



## Deputy DSL JOB DESCRIPTION

### Role Purpose:

To support the leadership of the academy Safeguarding systems and to deputise for the Designated Safeguarding Lead as required in all aspects of Safeguarding.

To provide strategic leadership and management of the medical needs of students in line with academy policy and procedures.

**Responsible to:** Designated Safeguarding Lead (DSL)

### Key Accountabilities:

Reporting to the Designated Safeguarding Lead (DSL), this post holder will be accountable for

### Senior Leader Support

- To provide leadership and management support of safeguarding throughout the academy to provide a safe environment for pupils to develop and learn.
- To be part of the academy's Inclusion Team and to help develop academy strategy, policy and procedures particularly in the area of safeguarding, child protection.
- To deputise for the Designated Safeguarding Lead (DSL) on Child Protection and Safeguarding within the academy and undertake the role of the Designated Child Protection Officer (DPCO).
- To identify, interpret and apply national Safeguarding and Child Protection legislation and guidance to ensure that best practice in this area is up to date and implemented at all times.
- To support the Designated Safeguarding Lead (DSL) with monitoring and review of Safeguarding and Child Protection policies and procedures within the academy and ensure the academy complies with all the legal and academy requirements.
- To lead on and support the training requirements on all Safeguarding and Child Protection to all staff groups in the academy to ensure that staff are kept up to date on current procedures and understand the academy's duty of care to our pupils.
- To be a specialist within the academy - Safeguarding and Child Protection issues are referred to the post holder for internal action or referral on to external agencies to initiate referral of pupils.
- To attend, contribute to and participate in relevant meetings as required and report back to DSL and HT.
- To collate and produce statistical information with regards to Safeguarding and pupil groups in line with trust and LA recommendations.

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### **Safeguarding**

- To undertake appropriate external training on Safeguarding and Child Protection and required.
- To respect professional boundaries in contact with pupils and take care not to place yourself or other individuals in a vulnerable position in relation to Child Protection.
- To report any concerns that involve allegations against a member of staff to the Designated Safeguarding Lead (DSL) or HT immediately.
- To fulfil the role of Designated Child Protection officer to ensure that the academy complies with all policies, legislation and guidance.
- Be responsible for keeping and updating records, developing and reviewing systems/records as required.
- To maintain, develop and review a secure system of records.
- Develop a register of students who are 'at risk', involved in early help, CLA, CIN or on a CP Plan and update the DSL/HT weekly.
- To lead on and contribute to case studies, pupil pen portraits and other documentation when required

### **Medical Provision / Health and Safety**

- To oversee the maintenance of accurate student medical records and ensure that all student medical information is managed in line with processes and procedures.
- Oversee medical support plans and where appropriate including PEEP's and risk assessments.
- To oversee the day to day work and line management of the academy Medical Welfare Officer.

### **Pupil Well-being**

- To provide support for pupils by working in close partnership with parents, families, staff and pupils to ensure all involved parties understand and work together for the good of the pupils.
- To keep securely detailed records of incidents and work undertaken with pupils and to communicate information to relevant staff, parents and outside agencies at appropriate times so that the work is supported and understood by all relevant individuals
- To promote inclusion and equality of opportunity for all
- Use local and national knowledge and expertise to establish constructive relationships and communicate effectively with parents, families, agencies and other professionals to support achievement and progress of pupils
- To take a lead role in Early help and Priority Family interventions within the academy, where required, completing all associated documentation as required
- Support pupils absent for medical reasons to access learning, in liaison with class teachers
- Be available, when required to support pupils during break and lunch periods

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**Supporting the Family/Family Engagement**

- To provide impartial information or referrals to parents about the academy and relevant local services available to parents, children and families including those provided by education, social care, youth justice, childcare providers, the voluntary sector and others.
- Liaise with SLT, academy staff and parents and families as necessary.
- To support the transition of pupils, parents and families into the academy.
- To encourage parents/carers to make pupil medical appointments outside of academy hours.
- To support Parents to access professional support where required
- Provide information relating to services of benefit to parents, contributing to the newsletters where required
- Maintain regular contact with families of children receiving support to encourage positive family involvement in their children’s learning and development
- Keep up to date and well-informed about the range of agencies working locally in order to maintain knowledge of services parents might be signposted to.

