



Job Description

Job Title	Pastoral and Operational Safeguarding Lead
Location	Montgomery Primary School
Reporting to (job title)	Headteacher
Service/Section/School	Support staff
Grade	E

Job Purpose including main duties and responsibilities:

The main purpose of the job is to:

The main purpose of the job is to provide comprehensive and confidential co-leadership with the Head of Safeguarding / Designated Safeguarding Lead (DSL) on Child Protection, Children in Care, general safeguarding and mid-term admission procedures. In addition the post holder provides Safeguarding support for the member of staff responsible for transition from Key Stage 2 to Key Stage 3.

The job is designed to improve the Safeguarding provision for young people within the School context and help ensure that all vulnerable students are provided with a full and appropriate level of support and that all appropriate legal requirements are met for young people with Child in Need (CIN), Child Protection (CP) Plans and for Children in Care (CIC).

The job provides a front line service in terms of direct contact and support for young people and their families within the School context and through contact and liaison with other appropriate agencies, under the guidance of the DSL within the School.

Line Manager: Head of Safeguarding / Designated Safeguarding Lead /Senior Leadership Team

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below. The holder is expected to carry out the professional duties of the post as circumstances may require, under the reasonable direction of the Headteacher.

Main duties and responsibilities:

Support the Head of Safeguarding / Designated Safeguarding Lead, following the School's overall Safeguarding and Child Protection procedures:

- Undertake the documentation of disclosures relating to Child Protection and Safeguarding issues from both students and staff;
- Following a disclosure, carry out agreed action in line with the School's safeguarding policy and liaise with the DSL as appropriate;
- Establish constructive relationships and communicating with other agencies and professionals to support students / parents and carers;
- Provide support for young people following a disclosure and be present if required at interviews with Police, Social Services and other agencies;
- Support students with CIN, CP and safeguarding issues within the School's set procedures;
- Attend CIN, CP, CIC, TAC and other meetings;
- Attend Core Group meetings for students with CP Plans, representing the School to agree pupil progress and review plans and reporting back to the DSL as appropriate;
- Lead on and prepare appropriate reports for statutory meetings, including core review meetings, CIC, CIN and CP multi-agency;
- Ensure all relevant information relating to safeguarding and Child Protection issues is captured, accurately recorded and stored in chronologies in line with School procedures and best practice;
- Contribute to child protection /safeguarding training for staff, trainees and volunteers at the School;
- Produce training documentation and resources for staff such as: whole school booklet, FGM, CSE, departmental booklets etc. which will be updated regularly in line with best practice;
- Provide advice to staff relating to safeguarding procedures for specific young people and share any appropriate confidential information on a "Need to Know" basis in line with the School's safeguarding policy. In addition, provide individual support to colleagues with whom confidential information is shared;
- Lead on and be responsible for maintaining accurate and up to date safeguarding chronologies, safeguarding spreadsheets, student coding system and informing SLT, Duty Manager and Progress Leaders of high risk students on a weekly basis;
- Produce and maintain a weekly updated 'students to be aware of safeguarding list for senior staff and a detailed safeguarding list for the Head Teacher/DSL;
- Provide administrative support to the DSL on safeguarding related matters;
- Take on an operational role with regard to safeguarding and child protection and to update the DSL of any relevant concerns. In most cases, lead on decision making and in some cases, discuss an appropriate course of action with DSL;
- Lead on bag searches and when needed body searches for offensive weapons brought onto the School site, with a member of SLT present;
- Set up the Safeguarding List and update it regularly;
- Produce safeguarding documentation such as information leaflets and safeguarding guidance procedures in line with best practice;
- Support the DSL in updating 'Ofsted ready' documentation and contribute to the AIR (Always Inspection Ready) file;
- Support the DSL in updating the Safeguarding Action Plan;
- Update the termly DATA Safeguarding collection;

- Support additional team members (through shadowing) to ensure appropriate guidance/support and training within safeguarding;
- Be responsible for making appropriate decisions re their involvement with safeguarding incidents;
- Set up a rota timetable of support for additional staff – if appropriate;
- Have regular fortnightly meetings with additional staff to ensure smooth running of the team;
- Prepare Safeguarding Case studies for referral to Inclusion meetings;
- Meet with visitors to the School and give advice and guidance on the structure and services of safeguarding such as: trainee students, Educational Psychologist students, etc;
- Be responsible for maintaining and updating all safeguarding registers such as: CIN / CP/ CIC;
- Support the DSL in producing and ensuring smooth running of student information documentation, leaflets and questionnaires.

