this process, the Safeguarding Lead, working with the wider safeguarding and group support team, will design and deliver a programme of Continuing Professional Development around safeguarding processes and curriculum delivery.

In addition, the Safeguarding Lead will develop relationships with safeguarding professionals in the local areas of our schools and across the country.

Main purpose

The main purpose of the role of Safeguarding Lead is to ensure that the safeguarding practice of the Spaghetti Bridge Group is consistently of the highest quality so that all Spaghetti Bridge students are kept safe and progress to achieve their outcomes and aspirations. This means that the Safeguarding Lead takes lead responsibility (KCSIE 2023) for safeguarding and child protection across the group.

This involves ensuring that the Spaghetti Bridge staff team are equipped with the skills, knowledge, and dispositions required for effective safeguarding processes and that the safeguarding programme is

implemented consistently. This will include leading on the development of a culture that embodies the Spaghetti Bridge approach to safeguarding, such as staff having professional curiosity, proactive approaches, working in partnership, and reflective practice. In addition, this role will directly support each school's safeguarding team through the provision of advice and guidance as required in relation to specific concerns or wider trends in such areas as child welfare, pastoral care, and child protection matters, and liaise with relevant agencies such as the local authority and police.

Leading on the design, implementation, and impact analysis of a dynamic and engaging safeguarding curriculum based in the Spaghetti Bridge Enterprise Learning approach will be a key responsibility of this role, supported by the use of data in order to target gaps in the curriculum and ensure consistently outstanding outcomes for learners.

The Safeguarding Lead will also hold responsibility for ensuring that any and all physical interventions are carried out in line with best practice and statutory requirements. The role will also be required to lead on internal investigations around safeguarding matters as needed, chair and manage complex case reviews, and oversee the implementation of the Spaghetti Bridge notification and escalation process.

The Safeguarding Lead will be expected to support schools with all external quality assurance actions, including local authority and Ofsted inspections in the area of safeguarding.

The Safeguarding Lead is a member of the Group Operational Team, including Regional Leads for each area, and reports to the Director of Operations.

Duties and responsibilities

Safeguard Quality Assurance and Quality Improvement

- Draft and implement, in partnership with the wider Group Operational, Executive, and Senior Leadership Teams the group-wide quality assurance and quality improvement plan for safeguarding using data and evidence drawn from external and internal sources
- Support each school's Designated Safeguarding Lead and Senior Leadership Team in the drafting and implementing the school's safeguarding self-assessment and development plan
- Lead on the safeguarding quality cycle as part of the Spaghetti Bridge government cycle
- Work closely with the Group's Safeguarding School Improvement Partners and incorporate their advice into quality assurance and improvement planning
- Report on safeguarding performance, quality, impact and compliance to the group governing body, including the completion of the "lessons learned" process as a result of specific safeguarding concerns
- Provide regular (half-termly) supervision for all Designated Safeguarding Leads across the group

Managing safeguarding reports, logs, and referrals

- Supporting schools to ensure that all safeguarding reports and logs are responded to on a daily basis
- Supporting schools to ensure that all the admissions registers are audited and compliant
- Assuring the quality and consistency of reports, logs, and referrals and that records are kept in a clear and consistent manner, listing the summary of the concern, how it was followed up and resolved, any actions taken, and notifications and/or escalations made (KCSIE2023)
- Ensure that child protection files across the group are kept up to date, kept confidential and stored securely
- Provide advice and guidance for safeguarding concerns to individual schools as required
- If needed, refer cases of suspected abuse to the local authority children's social care and other local agencies
- Support safeguarding teams who make referrals to local authority children's social care and other local agencies
- Support safeguarding teams to refer cases to the Channel programme where there is a radicalisation concern

- Support leadership teams to refer cases to the Disclosure and Barring Service where a person is dismissed or left due to risk or harm to a child
- Support leadership teams to refer cases where a crime may have been committed to the police
- Maintain a stance that 'it could happen here' when managing referrals and referral thresholds
- Work closely with safeguarding teams to ensure that strategies to mitigate safeguarding concerns are incorporated into individual relational support plans and individual focused intervention plans