**Culture**

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT’s policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT’s policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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## PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

## OUR VALUES

<b>Thinking Big</b>	<ul style="list-style-type: none"> <li>• Show energy, enthusiasm and passion for what you do</li> <li>• Demand the highest quality in all that you do, and in the work of your team</li> <li>• Willing to champion new ideas and think beyond the status quo</li> <li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li> <li>• Be open to new ideas and change where it will have a positive impact on the organisation</li> <li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li> <li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li> <li>• Commitment to self-development, and developing your wider Team</li> <li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li> <li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li> </ul>
<b>Doing the Right Thing</b>	<ul style="list-style-type: none"> <li>• Have integrity and honesty in all that you do</li> </ul>

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	<ul style="list-style-type: none"> <li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li> <li>• Take responsibility and ownership for your area of work</li> <li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li> <li>• Be transparent and open</li> <li>• Be resilient and trustworthy</li> <li>• Stand firm and stay true to our mission</li> </ul>
<b>Showing Team Spirit</b>	<ul style="list-style-type: none"> <li>• Understand how you can have a greater impact as a team than you can as an individual</li> <li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li> <li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li> <li>• Recognise and celebrate the success and achievements, no matter how small, of your colleagues</li> <li>• Be generous with sharing your knowledge to help to develop others</li> <li>• Understand and be willing to receive suggestions and input on your area of work from others</li> <li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li> <li>• Be aware of other peoples' needs and show an ability to offer genuine support</li> <li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li> </ul>

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## KNOWLEDGE, EXPERIENCE & SKILLS

<b>Requirement</b>	<b>Assessed at</b>
<b>E – Essential</b>	<b>A – Application Stage</b>
<b>D – Desirable</b>	<b>I – Interview Stage</b>
	<b>P – During the probationary period</b>

		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>	<b>P</b>
<b>Organisational Fit</b>	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
<b>Knowledge</b>	GCSEs grade 5-9 or equivalent in Maths and English	X		X	X	X
	Level 3 qualification in relevant discipline such as Health and Social Care, Childcare and Education, etc	X		X	X	X
	Level 4 qualification in relevant discipline such as Health and Social Care, Childcare and Education, etc		X	X	X	X
	Safeguarding/Prevent qualification or willing to work towards	X		X	X	
	Knowledge and understanding of the range of potential barriers to learning and attending academy faced by children and young people and how they can be overcome/mitigated.	X		X	X	X
	Knowledge of how these barriers can be overcome or mitigated to reduce their impact on children and young people	X		X	X	X
	Demonstrable knowledge of statutory guidance such as Keeping Children Safe in Education 2019, Prevent Duty 2015, GDPR, etc	X		X	X	X
	Demonstrable knowledge of child protection and safeguarding protocols with children and young people including how to conduct case reviews.	X		X	X	X
	Evidence of Continuing Professional Development	X		X	X	X
<b>Experience</b>	Experience of working with children of the relevant age range and their families in an educational setting or similar	X		X	X	X
	Experience of working with children and young people to support them in overcoming barriers to their personal, social or learning development	X		X	X	X
	Experience of drawing up individual action plans, monitoring their implementation and making adjustment relating to pupil progress or changes in circumstances	X		X	X	X
	Experience of working with external agencies	X		X	X	X

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	Experience of preparing documentation for external agencies and statutory returns	X		X	X
	Experience of dealing effectively with complex situations involving families and young people	X		X	X
	Experience of training and coaching colleagues	X		X	X
<b>Skills</b>	Ability to communicate effectively with a wide range of stakeholders using a variety of media	X		X	X
	Ability to hold difficult conversations confidently and effectively	X		X	X
	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X
	Listening skills to support children, young people and their families through understanding their point of view in a non-judgemental approach	X		X	X
	Ability to analyse and evaluate data to identify trends and issues and to assess the feasibility of proposals to solve difficult problems	X		X	X
	Ability to prioritise workload effectively to meet deadlines and work under pressure	X		X	X
	Ability to work in a team collaboratively to share ideas and achieve objectives.	X		X	X
	Willingness to work occasionally out of academy hours	X		X	X
	Willingness to make home visits as appropriate	X		X	X
	Ability to use ICT and other specialist equipment	X		X	X
	Ability to use software, spreadsheets, databases and other packages effectively	X		X	X

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