Provide specific support to the Designated Teacher for Children in Care:

- Represent the School and support Personal Education Plan (PEP) meetings for Children in Care, attended by parents, carers, students and representative of social services; provide accurate and up to date safeguarding information; follow up relevant actions and to ensure they are completed within the allocated time frame;
- Liaise with feeder schools and other agencies to gather information with regard to the welfare of children;
- Support Children in Care in the School within the School's set procedures;
- Attend City Children in Care Support Staff meetings and report back to the Designated Teacher;
- Attend other review meetings for Children in Care as required;
- Attend and contribute to the School Inclusion Meetings.

Provide specific support to the member of staff responsible for transition from Key Stage 2 to Key Stage 3:

- Assist the member of staff responsible for transition from Key Stage 2 to Key Stage 3; ensure that all safeguarding information is collected from primary schools prior to transition;
- Participate in the Year 6 Taster Day re safeguarding issues;
- Lead on and be responsible for all safeguarding information through the transition process and meet with other safeguarding officers at primary schools to ensure a smooth, safe and accurate hand over of all safeguarding / welfare matters, with all information made available to Tutors and Progress Leaders;
- Identify with the transition coordinato4r Year 5 and Year 6, vulnerable students and collate data with a view to put strategies in place to prevent escalation of behaviour/welfare concerns in Year 7.

Manage, co-ordinate and review the procedures relating to mid term student transfers and admissions, in addition to supporting the school re managed moves:

- Carry out the procedures involved in the transfer of students to the School at mid term as set out in the mid-term admissions procedure document;
- Liaise with appropriate officers in the Local Authority relating to the transfer/admission;
- Liaise with parents and arrange an initial pre integration meeting;
- Attend the pre integration meeting with the appropriate Progress Leader;
- Liaise with the student's previous school to obtain information on academic ability, general progress, safeguarding and welfare;
- Arrange and attend a subsequent meeting with appropriate colleagues if the student has clearly identified special needs;
- Liaise with appropriate staff in School under the guidance of the Progress Leaders to ensure that students are placed in appropriate groups for their ability and to meet any needs they may have;
- Provide support for students who join the School mid term in line with the School's set procedures;
- Obtain information on progress of students who join the School mid -term and arrange and attend a 6 weekly review meeting for the student with the appropriate member of staff;
- Responsible for liaising with appropriate staff in School, to ensure a smooth transition into appropriate groups for their ability and to meet any special needs they may have.

Person specification:

Attribute	Essential	Desirable	Method of Assessment
Management	<ul style="list-style-type: none"> Report and account to line manager as appropriate 	<ul style="list-style-type: none"> An awareness of management structures and areas of responsibility in schools and relevant outside agencies 	○
Experience	<ul style="list-style-type: none"> Experience within the field of education, social services/welfare or the voluntary sector 	<ul style="list-style-type: none"> Knowledge of the social and emotional factors that affect a child's capacity to learn Experience of working with vulnerable young people or adults 	○
Practical Skills	<ul style="list-style-type: none"> Relate to young people and adults in an empathetic manner 	<ul style="list-style-type: none"> Work flexibly and manage own time to best effect Prioritise workloads and work to deadlines The ability to remain calm and react appropriately when under pressure 	○
Communication	<ul style="list-style-type: none"> Communicate effectively-face to face, by telephone or in writing with young people, parents, School staff at all levels and relevant professionals from outside agencies. Deal with difficult situations and/or individuals in a calm, fair but effective manner Develop a rapport with young people and their parents/carers. Work as part of a team and use their own initiative when required 	<ul style="list-style-type: none"> Write accurate and detailed reports of disclosures, meetings and for other purposes related to the job Influence others, managing discussions effectively to ensure desired actions are achieved. 	○
Personal Qualities	<ul style="list-style-type: none"> Persistence Resilience Empathy Maintaining confidentiality The ability to cope with highly charged emotional situations in a calm, relaxed and professional manner 	<ul style="list-style-type: none"> Experience and understanding of children and young people within the contexts of family and education 	○
Strategic Thinking	<ul style="list-style-type: none"> Deal with sensitive and personal issues in complete confidence, within appropriate 	<ul style="list-style-type: none"> Ability to suggest ways of improving Safeguarding provision in the 	○