PSHE and Safeguarding Curriculum

- Work with Senior Leadership Teams and Safeguarding Teams to ensure that the safeguarding and PSHE curriculum is of consistent high quality, including using data to target achievement gaps at the school, group, or individual level
- Work with Senior Leadership Teams and Safeguarding Teams to use data to quality assure and improve the safeguarding and PSHE curriculum
- Support Safeguarding Teams in the implementation of individual safeguarding plans for children and young people who have particular safeguarding needs
- Ensure that current best practice and evidence- and research-based approaches are used in the drafting and delivery of the safeguarding and PSHE curriculum

Safeguarding and school admissions

- Support Designated Safeguarding Leads in ensuring that safeguarding is accounted for at every stage of the admissions process and that schools have the necessary information (especially safeguarding documentation) and provision (including training and resources) in place to ensure that children will be kept safe on admittance to a school
- Work with Designated Safeguarding Leads and leadership teams to ensure that children whose needs cannot be safely met at a school are not admitted

Working with staff, parents/carers and other agencies

- Work with leaderships and safeguarding teams at each school to ensure that external stakeholders are informed of any safeguarding concerns, that information is shared in a consistent and timely manner, and that good working relationships are maintained with external agencies and families
- Ensure that school leadership teams work with families and other external stakeholders in drafting and implementing the school's Relationship, Sex, and Health Education curriculum, including that consent is gathered where appropriate
- Act as a source of support, advice and expertise for safeguarding teams on matters relating to safeguarding and relational support
- Support leadership teams' understanding of the the assessment process for providing early help and intervention
- Develop a working knowledge of how local authorities who place with Spaghetti Bridge Schools conduct a child protection case conference and a child protection review conference
- Attend and contribute to child protection case conferences effectively when required to do so
- Support school leadership teams with ongoing 'lessons learned' and continuing professional development training activities to ensure a culture of continuous improvement
- Debrief safeguarding teams after incidents, safeguarding reports and physical interventions
- Support Designated Safeguarding Leads in the management and development of the Relational Support Team
- Ensure that school leadership teams promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families maybe facing challenging circumstances

- Ensuring that Designated Safeguarding Leads are 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, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
- Ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes

Training

- Undergo regular training to develop and maintain the knowledge and skills required to carry out the role, including undertaking specialist training regarding the particular context, risks and trends present at the school
- Undergo Prevent training and be able to:
 - Support the school or college in meeting the requirements of the Prevent duty
 - Provide advice and support to staff on protecting children from the risk of radicalisation
 - Undergo training on female genital mutilation (FGM) and be able to:
 - Provide advice and support to staff on protecting and identifying children at risk of FGM
 - Report known cases of FGM to the police (taking note of guidance regarding obligations regarding FGM reporting upon qualified teachers), and help others to do so
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role
- Obtain access to relevant resources
- Lead on the Group's participation in the Senior Mental Health Lead programme
- Understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- Can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses, and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them

Raise awareness

- Ensure that each school's child protection policies, other relevant policies and relevant national guidance (e.g. Keeping Children Safe in Education) are known, understood and used appropriately
- Work with the governance team to ensure that each school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly

- Ensure that each school's safeguarding policy is available and easily accessible to everyone in the school community
- Ensure that parents have read the safeguarding policy and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this
- Ensure that each school's Designated Safeguarding Lead has linked with the school's local authority safeguarding team to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Support each school's safeguarding team to be alert and respond promptly and effectively to the specific needs of all children in the school; those with special educational needs, those vulnerable to criminal or sexual exploitation, radicalisation and abuse / neglect generally
- Review with each school's safeguarding team the school's attendance data regularly, acting effectively with regard to any safeguarding concerns therein promptly and effectively, including the oversight and quality assurance of outreach and individual safety plans for low attenders
- Support each school's safeguarding team to help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership

Holding and Sharing Information

- Understand the importance of information sharing, both within the school and with other schools and colleges on transfer including in-year and between primary and secondary education, 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)
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Filtering and monitoring

