

Job Description

| | |
|---------------------|--|
| Job title | Safeguarding & Inclusion Officer |
| Grade/Salary | Grade 7, Scale Point 18 – 23 |
| Reporting to | Assistant Headteacher/Designated Safeguarding Lead |

Job Purpose

- Lead on implementing child protection and safeguarding policies, procedures and guidance for the school;
- Take the lead role in monitoring the progress and attainment of CLA/Vulnerable students;
- Work directly with children in need, and their families, to prevent children suffering significant harm;
- Provide support and guidance to carers' and parents and co-ordinate planned support and interventions as part of agreed plans for children;
- Ensure that students at risk of harm, or in need are supported and any referrals are made to through the appropriate local authority/local safeguarding board procedures;
- Provide training on policies and procedures to all staff, including delivering Level 1 training;
- Liaise with staff, parents, colleagues across the Trust, other education institutions and multi-agency partners to support students' progress and overall development.

Key Responsibilities and Accountabilities

The post holder will:

- Provide leadership and management for operational child protection and safeguarding procedures;
- Receive and co-ordinate referrals, arranging action and reviewing services for children and families;
- Maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection, in line with Data Protection legislation and information sharing practices;
- Encourage good practice by promoting and championing child protection policy and procedures and use this knowledge to improve and develop school practice and policies;
- Have an up-to-date knowledge of child protection and safeguarding processes and procedures and provide relevant advice, information and support to colleagues and other partners;
- Support the care of children where their living arrangements are at risk of breakdown (including local authority placements);
- Use, model and evaluate effective practice, processes and systems relating to safeguarding and child protection, working with other staff and agencies who support students (including Local Authority and Government Agencies, Health and Children's Services, Voluntary Groups, Parent & Carer organisations) to ensure effective communication concerning students' wellbeing;
- Ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions from planning and intervention meetings are successfully carried out and monitored;
- Take part in internal meetings, leading the sharing of information and ideas, and positively promoting and providing guidance on school policy and procedures where necessary. Where there are areas of concern, or potential concerns liaise with other colleagues as appropriate, and

- where required co-ordinate and monitor actions as part of the Common Assessment Framework;
- Invoke and participate in Child Protection Conferences and planning and review meetings, as appropriate, 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;
- Prepare reports, assessments and provide other data, as required;
- Act as a role model and actively demonstrate understanding of school policy and procedures to students, staff and parents;
- Remain informed and up-to-date around national initiatives and good practice as it relates to students and attendance and education welfare, and provide relevant advice, information and support to colleagues and other partners;
- Work closely with children and families Social Workers, developing links with, and utilising resources of, the community as part of agreed plans for children;
- From referrals, develop a register of students who are 'vulnerable' and another for those who are "Looked After Children" and be responsible for monitoring the progress of these students.

Contribution to Whole School

- Comply with, and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person;
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop;
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students;
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students;
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others;
- Deliver out of school learning activities or duties within guidelines established by the school;
- Contribute to the identification and execution of appropriate out of school learning activities, which consolidate and extend work carried out in class.

Responsibilities for Resources

- Effective use of materials and resources.

Responsibilities for Budgets and People

- None.

Performance Management and Review

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line- manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required;
- The annual appraisal process will be used to assess performance against agreed objectives and

professional development plans in accordance with the Trust Appraisal Policy.

Core responsibilities and duties

All postholders are required to:

- Ensure that you understand and comply with the Trust Health and Safety Policy by following the relevant procedures that are in place;
- Read, uphold and promote the safety and well-being of students as set out in the Trust safeguarding procedures;
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct;
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure equal opportunities for all;
- Contribute to the overall vision and values of the Trust;
- Appreciate and support the role of other professionals;
- Work effectively as part of team;
- Attend relevant meetings, as required;
- Participate in training and other learning activities and performance development as required;
- Treat all users of the school with courtesy and consideration;
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all;
- Be proactive in seeking appropriate advice and guidance where required;
- Flexible and willing to work between different sites as required.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person Specification

| | | Assessed by: | | |
|---------------------------------|---|------------------------|----------|-------------------|
| No. | Categories | Essential or Desirable | App Form | Interview or Task |
| Qualifications | | | | |
| 1. | 5 or more GCSEs at Grade 4/Grade C or higher, including English and Maths. (or equivalent grades/qualifications) or relevant experience; | E | ✓ | |
| 2. | Education to degree level or equivalent relevant experience; | D | ✓ | |
| 3. | Child Protection (Level 3) trained; | D | ✓ | |
| 4. | Understanding of Safeguarding and Child Protection issues; | E | ✓ | ✓ |
| Experience | | | | |
| 5. | Experience of basic technology, PC, internet, MS Office packages; | E | ✓ | ✓ |
| 6. | Experience of successfully working with identified disaffected students, or groups of students (of a relevant age to the setting); | E | ✓ | ✓ |
| 7. | Experience of working with young people in relation to child protection and safeguarding issues; | E | ✓ | ✓ |
| 8. | Experience of working with or supporting SEN/D students or students with behavioural issues; | E | ✓ | ✓ |
| 9. | Experience of forging community/voluntary/ parent and partner agency links; | E | ✓ | ✓ |
| 10. | Experience of leading a team or a community project/area of school development; | D | ✓ | |
| Abilities, Skills and Knowledge | | | | |
| 11. | Able to work as an effective team member and apply directions/instructions; | E | ✓ | ✓ |
| 12. | Innovative approaches to working with students, parents, the local community and multi-agency partners in relation to attendance, behaviour and inclusion strategies; | E | ✓ | ✓ |
| 13. | Developed knowledge of understanding of safeguarding and child protection issues; | E | ✓ | ✓ |
| 14. | Understanding of student's welfare and pastoral needs; | E | ✓ | ✓ |
| 15. | Full working knowledge of relevant policies/codes of practice legislation; | D | ✓ | ✓ |
| 16. | Ability to participate professionally in meetings; | E | ✓ | ✓ |
| 17. | Able to organise, lead and motivate a team, this includes holding performance reviews; | E | ✓ | ✓ |
| 18. | Ability to relate well to children and young people; | E | ✓ | ✓ |
| 19. | Well - developed analytical, planning and organisational skills; | E | ✓ | ✓ |
| 20. | Able to communicate effectively with young people and adults (parents, other staff). Able to negotiate and network through highly developed inter-personal written, verbal and presentation skills to a range of audiences, including School Performance Review Board (SPRB); | E | ✓ | ✓ |

| | | | | |
|-----|--|---|---|---|
| 21. | Deal with students personal and other crises; | E | ✓ | ✓ |
| 22. | Prioritise, plan and direct the workload of self and others, balancing long and short-term priorities; | E | ✓ | ✓ |
| 23. | Able to use initiative and develop creative and imaginative solutions to solve problems; | E | ✓ | ✓ |
| 24. | Strategies for ensuring equal opportunities for students, staff and other stakeholders; | E | ✓ | ✓ |
| 25. | Set high standards and provide a role model for students and staff; | E | ✓ | ✓ |
| 26. | Able to seek support, when required; | E | ✓ | ✓ |
| 27. | Evidence of sound judgment skills; | E | ✓ | ✓ |
| 28. | An excellent record of attendance and punctuality; | E | ✓ | |
| 29. | Enjoyment in working with young people and families; | E | ✓ | ✓ |
| 30. | Reliability, integrity and stamina; | E | ✓ | |
| 31. | Respect confidentiality; | E | ✓ | ✓ |
| 32. | Commitment to personal development and learning; | D | ✓ | ✓ |
| 33. | Think clearly in emergency situations. | D | ✓ | ✓ |