



SAFEGUARDING OFFICER

	Print Name	Signature
Date Effective		
Head Teacher	Phil Collier	
Line Manager	Rachael Freer	
Employee		

JOB PROFILE

SAFEGUARDING OFFICER

Responsible to: Deputy Designated Safeguarding Lead / Designated Safeguarding Lead

Grade: Level 4c Point 17 - 22

Purpose of Post

To provide operational safeguarding support across the school by responding to concerns, supporting pupils and families, maintaining accurate safeguarding records and contributing to effective multi-agency working.

The Safeguarding Officer will work closely with the DSL and Deputy DSLs to ensure safeguarding concerns are identified promptly, appropriate interventions are implemented and vulnerable pupils receive coordinated support.

The role is primarily operational and relationship-based, acting as a key point of contact for pupils, families and staff while supporting the wider safeguarding systems of the school.

MAIN RESPONSIBILITIES

1. Day-to-Day Safeguarding Support

- Act as a first point of contact for safeguarding concerns.
- Receive and appropriately record safeguarding disclosures.
- Escalate concerns promptly to the DSL or Deputy DSL.
- Support implementation of safeguarding plans.
- Maintain confidentiality and professional boundaries.
- Support pupils experiencing vulnerability or crisis.

2. Safeguarding Records

- Maintain accurate safeguarding records and chronologies.
- Upload and monitor safeguarding information on school systems.
- Ensure documentation is completed accurately and promptly.
- Support secure transfer of safeguarding records.
- Monitor outstanding actions and follow-up requirements.

3. Family Liaison

- Build positive relationships with parents and carers.

- Undertake home visits where directed.
- Support communication between school and families.
- Assist families in accessing Early Help and support services.
- Signpost families to appropriate external agencies.
- Support attendance and welfare meetings where required.

4. Student Support

- Provide pastoral support for vulnerable pupils.
- Complete welfare and wellbeing check-ins.
- Support reintegration following absence or safeguarding incidents.
- Help implement individual safeguarding and support plans.
- Support pupils during periods of emotional distress.
- Encourage pupil voice and participation.

5. Multi-Agency Working

- Support referrals to external agencies.
- Attend meetings as delegated by the DSL or Deputy DSL.
- Liaise professionally with social care, police and health professionals.
- Support implementation of multi-agency action plans.
- Record outcomes and agreed actions accurately.

6. Attendance & Welfare

- Monitor attendance concerns linked to safeguarding.
- Follow up welfare concerns and unexplained absences.
- Support home visits where attendance is a concern.
- Work with pastoral teams to reduce barriers to attendance.
- Escalate attendance concerns that present safeguarding risks.

7. Prevention & Safeguarding Culture

- Promote safeguarding awareness among pupils.
- Support safeguarding initiatives and awareness events.
- Reinforce online safety and personal safety messages.
- Contribute to safeguarding displays and pupil education.
- Promote positive relationships and early intervention.

8. Professional Responsibilities

- Undertake safeguarding training and continuous professional development.
- Attend safeguarding supervision and team meetings.
- Contribute to safeguarding audits where required.
- Support implementation of safeguarding policies and procedures.
- Maintain up-to-date knowledge of safeguarding legislation and best practice

PERSON SPECIFICATION

	Essential Criteria	Desirable Criteria
1. Qualifications	English & Maths qualifications.	GCSE grades A*-C in English & Maths or equivalent qualifications.
2. Relevant Experience	<p>Experience of working in a school environment with SEMH pupils</p> <p>Experience with multi- agency working</p> <p>Knowledge and understanding of Attachment and how it relates to pupils with SEMH</p> <p>Knowledge and understanding of Mental Health Issues</p> <p>Building relationships with children and their parents, particularly the most vulnerable</p> <p>Working and communicating effectively with relevant agencies</p> <p>Demonstrable evidence of developing and implementing strategies to help children and their families</p> <p>Experience of handling large amounts of sensitive data and upholding the principles of confidentiality</p>	<p>Significant experience, knowledge and understanding of supporting pupils with SEMH and challenging behaviour in a special or mainstream setting</p> <p>Counselling, mental health or therapeutic qualifications</p>
3. Skills and Abilities	<p>Experience and proven level or competence in use of ICT</p> <p>Good communication skills (written and verbal) including communicating sensitive information to families and colleagues; and working in settings in which the atmosphere may be highly emotive.</p> <p>Good time and workload organisation.</p> <p>Ability to remain calm in difficult situations and work well under pressure</p>	

	<p>Ability to communicate and negotiate effectively with all professionals who contribute to pupils' placements, working flexibly to ensure the service is maintained at all times.</p> <p>Ability to work collaboratively with colleagues</p> <p>Good organisation and time management skills</p> <p>Commitment to self-development and willingness to undertake further training</p> <p>Commitment to self-development and willingness to undertake further training</p> <p>Ability to work autonomously within agreed boundaries</p> <p>Commitment to equality principles</p>	
<p>4. Other Requirements</p>	<p>Willingness to acquire First Aid Qualification.</p> <p>Driving license.</p>	<p>Current First Aid Qualification</p> <p>Certification in Team Teach</p>