- Ensure that each school has a member of the school leadership team who is responsible for ensuring that filtering and monitoring standards are met
- Work with the Group IT team to see that each school has an effective filtering and monitoring system in place, that there are clear decisions documented on what is blocked and why, and that the effectiveness of this system is regularly reviewed (at a minimum annually) and monitored daily
- Ensure that safeguarding teams support their school's staff to be aware of the filtering and monitoring system and to report any concerns
- Work with the Group IT team to ensure that the filtering and monitoring system accounts for the risk profiles of students across the group
- Ensure that safeguarding teams log all checks, including actions, of the filtering and monitoring system

Other areas of responsibility

- Where children leave the school, ensure that each school's safeguarding team securely transfers their child protection file to their new school as soon as possible, separately from the main pupil file within 5 days of an in-year transfer or within 5 days of the start of a term (KCSIE 2023)
- As part of the governance and quality assurance process, monitor the single central record and ensure it complies with all relevant legislation
- Provide safeguarding reports to the governance team
- Model best practice and uphold the principles of confidentiality and data protection at all times
- Work as part of the Spaghetti Bridge safeguarding team across the groups, including participating in and leading group meetings with colleagues from across the organisation
- Engage with group wide networking and training opportunities to ensure best practice and lessons learned are routinely discussed to aid the overall development of the group's safeguarding expertise.

The Safeguarding Lead will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

During term time, the Safeguarding Lead or a member of the safeguarding team should always be available during school hours for safeguarding teams at the schools to discuss any safeguarding concerns.

The Safeguarding Lead, as a member of the group operational team, may be asked to deputise for the Designated Safeguarding Lead in the event of their absence.

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 Safeguarding Lead will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Descriptions of the role and expectations are routinely updated in 'Keeping Children Safe in Education.' Regardless of the description of role within this document, it is a requirement that the HoS will always undertake their duties as set out in the most current KCSIE (or its replacement).

Person specification

Criteria	Qualities
Qualifications and training	<ul style="list-style-type: none"> ● GCSE (or equivalent) in English and maths ● Degree ● Extensive relevant safeguarding training relevant to the role of a group level safeguarding lead ● QTS (preferred)
Experience	<ul style="list-style-type: none"> ● Successful leadership and management experience in a school or other relevant organisation ● Experience of managing safeguarding in a school or other relevant organisation, including: ● Building relationships with children and their parents / carers, particularly those who are most vulnerable and have more complex needs ● Working and communicating effectively with relevant agencies ● Implementing and encouraging excellent safeguarding practice throughout a large team of people ● Successfully meeting the expectations of Ofsted and other regulatory / compliance stakeholders during inspections / quality assurance visits. ● Demonstrable evidence of developing and implementing strategies to help children and their families ● Experience of handling large amounts of sensitive data and upholding the principles of confidentiality ● Experience of using data to assure and improve quality at a school or group-wide level ● History of working with children with SEND ● Experience of leading cultural change at a school or group-wide level ● Experience in designing, delivering, and quality assuring a PSHE and safeguarding curriculum at a school or group-level
Skills and knowledge	<ul style="list-style-type: none"> ● Expert knowledge of legislation and guidance on safeguarding and working with young people, including the Care Act (2014), Children and Families Act (2014), KCSIE (2023) and other relevant legislation and guidance ● Ability to work with a range of people with the aim of ensuring the safety and welfare of children ● Awareness of local and national agencies that provide support for children and their families and skills to engage positively. ● Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document / manage and conclude safeguarding concerns / follow up actions ● Good IT skills, including previous use of electronic safeguarding systems and management information systems.

	<ul style="list-style-type: none"> • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships with staff and other stakeholders • Ability to develop a staff team in their knowledge and practice
<p>Personal qualities</p>	<ul style="list-style-type: none"> • Commitment to ensuring the safety and welfare of children • Uphold and promote the ethos and values of the school • Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school • Professional curiosity • Attention to detail • Reflective and lessons learned perspective • Creativity and open-mindedness • Ability to work under pressure and prioritise effectively • Maintain confidentiality at all times • Commitment to equality

Notes:

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 postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by their line manager/senior leaders and the post is likely to have to adapt over time to meet the changing needs of our schools and group.

Postholder's signature:

Date:
