



## **JOB DESCRIPTION and PERSON SPECIFICATION**

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

**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, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex or sexual orientation). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Trust.

### **PURPOSE – Safeguarding Officer (Operational DSL):**

- To promote and safeguard the welfare, health and safety of children of St Charles' Voluntary Catholic Academy.
- Collaborate with the Strategic DSL to foster a positive and open safeguarding culture across the school.
- Work with the Trust, external agencies, and other stakeholders to plan, deliver, evaluate and progress safeguarding practices and systems.
- Promote continuous vigilance and model professional curiosity to uphold safeguarding standards across the school and Trust.

### **PRINCIPAL ACCOUNTABILITIES: Safeguarding Officer (Operational DSL)**

1.	Responsible for the operational implementation of safeguarding and child protection duties, managing safeguarding processes, providing advice to colleagues, and ensuring the Trust and school's policies and procedures are followed.
2.	Attend and participate in multi-agency safeguarding meetings, reviews, and any other associated professional meetings, some of which (by arrangement) may take place outside of term time.
3.	To liaise with relevant external agencies, such as the local authority and police, to ensure appropriate action is taken in a timely manner.

4.	To maintain confidentiality at all times and follow the national guidance on information sharing. In addition, always adhering to the Trust Staff Code of Conduct and the contractual obligations for protecting confidential and sensitive information.
5.	To assess and act upon reported concerns, referring cases of suspected abuse to the Local Authority Children's Social Care team.
6.	Make referrals to the relevant authority where there are wider safeguarding concerns, for example radicalisation, FGM, Children Missing in Education
7.	Undertake Early Help Assessments, contribute to Children in Need / Child Protection Plans, and undertake transitional planning meetings for identified pupils and their families, acting as lead professional where appropriate.
8.	Have daily oversight of school attendance to consider any overlap with safeguarding concerns, and follow procedures in line with statutory DfE guidance, Local Authority protocols, and Trust policies.
9.	Input and maintain accurate electronic contemporaneous and confidential records of cases of safeguarding and child protection in accordance with the Data Protection Act, utilising the CPOMS platform.
10.	With the Strategic DSL facilitate the secure transfer of safeguarding records in a timely manner, and within five working days as stipulated in statutory guidance.
11.	Effectively monitor vulnerable children and ensure they access pastoral support as needed.
12.	Recognise the additional risks faced by pupils with special educational needs and disabilities (SEND) and work together with staff and other agencies to support and safeguard these children.
13.	Understand the safeguarding risks associated with online safety. Work collaboratively with teaching staff, the Trust ICT provider and parent/carers to keep children safe online both inside and outside of school.
14.	Ensure that pupils are supported appropriately and sensitively and that actions assigned to the school from multi-agency meetings are completed.
15.	Collaboratively with the Strategic DSL, arrange for statutory safeguarding training to be completed by all staff.
16.	To complete DSL training every two years and undertake any additional training requirements for the role.
17.	Keep abreast of developments in the field of safeguarding by attending relevant training events, reading bulletins and publications, and disseminate knowledge to relevant colleagues.
18.	To support colleagues in their roles around the safeguarding, emotional wellbeing and pastoral care of pupils.
19.	To ensure that the school/Trust is always presented positively within and outside of the school/Trust.

20.	To undertake any other duties of a similar nature and responsibility as directed by the Strategic DSL.
21.	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school/Trust, as your employer and you as an employee. In addition to the school's/Trust's 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/Trust are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various workplaces 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:**

Support and direct other staff to safeguard and promote the welfare of children.

**2. Responsibility for Stakeholders/Pupils/Families:**

Working with key staff within the school on matters relating to safety, welfare, and safeguarding. Working with pupils and families across the school community.

**3. Responsibility for Budgets:**

None

**4. Responsibility for Physical Resources:**

Safe and careful use, moving and storage of all equipment and resources provided by the School/Trust pertaining to the role

**WORKING RELATIONSHIPS:**

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

**Within the school:**

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

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

To work in conjunction with the Trust Director of Safeguarding and Attendance, attending internal training and network meetings as required and informing the Director of any significant incidents or concerns.

Collaborate with other schools within St Cuthbert's Roman Catholic Academy Trust to improve safeguarding practices and procedures.

Participate in school-to-school support within the St Cuthbert's Roman Catholic Academy Trust where required.

**With External Bodies to the School/Trust:**

To work collaboratively with external agencies as required within the role of Safeguarding Officer (Operational DSL).

