



Holywell School

A Church of England School

Job Description

Assistant Designated Safeguarding Lead and Family Support Worker



JOB TITLE:	Asst Designated Safeguarding Lead & Family Support Worker
REPORTS TO:	Designated Safeguarding Lead / Headteacher
SALARY SCALE:	NJC Scale 4A points 11-15 (£25,130 – £28,561 Actual p.a.) plus an acting up allowance of £1750 p.a.
HOURS PER WEEK:	37 hours per week term time only plus 1 week (inc. 5 INSED days).
WORKING HOURS:	8.30am to 4.30pm Monday to Thursday, 8.30am to 4pm on Fridays. Hours include a 30-minute unpaid lunchbreak.

You are required to carry out the duties as set out in the relevant paragraphs of the School Employers Pay and Conditions Document, and as the Headteacher may reasonably direct from time to time.

You must, at all times, carry out duties with due regard to Equal Opportunities requirements.

GENERAL DUTIES

To follow the Academy Code of Conduct for staff at all times.

To promote the education and welfare of all students in accordance with the Conditions of Employment of School Staff, having due regard to the requirements of the National Curriculum, the School's aims, objectives and schemes of work, and any policies of the Board of Governors. To share in the corporate responsibility for the wellbeing and discipline of all students.

JOB PURPOSE

The main purpose of the Assistant Designated Safeguarding Lead is to:

- Support the Designated Safeguarding Lead in all aspects of safeguarding and child protection at Holywell.
- To deputise for the DSL in their absence
- Provide advice and support to other staff on child welfare and child protection matters.
- Take part in strategy discussions and inter-agency meetings.
- Contribute to the assessment of children.
- Provide high quality, well-planned pastoral support and guidance to students and their families in order to promote high expectations, raise aspirations and facilitate academic progress.

- To enable all students to develop personal excellence and to encourage them to be the best they can be.
- To work with and provide support to parents, carers and families.

NB. The ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead.

SPECIFIC RESPONSIBILITIES

As the Assistant Designated Safeguarding Lead you will:-

Manage referrals:

- process referrals and, in collaboration with the DSL decide on key actions
- use and be a key contact on CPOMS (Child Protection Online Management System) – which is our online reporting tool
- refer cases of suspected abuse to the DSL and to the relevant local authority children’s social care as required;
- support staff who make referrals to local authority children’s social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

- act as a point of contact with the three safeguarding partners (the local authority; the clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) and link with the Local Safeguarding Children’s Board;
- liaise with the headteacher or principal to inform him or her of issues – especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part Four of ‘Keeping Children Safe in Education’) and the Local Area Designated Officer(s) [LADO] at the local authority for child protection concerns in cases which concern a staff member; liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- and act as a source of support, advice and expertise for all staff.

Be up-to-date with training

- undergo training to provide the knowledge and skills required to carry out the role. This training should be updated at least every two years. This includes Prevent awareness training.

- In addition to the formal training set out above, knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to understand and keep up with any developments relevant to the role so that:
- the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements is understood.
- There is a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;
- the specific needs of children in need, those with special educational needs and young carers are met;
- relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation are understood.
- the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners is understood.
- detailed, accurate, secure written records of concerns and referrals are maintained and passed on;
- the school is supported with regards to the requirements of the Prevent duty and as Assistant DSL, you are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- the unique risks associated with online safety are understood and there is relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- the additional risks that children with SEN and disabilities (SEND) face online are recognised, for example, from online bullying, grooming and radicalisation and the Assistant DSL is confident they have the capability to support SEND children to stay safe online;
- a culture of listening to children and taking account of their wishes and feelings, among all staff is understood, in any measures the school or college may put in place to protect them.

Raise Awareness

- ensure the school's or college's child protection policies are known, understood and used appropriately;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and 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.

Child protection files

Where children leave the school or college the assistant designated safeguarding lead should ensure their child protection file is transferred to the new school or college as

soon as possible. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEND in colleges, are aware as required. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

As the Family Support Worker you will:

- Identify students and families in need of additional support and promote effective home-school partnerships.
- Engage with vulnerable children and families in order to formulate a package of support.
- Act as a point of contact in school for children and families in need of support
- Maintain regular contact with families and encourage positive family involvement in their child's learning.
- Establish good working relationships with students, acting as a role model and setting high expectations.
- Ensure that parents are fully involved in their child's pastoral care by establishing regular contact with those most in need.
- Liaise in the community and with external agencies as directed to secure the wellbeing of the targeted children.
- Maintain record keeping in accordance with the policies and procedures in place in school.
- Develop parent networking and support opportunities.

Availability

During term time the assistant designated safeguarding lead (or the DSL) should always be available (during school or college hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or assistant) would be expected to be available in person, in exceptional circumstances availability via phone and or Zoom or other such media is acceptable.

To be flexible with work hours, ie on occasions it may be necessary to stay after hours if involved in a meeting that over runs.

The post holder must at all times carry out his/her job responsibilities with due regard to the school's code of conduct.

General Expectations:

- support and uphold the Christian ethos of the School
- ensure that the regulations and procedures relating to Health & Safety, are followed, taking responsibility for the safety, welfare and discipline of students within the learning environment.
- carry out a share of supervisory duties in accordance with published rotas
- participate in appropriate meetings with colleagues and parents relative to the above duties
- use relevant equipment/ICT packages (e.g. MS Office, SIMS, E-mail)

- keep up-to-date knowledge of the range of external agencies and opportunities that can be used to provide extra support for students
- support Learning Support Assistants with day-to-day issues
- ensure effective communication with all colleagues (teaching and support staff)
- share talents, skills, ideas and enthusiasms for the benefit of the whole school and be ready to accept responsibilities that extend beyond the classroom.
- create a happy, secure and stimulating learning environment
- have a sympathetic understanding of every child's needs and pay special attention to any safeguarding issues, referring to school policy and the designated safeguarding lead if an issue arises
- have clear aims and objectives for every project and meeting and communicate them to those involved
- have well planned work
- secure high standards of behaviour in line with the School's Code of Conduct and Behaviour Policy
- Implement best practice as set out in school policies
- Attend to personal professional development to ensure keeping abreast of national, local and school initiatives and best practice
- All staff should share their talents, skills, ideas and enthusiasms for the benefit of the whole school and should be ready to accept responsibilities that extend beyond the classroom