

## **Birchwood Community High School**

### **Job description: designated safeguarding lead (DSL)**

Birchwood Community High School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

#### **Job details**

**Salary:** Grade 8

**Hours:** Year round

**Contract type:** Full-time, permanent

**Reporting to:** Assistant Headteacher

**Responsible for:** Safeguarding

#### **Main purpose**

The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety and understanding the filtering and monitoring systems in place).

They will oversee the school's safeguarding policies and procedures, ensuring they are up-to-date and effective in keeping all children safe.

They will take part in strategy discussions and inter-agency meetings and contribute to the assessment of children.

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies (DDSL), but the DSL will retain ultimate lead responsibility for safeguarding and child protection. The DSL will strategically lead the safeguarding team to ensure they are operational and effective, acting as line manager to the Safeguarding Support Officer and Family Liaison/Early Help leads.

#### **Duties and responsibilities**

##### **Managing referrals**

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Refer cases to the police where a crime may have been committed

## **Working with staff and other agencies**

- Case hold for children/families who are subject to Child protection/Child in Need plans
- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Strategically lead external reviews from bodies such as Ofsted
- Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- Liaise with the other safeguarding lead, case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the headteacher and relevant strategic leads, 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
  - Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school
- The above includes:
  - Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
  - Supporting teaching staff to provide additional academic support and/or reasonable adjustments to help these children reach their potential

## **Managing the child protection file**

- Ensure child protection files are kept up to date
- Keep information confidential and store it securely
- Make sure records include:
  - A clear and comprehensive summary of the concern
  - Details of how the concern was followed up and resolved
  - A note of any action taken, decisions reached and the outcome
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)

- Where children leave the school (including in-year transfers):
  - Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE
  - Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help it put appropriate support in place
- Work alongside the other safeguarding lead to ensure all transition information relating to safeguarding is collected, stored appropriately and disseminated to key staff

### **Raising awareness**

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Work with the governing board and One Community Trust (OCT) safeguarding lead to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents and carers are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing
- Share information with parents/carers and the local community which relate to safeguarding, signposting support available

### **Training**

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually
- Attend WSP Practitioners Forums, disseminating useful information to the safeguarding team
- Lead weekly staff safeguarding briefings to provide refresher training and student information sharing (SIS)
- Attend annual One Community Trust (OCT) DSL network meetings, designated to share good practice

### **Providing support to staff**

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Deliver (or facilitate) appropriate safeguarding and child protection training, including online safety, and staff responsibilities in relation to filtering and monitoring
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- Organise external providers of training for staff in relation to school priorities, safeguarding data and local context.

### **Understanding the views of children**

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- Line manage the Safeguarding Support Officer to ensure appropriate evidence is collected and shared for children in care (CIC) as part of the PEP and care planning review process

### **Holding and sharing information**

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, 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)
- Keep detailed, accurate, secure written records of concerns and referrals
- Complete the annual Section 175 audit for the local authority, in collaboration with the other safeguarding lead
- Be responsible for the management of CPOMs sharing contracts
- Work alongside the One Community Trust (OCT) HR lead to ensure the single central register (SCR) is up to date, accurate and regularly reviewed and checked
- Complete the annual section 175 audit for the local authority, in collaboration with the other safeguarding lead

### **Filtering and monitoring**

- The DSL will work alongside the designated safeguarding team member who has a responsibility for SENSO to ensure cases are reviewed regularly, actioned and recorded appropriately, and support external referrals (where needed)

- Understand the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified
- Make sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning
- Review filtering and monitoring provision at least annually
- The DSL will be responsible for triaging CPOMs on designated days

### **Other information**

The DSL will work alongside the other safeguarding lead who will take responsibility for areas including;

- Producing data for and chairing weekly safeguarding team meetings
- LADO referrals and investigations
- Producing safeguarding reports and data for SLT, Governors, OCT
- CPOMs administration

This safeguarding leader is also a member of the OCT Safeguarding Committee

The DSL will ensure the safeguarding linked governor is kept up to date and coordinate termly governor visits

The DSL will line manage the safeguarding support officer, ensuring that their responsibilities are met. These include supporting children in care, medical compliance, medical and exceptional tuition, plus additional case holdings and CPOMs triage duties.

The DSL 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 DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person but can also be via phone or video call in exceptional circumstances.

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

## Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"><li>• GCSE (or equivalent) in English and maths</li><li>• Degree (Desirable)</li><li>• L3 safeguarding training</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Successful leadership and management experience in a school or other relevant organisation</li><li>• Experience of managing safeguarding in a school or other relevant organisation, including:<ul style="list-style-type: none"><li>○ Building relationships with children and their parents, particularly the most vulnerable</li><li>○ Working and communicating effectively with relevant agencies</li><li>○ Implementing and encouraging good safeguarding practice throughout a large team of people</li></ul></li><li>• Demonstrable evidence of developing and implementing strategies to help children and their families</li><li>• Experience of handling large amounts of sensitive data and upholding the principles of confidentiality</li></ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"><li>• Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies</li><li>• Ability to work with a range of people with the aim of ensuring the safety and welfare of children</li><li>• Awareness of local and national agencies that provide support for children and their families</li><li>• Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns</li><li>• Good IT skills, including previous use of CPOMs, SENSO (or equivalent filtering and monitoring systems)</li><li>• Effective communication and interpersonal skills</li><li>• Ability to communicate a vision and inspire others</li><li>• Ability to build effective working relationships with staff and other stakeholders</li></ul>

<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to ensuring the safety and welfare of children</li> <li>• Commitment to upholding and promoting the ethos and values of the school</li> <li>• Integrity, honesty and fairness</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to equality</li> </ul>
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**Notes:**

This job description may be amended at any time in consultation with the postholder.

**Headteacher/line manager's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Postholder's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_