

Designated Safeguarding Lead (DSL) Non Teaching
Job Description and Person Specification
Grade: 5

This role is subject to formal evaluation via the BCC Equal Pay Programme job evaluation process

1. Job Purpose

- As a member of the Senior Leadership Team (SLT), the DSL will take lead responsibility for safeguarding and child protection across the academy (including online safety). They will participate in discussions and inter agency meetings, and contribute to the assessment of children.
- The DSL 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 children's services and police.
- Some safeguarding duties may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.
- The DSL will take lead responsibility for CiC/PLAC at the school, acting as a first point of contact for staff, monitoring and reviewing any concerns relating to pupils' welfare, maintaining detailed, accurate and secure written records of arrangements, and any concerns.
- Contribute to Senior leadership Meetings and Pastoral Meetings, ensuring that safeguarding is a school wide culture.

2. Key Responsibilities

- To be an active lead for safeguarding to ensure safeguarding standards are being met and maintained across the school, and that safeguarding issues are addressed in a timely manner.
- Refer pupil cases to appropriate external bodies
- Support HR in referral to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Support HR in the daily management of the Single Central Record
- Support the Headteacher with reported Low Level Concerns as appropriate
- To be the point of contact for all safeguarding partners and any safeguarding concerns within our student and family community, maintaining records through the use of CPOMs.
- Inform the Headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for students to have an appropriate adult.
- Liaise with the 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.
- To carry out any additional duties as reasonably requested by Headteacher

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 or reasonable adjustments to help these children reach their potential.
- Complete risk assessments and monitor to ensure review cycle timelines are accomplished and actions are completed.
- In conjunction with the SLT and DDSLs, provide support to relevant staff in relation to safeguarding referrals and risk assessments.
- Conduct regular assurance audits within the school to ensure effective safeguarding principles and practices are embedded.
- Act as a source of support, advice and expertise for all staff in relation to safeguarding matters.
- Ensure child protection files are kept up to date, kept securely and remain confidential.
- 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).
- 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.
- Adhere to relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Continually monitor all safeguarding logs on CPOMs, ensuring maintained with sufficient detail and that actions are logged and completed.
- Make sure records include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; record of any action taken, decisions reached and the outcome.
- 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 student 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 them put appropriate support in place.

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff and trainee teachers.
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Ensure the Safeguarding and Child Protection policies are available publicly and regularly updated, and that parents/carers are aware of the role of the Academy in making referrals about suspected abuse or neglect.
- 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.
- Remain abreast of contextual safeguarding concerns within the local area and be strategic in raising awareness and education of such topics.
- Implement strategies and processes to promote online safety, recognising the additional risks that children with SEN and disabilities (SEND) face online.
- Issue and monitor completion of all statutory safeguarding training for whole school and discuss with the rest of SLT any training gaps to be addressed.
- Ensure own knowledge and skills are up to date with contemporary statutory policies and attend relevant or refresher training courses as required.
- Undertaking any other duties which may be reasonably regarded as within the nature of the duties and responsibilities of the post/grade. As a key member of the SLT, complete daily duties to uphold the standards of the school.
- The job holder will be required to undertake the necessary training to administer medication as part of their role in school

3. Supervision Received

3.1 Supervising Officer's Job Title: Headteacher

3.2 Level of supervision:

1. Plan own work to ensure the meeting of defined objectives

4. **Supervision Given** (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

5. **Special Conditions**
None

6. **Supervision Received**
None

Person Specification

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
Education/Qualifications NB: Full regard must be paid to overseas qualifications.	GCSE Maths and English (Grade A* – C) or equivalent Degree or Social Worker equivalent Safeguarding Level 2	AF/C
Experience Relevant work and other experience	Experience of working with children/young people A standard of written and spoken English that supports pupils' learning.	AF/I

	<p>Proven track record of successfully working with disaffected young people</p> <p>Experience of working in a school setting</p> <p>Experience of working with children with special needs.</p>	
Skills & Ability e.g. written communication skills, dealing with the public etc.	<p>An ability to communicate effectively with students, students parents and multi agencies</p> <p>An ability to work autonomously and as part of a team</p> <p>Good organisation, time management, communication and interpersonal skills</p> <p>Good research and planning skills</p> <p>Knowledge of the main aspects of the organisation of schools</p> <p>Knowledge of the principles involved in giving advice and guidance to young people including the place of confidentiality and sharing information</p> <p>Knowledge of the rights and responsibilities of parents</p> <p>The ability to liaise with and gain the confidence of all school staff</p> <p>A clear understanding of the factors which lead to educational disaffection in young people</p> <p>Knowledge and understanding of strategies to remove barriers to learning in young people</p> <p>Knowledge of the range of additional support/agencies available for students</p> <p>Good ICT skills – CPOMS an advantage</p> <p>Knowledge of career and further/higher education opportunities open to young people</p> <p>The ability to work flexibly</p>	

	<p>The ability to find creative and imaginative solutions to problems</p> <p>The ability to produce detailed, concise evaluative reports of the programme</p> <p>An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016</p>	
Training		
Other	Attendance at some evening and early morning meetings may be required.	

All staff at BCC understand and are committed to Equal Opportunities employment and service delivery.

As a Disability Confident Committed Employer, we take positive action to ensure people living with a disability or a long-term health condition feel supported, engaged, and able to fulfil their potential in the workplace.

People with a disability telling us on their application form they wish to participate in the scheme and who can then demonstrate in their application that they meet the essential criteria for the role will be shortlisted and offered an interview.

Safeguarding

Everyone has a responsibility to safeguard the welfare of children, young people, and adults at risk, whatever the role of the individual, or Birmingham City Council service or Directorates they work in.

Birmingham City Council will work with the appropriate statutory bodies when an investigation into child abuse or a safeguarding adult's investigation is necessary.

The Council is committed to safe recruitment practices and recognises that this fits into an overall corporate approach to safeguarding across a range of functions that need to operate

together to be effective. This applies to employees, volunteers, work placements, elected members, licencing, school transport arrangements and any other regulated positions.

The Council's safe recruitment process includes pre-employment vetting which involves establishing full employment histories; proof of identity; satisfactory references; health assessment; checks of qualifications; asylum and immigration checks; and criminal record checks with the Disclosure and Barring Service.

The Council's website will contain links to the current versions of safer recruitment policies that are in force.

In line with the has an overarching responsibility for safeguarding and promoting the welfare of all children/young people and adults in its area. All BCC employees are expected to:

Work in a way that prevents and protects service users from abuse.

- To be aware of the signs of abuse or neglect.
- Recognise the signs of abuse and neglect; and
- Record and report any concerns or incidents.
- Record and report any concerns or incidents.

At Birmingham City Council (BCC), we are committed to creating an environment and culture that promotes equality, diversity, and inclusion; making sure BCC is a place for people to be their best, authentic selves.

We welcome applications from people of all backgrounds, including those with caring responsibilities and flexible working options will be considered. We are building up our vibrant staff networks for peer-led support, with safe spaces for those who need it and offer access to our talent programmes to support everyone in reaching their aspirations and fulfilling their potential.