



Job Description

Family Support Worker & Deputy Designated Safeguarding Lead

Responsible to: Family Support Manager

Job Purpose

- To promote and safeguard the welfare of the children at Oak Green School.
- To work as a member of staff alongside the school's leadership, office and pastoral teams, taking a lead in responsibility for safeguarding and child protection matters arising at Oak Green School and supporting all staff in dealing with child protection concerns that arise.
- To be given the training, time, resources, status and authority within the school to carry out duties of the post including committing resources, and where appropriate, supporting, training and directing other staff in effective safeguarding and promotion of the welfare of children.

Main duties and responsibilities

Managing Referrals:

To assist the Co-Headteacher's and senior leadership team in taking responsibility for:

- acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with the relevant agencies;
- supporting other staff who have made referrals or raised concerns, with accurate and timely information
- ensuring that everything is documented carefully on CPOMS (Child Protection Online Management System);
- liaising with relevant professionals in respect of police investigations or investigations under section 47 Children Act 1989 which involve the school with the support of the Family Support Manager;
- making referrals to the police where a crime may have been committed which involves a child;
- referring all confirmed cases of child Female Genital Mutilation to the Police, as per legal requirements;
- taking part in strategy discussions and inter-agency meetings and/or to supporting other staff to do so and to contribute to the assessment of children;
- undertaking early help assessments for identified pupils and their families, and acting as lead professional where appropriate
- supporting any referrals to the Local Authority under 'Children Missing in Education' requirements or where attendance is a cause for concern, in liaison with relevant OGS colleagues

With pupils

- work with associated pupils, providing a non-judgemental, caring and confidential environment for them disclose harm and work through problems and difficulties;
- provide transition support for new pupils arriving mid-year;
- identify factors affecting an individual pupil's well-being in school and at home and to facilitate appropriate interventions with other professionals in school and external agencies where necessary

With families

- liaise and work with parents and families to ensure that the young person's needs are being met and family issues addressed;
- support colleagues in recommending school parenting workshops or signposting parents/families to help;
- communicate in emails, letters etc. and respond to correspondence as required;
- build effective relationships with families;
- be supportive of parent concerns and look for resolutions

Raising Awareness

- review website documentation to ensure that it remains current, and where it does not, organising for this to be removed and, if necessary, replaced;
- maintain links with Buckinghamshire Safeguarding teams to ensure staff are aware of training opportunities

Preventing Radicalisation

In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015), the DSL has the following responsibilities:

- acting as a point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty;
- liaising with local Prevent coordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstance relating to the Prevent Duty

Training

The DSL and Deputy DSLs must receive appropriate child protection training annually and refresh their knowledge and skills through Buckinghamshire training, online CPD, networks, email updates and documents on an ongoing basis in order to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff;
- provide appropriate safeguarding induction training for new staff, work experience students, apprentices, visiting staff, supply teachers, sports coaches and governors to provide them with the relevant skills and knowledge to safeguard children effectively;
- maintain a safeguarding noticeboard in the staffroom, ensuring that this is up to date and contains relevant support information for staff;
- be alert to the specific needs of children in need, those with special educational needs and young carers;
- be able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regard to the Prevent Duty and provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

Audits, evidence and reporting

- creating and maintaining files of safeguarding evidence, including to support Ofsted inspections;
- contributing towards and/or providing regular safeguarding reports to the Governing Board;

Pupil Outcomes

- encourages a culture of listening to children and taking account of their wishes and feelings in terms of what the school does to protect them;
- attending meetings where appropriate to ensure good attendance at school;
- carrying out home visits with other school staff where appropriate to check on children not in school;
- contribute (as necessary) to reviews of individual pupil progress, sharing feedback from agencies/professionals who are working with the pupil/family and supporting and informing any academic-based interventions;

Supervision

You will have regular supervision with the Family Support Manager to ensure safe and consistent standards of practice and quality assurance. Supervision will provide support and ensures you are not working in isolation but have access to advice and guidance from an experienced colleague. Supervision enables risks are carefully considered and best possible decisions reached.

Continuing Professional Development

- You will be part of the school's support staff appraisal process.
- Take responsibility for personal professional development, keeping up-to-date with research and developments in mentoring which may lead to improvements in teaching and learning.
- Undertake any necessary professional development as identified by the headteacher particularly mentoring skills and pupil management.
- Take action to evaluate and improve your practice.

School Policy

Work at all times within the established and published school policies and practices.

Confidentiality

Adhere to the school's policies and procedures on confidentiality and the management and sharing of information.

Equal Opportunities Statement

This job description is applicable to the role and does not unlawfully discriminate because of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, gender and sexual orientation.