

Job Description

Lead Safeguarding Officer	The Cumberland School
Admin and Technical	Community Schools Trust
Pay Scale: GLPC Scale P04	January 2020

Community Schools Trust (CST) is committed to safeguarding and promoting the welfare of children and young people in our school and expects all staff and volunteers to share this commitment.

Overall Purpose of Job

Under the direction of the Designated Safeguarding Lead (DSL), the post holder will lead Cumberland's Child Protection policies and practices ensuring that these fully meet statutory safeguarding requirements set out in whichever is the most current legislation and Ofsted Inspection schedule at the time.

Job Context

The post holder will:

- Be accountable to the DSL and Headteacher for the effectiveness of the child protection procedures and for their integration into a coherent safeguarding practice, in partnership with other named senior leaders.
- Contribute centrally to the development of an enhanced culture of safety with students feeling safe and adopting safe practices.
- Develop and implement robust and effective communication networks and systems across year groups which are regularly monitored, reviewed and tested.
- Develop and deliver an effective training programme targeted at different groups of staff appropriate to their roles in collaboration with the DSL.
- Provide regular reports for governors to ensure that they fully understand their statutory obligations, including their training needs and requirements under the safer recruitment and safeguarding agenda, as well as develop links with the named governor with responsibility for Child Protection.

Key Tasks and Accountabilities

Key tasks and accountabilities are intended to be a guide to the range and level of work expected of the post holder. This is not an exhaustive list of all tasks that may fall to the post holder and employees will be expected to carry out such other reasonable duties which may be required from time to time.

Working with students

- To respond appropriately to disclosures of concerns which relate to the health and safety and wellbeing of a child.
- To identify those students and families for whom support is judged appropriate and liaise with other professionals, both internally and externally.
- To provide counselling and guidance to students in the school who may be experiencing problems at school or at home. To refer to existing counselling and support services where appropriate using the agreed school procedures.
- To provide a safe space and opportunities for students to self-refer if they are concerned about their own wellbeing.
- To liaise with and make referrals to the Early Intervention Team / Family First Team where concerns are raised.

- To liaise with staff responsible for attendance and where necessary liaise with the appropriate external agencies if a child protection concern is raised or if a CLA or child with social care involvement is absent from school.
- To ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions assigned to the school from planning and intervention meetings are successfully carried out and monitored.
- To encourage a culture of listening to young people particularly on issues connected with the school's role of protecting them.
- To support the care of children where their living arrangements are at risk of breakdown (including Local Authority placements).
- To work with the CLA coordinator to provide academic and pastoral mentoring to children who are looked after (CLA) and coordinate the implementation of agreed action plans following PEP and review meetings.

Working with systems

- To lead, in collaboration with the DSL, in facilitation and development of safeguarding and child protection policies, training and procedures and guidance for the school, ensuring that the Child Protection, Safeguarding and Early Help Policy is reviewed by the Governing Body.
- To receive and coordinate referrals, arranging action and reviewing services for children and families.
- To maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection. Ensuring that all records are forwarded to any new school the child may attend in line with GDPR requirements.
- To seek information from previous schools if students transfer from primary schools and those arriving as mid-phase admissions.
- To ensure there are quality assurance mechanisms in place to monitor, review and evaluate arrangements for the protection of children.
- To maintain, from referrals, a register of students who are 'At Risk'; are Looked After Children and children and families with known social care involvement.
- To maintain records of interventions and meetings and communicate these effectively with relevant parties.
- To monitor and review the implementation of the relevant policies and documentation and procedures to ensure they are adhered to, remain current and fit for purpose.

Working with staff

- To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- To contribute to service development, including the delivery of new staff induction and arrangements for whole staff training.
- To liaise and coordinate with colleagues within the school and CST as well as with outside organisations regarding the Common Assessment Framework.
- To communicate with Pastoral teams across the school to monitor the welfare of young people who are known to have child protection concerns or those who may be at risk.
- To line manage and coordinate and supervise the work of the safeguarding team;
 - ensuring that effective administrative systems exist to ensure that all referrals are systematically logged and tracked so that from the point of referral to closure of a case there exists clear records of all actions and communications made by the school.
 - ensuring that all referrals are monitored so that intervention and actions take place in a timely manner.
 - ensuring that logs of referrals exist to provide data reports indicating trends in CP issues and referrals where they exist.
- To supervise through a weekly meeting, the work of the Deputy Child Protection Officer and to delegate tasks to this person where necessary.

Working with families and external agencies

- To liaise with outside agencies regarding individual students and develop effective interagency communication networks and systems.
- To work closely with commissioning Children and Families Social Workers along with developing links with and utilising resources of the community as part of agreed plans for children.
- To attend and participate in child protection conferences and planning and review meetings whilst working closely with colleagues in Children's Services as required, some of which may take place out of normal working hours. This will include negotiating between child, family and commissioning worker to identify the support package required.
- To plan and complete professional assessments of need and risk in respect of parents and carers using the Department of Health and local authority criteria for children in need and significant harm.
- To take the lead in coordinating the multi-agency approach to prevent and address child protection issues and children of need within the setting.
- To work directly with children in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers and their children in order to prevent children becoming Looked After and/or suffering significant harm.
- To provide support and guidance to carers and provide planned interventions as part of agreed plans for children.

Professional responsibilities and expectations

- To maintain confidentiality at all times.
- To liaise with the DSL and Headteacher to inform him or her of issues especially ongoing enquires under Section 47 of the Children Act 1989 and police investigations.
To undertake appropriate child protection training every 2 years in order to:
- To understand the assessment process for providing early help and intervention, e.g. through locally agreed common and shared assessment processes such as early help assessments.
- To have a working knowledge of how the LA conducts child protection case conferences and be able to attend these effectively when required to do so.
- To have a working knowledge of best practice in supporting students who are CLA to ensure that they are not disadvantaged in their education.
- To ensure that each member of staff has access to and understands the school's Child Protection, Safeguarding and Early Help Policy and procedures, especially new and part time staff.
- To undertake any other CPD relevant to the post with particular reference to the local Children's Safeguarding Board's annual priorities for child protection and safeguarding.
- To ensure that Cumberland and the CST are always presented positively within and beyond the school.
- To promote good practice by encouraging and championing the school's policies and procedures.

General

- To follow all requirements and initiatives as directed.
- To ensure compliance with relevant data protection legislation.
- To demonstrate a commitment to safeguarding and the welfare of children and young people.
- To demonstrate a commitment to inclusive education and equal opportunities.
- To take responsibility for own professional development and duties in relation to school policies and practices.
- To establish effective working relationships and set a good example through personal presentation and professional conduct.
- To maintain evidence to support the performance management process, evaluating and improving own practice.

Person Specification

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IMPORTANT INFORMATION FOR APPLICANTS

The criteria listed in this Person Specification are all essential to the job. Where the Method of Assessment is stated to be the Application Form, your application needs to demonstrate clearly and concisely how you meet each of the criteria, even if other methods of assessment are also shown. If you do not address these criteria fully, or if we do not consider that you meet them, you will not be shortlisted. Please give specific examples wherever possible.

[illegible]

CRITERIA	METHOD OF ASSESSMENT
PERSONAL STYLE AND BEHAVIOUR: Enthusiasm, humour and initiative A belief that the best interests of students come first Resilience and a willingness to learn An excellent record of attendance and punctuality A collegiate team member Ability to contribute to wider school and trust initiatives	Interview Interview Interview Interview Interview Interview
OTHER SPECIAL REQUIREMENTS: Willingness to work outside of normal working hours when required	Interview