	guidelines, displaying empathy and compassion	School within National Guidelines and legislation	
Technology / IT Skills	<ul style="list-style-type: none"> ○ The ability to use IT for report writing, record keeping and other tasks related to the job. 		○
Education and Training	<ul style="list-style-type: none"> ○ Undertake any relevant training to Level 3 Safeguarding standard. ○ Undertake First Aid training to the required level. 	<ul style="list-style-type: none"> ○ Familiarity and the ability to use fully the Bromcom MIS system to support relevant tasks 	○
Equal Opportunities	<ul style="list-style-type: none"> ○ Devon County Council and it's staff have a Statutory obligation to implement anti-discriminatory and equal opportunities when carrying out their duties 		
Physical	<ul style="list-style-type: none"> ○ Able to carry out the duties of the post with reasonable adjustments where necessary 		
Other relevant factors	<ul style="list-style-type: none"> ○ Commit and conform to DCC Customer Service Standards 		○

1. Supervision and Management:

- a. The position holder will not have direct line management responsibility;
- b. The position holder will be expected to give clear and concise instruction, advice and guidance on Safeguarding issues to staff at the School;
- c. The position holder will have regular line management meetings with the Head of Safeguarding, to review work and case loads and to determine appropriate courses of action.

2. Creativity and Innovation:

- The Post Holder is required to work independently and reports directly to the Head of Safeguarding. As a consequence, a significant amount of the situations that the Post Holder is confronted with on a daily basis, they would be expected to address using their own initiative and judgement. Contact with the Head of Safeguarding is predominantly at scheduled weekly meetings and occurs at other times in situations where the matter becomes complex or contentious;
- The post holder prepares appropriate reports relating to students referred under the Safeguarding and Child Protection Policies of the School;
- The post holder will need to be creative and flexible in how they respond to situations that may arise and in how they provide appropriate support and advice to young people, parents and staff. Due to the nature of the role, the post holder will need to respond in a sensitive manner and maintain the highest level of confidentiality;
- The post holder will in consultation with the Head of Safeguarding, review existing administrative processes and procedures, making appropriate recommendations for improvement and would be responsible for subsequent implementation and review;
- The position holder will contribute to strategic planning and development of new ideas for improving the procedures relating to Safeguarding and mid term admissions at the School for which the post holder has sole responsibility. This is undertaken during line management and departmental meetings.

3. Links with other officers, Service users or Members of the Public:

- The post holder acts as the representative of the School at multi- agency meetings;
- The post holder will have direct contact with students at the School in a number of different contexts relating to Child Protection, Safeguarding and mid-term admissions;
- The position holder will provide advice, guidance and support to students as required and will assess the need for further specialist intervention making appropriate recommendations and referrals with reference to the Head of Safeguarding;
- The position holder will liaise with the Head of Safeguarding to ensure appropriate responses to Child Protection issues;

- The position holder will have regular contact with parents of students at the School both in terms of responding to day to day matters relating to a student and attendance at formal meetings;
- The position holder will liaise with outside agencies on matters relating to Child Protection, Children in Care and general safeguarding issues. Such contacts include Social Workers, Police Officers, Doctors and other Health Professionals;
- Give advice to teaching and non-teaching staff on how to best work with vulnerable students and provide support and guidance to members of staff following their involvement in a case as appropriate;
- The position holder will liaise with members of the Local Authority admissions team, staff from other schools, parents and staff within the School during the process for mid-term admissions. The post holder has sole responsibility for this;
- Working with the member of staff responsible for transition from Key Stage 2 to Key Stage 3 the position holder will liaise with appropriate staff from the feeder primary schools during the transition process;
- The post holder will provide safeguarding training to staff and students as and when required.

4. Levels of Responsibility:

- Duties are carried out within the safeguarding guidelines, with the position holder accountable for making informed decisions based on assessments of the needs of individual students, resulting in a child protection / safeguarding action plan;
- The Post Holder is required to make appropriate decisions and recommendations and will notify the Head of Safeguarding of decisions made, regarding the future provision of support and care for vulnerable students. Examples include referrals to outside agencies resulting in intervention with MASH, Police and Social Services. The post holder has accountability for ensuring appropriate interventions are implemented, ensuring the safety of the student;
- Autonomy in the assessment of individual cases and completion of outside agency referrals. For example, SAFE, YSmart, CAMHS;
- Recognise and act on the need for sensitivity, empathy and confidentiality in all interactions with students, parents, outside agencies and School staff;
- When attending multi agency meetings, the position holder is responsible for representing the School and its procedures.