	<i><b>Tick relevant level for each category</b></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).	✓						
<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).	✓						
<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 which may on occasions be emotionally challenging.

<b>PERSON SPECIFICATION</b>		<b>Tick relevant column</b>	<b>List code/s*</b>	
		<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
<b>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.</b>				
*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				
1.	<b>Qualifications:</b>			
1.1	Graduate with degree in a relevant field or can demonstrate significant professional experience in comparable discipline (e.g. social work, youth work, police, child psychology, criminology, education welfare)	√		AF/CQ
1.2	5 GCSEs at Grade 4 and above (including English) or a combination of NVQ Level 2	√		AF/CQ
1.3	Level 2 Safeguarding Training or must be willing to undertake this as soon as can be arranged after the start of employment	√		AF/CQ
1.4	Additional qualifications as evidence of supporting children and/or their families		√	AF/CQ
2.	<b>Relevant Experience:</b>			
2.1	Evidence of experience of working with children and families in need.	√		AF/R
2.2	Experience of handling large amounts of sensitive data and upholding the principles of confidentiality.	√		AF/I
2.3	Experience of multi-agency working involving the safeguarding and welfare of children.	√		AF/R/I
2.4	Experience of working with hard-to-reach families and children.		√	AF/R/I
2.5	Experience in the use of CPOMS (or equivalent electronic platform) to maintain pupil records for safeguarding and procedures.	√		AF/R/I
2.6	Understanding the importance of school attendance and barriers that may prevent this.	√		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 challenges presented in school.	√		AF/R/I
3.2	Motivation to work with children and young people.	√		AF/R/I
3.3	Ability to manage time effectively, prioritise tasks and organise workload to meet deadlines with minimum supervision.	√		AF/R/I
3.4	Ability to form and maintain appropriate relationships and personal boundaries with children and young people, staff, parent/carers and external agencies.	√		AF/R/I

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3.5	Ability to work well under pressure and deal with difficult and challenging situations.	√		AF/R/I
3.6	The ability to identify examples of poor practice and to raise concerns promptly to the Senior Leadership Team.	√		I/R
3.7	To be able to input and maintain accurate information on all safeguarding records in the school.	√		I/R
3.8	Ability to keep up to date with legislative, policy and guidance developments in safeguarding.	√		AF/I
4.	<b>Knowledge:</b>			
4.1	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	√		AF/R/I
4.2	A good understanding of relevant legislation, policy, practice, guidance and good safeguarding practice.	√		AF/R/I
4.3	Knowledge of issues affecting families, including complex and additional needs that may impact upon children.		√	I
4.4	A good understanding of the importance of early intervention and the Early Help framework.		√	I
4.5	Knowledge of available support services.		√	I
5.	<b>Interpersonal/Communication Skills:</b> <b>Verbal Skills</b>			
5.1	Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people.	√		AF/R/I
5.2	Excellent verbal communication skills with the ability to speak to a wide range of audiences.	√		AF/R/I
5.3	Ability to work constructively and proactively as part of a team, sharing good practice and knowledge.	√		AF/R/I
5.4	Communicate effectively to model good practice for pupils and stakeholders.	√		AF/R/I

6.1	<b>6.0 Written Skills</b>			
	Required to exchange complicated and extremely sensitive information internally and externally.	√		I
	Excellent ICT skills and the ability to write clear and concise reports with a high level of detail.	√		AF/I

<p><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></p>				
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<b>7.0</b>	<b>Additional Requirements:</b>			
7.1	While it is not essential for the postholder to be a practising Catholic, it is important that they are supportive of the Catholic ethos and values of the Trust, and willing to reflect these in their professional conduct.	√		R/I
7.2	Ability to present a smart and professional image in line with the Staff Code of Conduct.	√		R/I
7.3	Engage in additional training and development including being proactive in identifying own development needs.	√		AF
7.4	Self-motivation and personal drive to complete tasks to the required time scales and quality standards.	√		AF
7.5	Strives for excellence and ways to improve their own performance and the performance of the school/Trust.	√		AF
7.6	There is some requirement to visit and work at different locations and visit families/pupils in their homes. Therefore, the postholder must be able to transport themselves efficiently as required in the course of their work.	√		AF
<b>Disclosure of Criminal Record:</b>	The successful candidate's appointment is subject to a satisfactory Enhanced Disclosure and Children's Barred List check from the DBS.	√		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)

