

## ENDSLEIGH HOLY CHILD VC ACADEMY

### JOB DESCRIPTION and PERSON SPECIFICATION

**JOB TITLE:** Safeguarding Officer (Designated Safeguarding Lead)

**GRADE:** 8

**DIGNITY AT WORK:** To show, at all times, a personal commitment to treating all stakeholders and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the school/academy.

#### **PURPOSE - Safeguarding Officer:**

- To lead in facilitating the continual development and implementation of safeguarding and child protection policies, training, procedures for The Academy and in support of the Trust.
- Actively work in partnership with parents/carers and other agencies/stakeholders through the planning, training and monitoring of the effectiveness of the procedures that protect and safeguard children.
- To promote a culture of ongoing vigilance to protect and safeguard children across the school/academy and Trust.

#### **PRINCIPAL ACCOUNTABILITIES: Safeguarding Officer:**

1.	To promote and safeguard the welfare of children and young people by ensuring policies and procedure are up to date with current legislation and DfE guidance.
2.	Ensure there is sufficient time and resources allocated to enable the discharge of the responsibilities of the organisation to promote the welfare and protection of children across The Academy and the Trust.
3.	Attend and participate in multi-agency child protection conferences, reviews and any other associated professional meetings, some of which may take place outside of normal working hours. This will include negotiating between the child, family and commissioning worker to identify the support package required.
4.	To participate and contribute to multi agency assessment and planning in accordance with local and national frameworks; where necessary taking the lead responsibility to implement the agreed plan to meet the identified needs of the child/children.

5.	To provide appropriate support for pupils experiencing emotional and personal issues. This might be to the TA's who are delivering the support.
6.	To maintain confidentiality at all times, and follow the national guidance on information sharing. In addition always adhering to the code of conduct.
7.	To receive notifications of welfare concerns from staff and refer accordingly cases of suspected abuse or neglect to Children's Social Care as per locally agreed procedures.
8.	To effectively monitor the progress of children categorised as vulnerable as per national guidance, and consult with stakeholders to ensure corrective action is taken.
9.	To input and maintain accurate contemporaneous and confidential records of cases of safeguarding and child protection in accordance with the Data Protection Act.
10.	To organise interventions for children and families as points of further discussion such as Children's Voice
11.	To ensure that pupils who are at risk of significant harm are supported appropriately and sensitively and that all actions assigned to The Academy/St Cuthbert's Roman Catholic Academy Trust from planning and ensuring intervention meetings are successfully carried out and monitored.
12.	To raise awareness of the Child Protection Officer role to parents/carers, adults and the children.
13.	Keep abreast of developments in the field of Safeguarding by attending relevant training or events and reading relevant bulletins and publications.
14.	In discussions with the Head of School, pass on this knowledge from training events to relevant colleagues and update practice accordingly.
15.	To professionally support staff with roles involving the safeguarding, emotional wellbeing and pastoral area.
16.	To ensure that The Academy/St Cuthbert's Roman Catholic Academy Trust is always presented positively within and beyond the school/academy.
17.	To undertake any other duties of a similar nature and level of responsibility as requested by the Head of School.
18.	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school/academy, as your employer and you as an employee. In addition to the schools overall duties and responsibilities, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the school's/academy's Health and Safety policy.

**GENERAL:**

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the school/academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the St Cuthbert's Roman Catholic Academy Trust and before and after the school/academy day.

**DIMENSIONS:**

**All sections should be completed – if there aren't any state 'none'**

**1. Responsibility for Staff:**

To professionally support staff with roles involving the safeguarding, emotional wellbeing and pastoral area.

**2. Responsibility for Stakeholders/Clients:**

Under the direction of the Head of School be responsible for pupils with social, emotional and safeguarding issues.

**3. Responsibility for Budgets:**

None.

**4. Responsibility for Physical Resources:**

Safe use, moving and storage of all equipment used in the course of the role.

**WORKING RELATIONSHIPS:**

**All sections should be completed – if there aren't any state 'none'**

**Within Academy:**

Ability to establish good professional relationships and effective working relationships with a range of partners colleagues and pupils at a variety of levels.

**Within St Cuthbert's Roman Catholic Academy Trust:**

Collaborate with other academies/schools within **St Cuthbert's Roman Catholic Academy Trust** to improve safeguarding procedures.

Participate in school/academy-to-school/academy support within the **St Cuthbert's Roman Catholic Academy Trust**.

**With External Bodies to the Academy:**

To take the lead on seeking advice from specialist support services when necessary.

To work collaboratively with external agencies such as social services and the police to receive and coordinate referrals, arrange actions and review services for children and families.