5. Effects of Decisions:

- The position holder will make decisions relating to Child Protection and Safeguarding issues ensuring compliance with the School's Safeguarding Policy and legal requirements;
- The position holder will represent the School, contributing to decisions taken with regards to Child Protection Plans when attending Core Group and review meetings, this includes making appropriate recommendations in order

to inform group decisions on safeguarding interventions for vulnerable students;

- The post holder requires a good level of knowledge of School procedures and processes to ensure the action plan is appropriate and best meets the needs of the individual student;
- The position holder will support discussions relating to Personal Education Plans for Children in Care, making recommendations to outside agencies, with reference to academic data, School support and intervention plans;
- The position holder will ensure the Head of Safeguarding receives regular updates on any cases that require further intervention or where additional support may be required from other persons within the School, for example, notifying the relevant Progress Leader / Tutor;
- The position holder will decide whether an early review of a new student's progress is required based on information received from staff on the student's progress;
- When administering First Aid the position holder will make important decisions relating to appropriate treatment based on knowledge and understanding of good practice;
- The Post Holder and their actions will have a clear impact, in some cases material, on individual students, their overall welfare, decisions on referral or involvement of outside agencies and their ability to participate within and benefit from an effective learning environment.

6. Resources:

- The position holder will be responsible for correct use of admin and IT equipment that is used in their job;
- The position holder will be required to use a private vehicle (car, motorcycle or bicycle) or public transport to travel to and from a variety of meetings in and around the city.

7. Work Demands:

- The nature of the work and demands of the role are such that it is not possible to accurately plan ahead. Consequently, the Post Holder will be required to address urgent and unforeseen situations at short notice resulting in changes to the planned programme of work;
- The Post Holder is required to attend meetings at short notice or prepare reports concerning specific cases;
- Work will be subject to interruption throughout the day;
- Work is unpredictable throughout the day and can be seriously affected if a major Child Protection case arises, requiring the position holder to re-prioritise work commitments;
- The requirement to meet deadlines is a regular and on-going requirement of the role. Examples include preparation of reports for review meetings, completion of Personal Education Plans and requests for information from external agencies.

8. Physical Demands:

- Work requires normal physical effort.

9. Working Conditions:

- Duties will normally be carried out in normal indoor working conditions;
- The position holder will carry out student meetings at different locations around the School site;
- Meetings will be attended in a variety of settings, including, on occasion, private homes;
- Carry out student bag and body searches; possibility of finding sharps and blades.

10. Work Context:

- The work could potentially involve a risk to personal safety when interacting with vulnerable young people at highly emotional points of their lives;
- Work will be with vulnerable young people at crisis point in their lives and may be emotionally demanding. This will be on a one to one basis;
- The Post Holder may on occasion be required to attend private homes to conduct meetings;
- The work will involve travelling by private car to different locations for meetings;
- First Aid work may involve contact with blood and other bodily fluids;
- The work can be challenging and emotionally charged, requiring a calm, reserved approach.

11. Knowledge and Skills:

Substantial experience of managing Safeguarding cases in a large school requiring detailed and specialist knowledge in the following:

- All legislation relevant to Child Protection, Safeguarding and Children in Care.
- Compulsory completion of Level 3 Safeguarding training and other training as applicable
- Detailed knowledge and experience of applying all relevant school policies and a thorough understanding of roles within the School to ensure that the appropriate persons are notified and intervention is undertaken accordingly;
- Knowledge of legislation relating to mid-term school admissions
- Knowledge of legislation relating to school attendance.
- Knowledge of the social and emotional factors that affect a child's capacity to learn.
- Excellent ICT skills – production of regular Safeguarding reports and training documents.
- Completion of First Aid training.

Experience of:

- Advising a wide range of school staff on Safeguarding issues.
- Representing the school at multi-agency PEP/CIC meetings and ensuring relevant action is implemented.
- Leading on operational safeguarding and child protection cases and taking decisions on appropriate courses of action.

- Professional interaction with a wide range of colleagues from other agencies and within the School.
- Managing highly charged emotional situations; relating effectively with young people, ensuring a non-judgemental approach is adopted.
- Building good relationships with parents/carers.