**ORGANISATION CHART:**

Head of School

Assistant Headteacher

SENDCO

Safeguarding Officer (Designated Safeguarding Lead)

	<i>Tick relevant level for each category</i>					<b>Supporting Information (if applicable)</b>	
	<b>Not applicable</b>	<b>Low</b>	<b>Moderate</b>	<b>High</b>	<b>Very High</b>		<b>Intense</b>
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).			√				Moderate as the postholder may occasionally have to deal with aggressive behaviour from parents and pupils.
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		√					Expectation to undertake extra hours at short notice which can be out of normal working hours to meet the operational needs of the academy/school/individual family circumstances.
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day to day office environment.					√		Being involved and knowing information of a highly sensitive and confidential nature.

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. *Codes: AF= Application Form, I = Interview, EOI = Expression of Interest Form, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation		Essential	Desirable	How identified
1.	<b>Qualifications:</b>			
1.1	Graduate with degree or equivalent qualification or can demonstrate significant experience in comparable discipline.	√		AF/CQ
1.2	NVQ or other relevant training		√	AF/CQ
1.3	Level 2 Safeguarding Training or must be willing to undertake this as soon as can be arranged after start of employment	√		AF/CQ
1.4	Domestic Abuse training		√	AF/CQ
1.5	Bespoke training relevant to role, including First Aid, Drug Awareness, Impact of Child Sexual Abuse, Working with Resistant and Challenging Families		√	AF/CQ
2.	<b>Relevant Experience:</b>			
2.1	Experience of working with or caring for children of relevant age	√		AF
2.2	Significant experience of working with young people who are multiply disadvantaged due to personal circumstances	√		R/I
2.3	In depth experience of working with hard to reach families and children.		√	R/I
2.4	Experience working with multi agencies to provide co-ordinated support		√	AF
2.5	Experience in the use of CPOMS to record pupil records for safeguarding and procedures		√	R/I
2.6	Experience working with multi agencies to provide co-ordinated support		√	AF
2.7	Demonstrable experience of delivering interventions with positive measurable impact	√		AF/R/I
3.	<b>Skills (including thinking challenge/mental demands):</b>			
3.1	Ability to be flexible to adapt to changing workload demands and new school/academy challenges	√		AF/R/I
3.2	Motivation to work with children and young people.	√		AF/R/I
3.3	Competent ICT skills	√		AF
3.5	Excellent communication using varying methods	√		AF
3.6	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	√		AF/R/I
3.7	Ability to work well under pressure and deal with difficult and challenging situations	√		AF/R/I
3.8	Ability to manage time, prioritise tasks and organise own work in order to meet targets and deadlines with minimum supervision.	√		AF/R/I
3.9	Ability to use encouragement, knowledge, persuasion and influencing skills with children and families to achieve a plan of action	√		

PERSON SPECIFICATION		Tick relevant column		List code/s*
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4.0	Inputs and maintains accurate information on all safeguarding and CP records in the school/academy.	√		
4.	<b>Knowledge:</b>			
4.1	Understanding of child development and how children learn	√		AF/R/I
4.2	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	√		AF/R/I
4.3	An understanding of legislation relating to child protection	√		AF/R/I
4.4	Clear understanding of Common Assessment Framework (CAF) practice		√	R/I
4.5	A very good knowledge of safeguarding policy, procedure and legal requirements.	√		AF/R/I
5.	<b>Interpersonal/Communication Skills: Verbal Skills</b>			
5.1	Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people and/or vulnerable adults	√		AF/R/I
5.2	Caring/training/communication/persuasive/motivating/counselling skills.	√		AF/R/I
5.3	Ability to identify own training and development needs and co-operate with means to address these.	√		AF/R/I
5.4	Excellent communication skills. Speaks clearly and accurately using grammatically correct spoken English	√		AF/R/I
5.5	Ability to work constructively and proactively as part of a team, understands school/academy's roles and responsibilities	√		AF/R/I
5.6	Effective communication skills to model good practice for pupils and stakeholders	√		AF/R/I
5.7	Provide complex and confidential reports as needed.	√		
6.1	<b>6.0 Written Skills</b>			
	Required to exchange complicated and extremely sensitive information to a range of audiences and write complex reports to others leading day to day decisions.	√		AF
<b>The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.</b>				
7.0	<b>Additional Requirements:</b>			
7.1	Maintains high levels of confidentiality at all times	√		R/I
7.2	Makes a commitment to the wider life of the school/academy including 'going the extra mile'	√		R/I

7.3	Ability to present a smart professional image in line with the Dress Code of the school/academy	√		R/I
7.4	Engage in additional training and development including being proactive in identifying own development needs	√		AF
7.5	Self-motivation and personal drive to complete tasks to the required time scales and quality standards	√		AF
7.6	Strives for excellence and ways to improve their own performance and the performance of the school/academy	√		AF
7.7	Some requirement to visit and work at different locations or visit families/pupils in their home therefore the postholder must be able to transport themselves efficiently to other sites.	√		AF
<b>Disclosure of Criminal Record:</b>				
	The successful candidate's appointment will be subject to the school/academy obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service (if ticked as an essential requirement).	√		DBS Disclosure
	If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	√		AF/EOI (After short listing)
	If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF/EOI (After short listing)

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