

Job Description:
Safeguarding and Pastoral Lead

JOB TITLE: Safeguarding and Pastoral Lead

SALARY/GRADE: Based on experience (see range advertised)

RESPONSIBLE TO: Assistant Head of Inclusion

This job description may be amended by the Headteacher, at any time, to reflect or anticipate changes in the post, legislation or needs of the school. Any changes will be discussed between the Headteacher and the post holder.

The post holder will be required to undertake the following areas of responsibility and key tasks (this list is not exhaustive):

Main duties and responsibilities/accountabilities:

Designated Safeguarding Lead

DSL responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children including:

- Meet with the senior leadership team on a regular basis
- Refer cases of suspected abuse to the local authority children's social care.
- Refer cases to Channel programme where there is a radicalisation concern.
- Support staff who make referrals.
- Refer a case where a crime has been committed to the police.
- Keep detailed and accurate records on CPOMs of concerns and or referrals, analysing the data to identify and address needs which must be reported to SLT and LGB.
- Ensure staff can access and understand the children's child protection and safeguarding policy along with Sect. 1 of Keeping Children Safe in Education (KCSIE).
- Keep the senior leadership team informed of all child protection, safeguarding and welfare concerns including any police investigations.
- Liaise with the senior leadership team, case manager and LADO for child protection concerns in all cases where a member of school staff is involved.
- Liaise with the local authority, Early Help Team and other agencies.

- During term time the DSL should always be available during school hours, for staff to discuss any safeguarding
- DSL to ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff. Temporary staff (including supply staff) and volunteers are made aware of the school's arrangements for safeguarding children at the commencement of work.
- New staff will receive school-based safeguarding and child protection training during induction.
- Ensure that the school operates within the legislative framework and recommended guidance.
- Ensure all staff and volunteers are aware of the Bolton Council Safeguarding Procedures.
- Develop effective procedures to work with the Early Help Team, Children's Social Care, police, health services and other services to promote the welfare of the children and protect them from harm.
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents or refer to the Integrated Front Door.
- Liaise and work with the Integrated Front Door suspected cases of child abuse.
- Ensure that the Child protection policy is updated annually and shared with all staff and how it is used by the school when professional disagreements cannot be resolved.
- Liaise with other school staff to ensure the safety and wellbeing of pupils (Central services support teams and external providers).
- Attend and submit reports to child protection case conferences and contribute to decision making. Attend subsequent core group meetings.
- Effectively monitor children about whom there are concerns, including notifying the Early Help Leads.
- Notify Social Care of an unexplained absence of a child subject of a child protection plan.
- Promote educational outcomes by keeping staff aware of welfare, safeguarding or child protection issues any child is or has experienced.
- Ensure all staff are enabled and supported to recognise the signs of neglect and understand the impact of neglect on children.
- Ensure all staff are enabled and supported to recognise the signs of child exploitation, whether sexual or criminal and how to respond.

- Support teaching staff to identify the additional challenges that impact all children with a social worker and the additional academic support and adjustments that they could make to support these children.
- Monitor the well-being, academic achievement and progress of all pupils who have a social worker.
- Understand and support the school with regards to the requirements of the PREVENT duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online (e.g. bullying, grooming and radicalisation) and are confident they have the capability to support SEND children to stay safe online.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at home.
- Provide guidance for parents, children and staff about obtaining suitable support and advice in respect of concerns about the child's welfare.

Pastoral Lead Responsibilities:

- Plan and ensure an effective pastoral support programme is in place which enhances existing provision in order to increase learning, participation and encourage social inclusion
- Provide pastoral support to pupils
- Develop and maintain effective and supportive mentoring relationships with nominated children and young people and those engaged with them
- Support pupils in and out of the classroom on a personalised timetable
- Develop one-to-one mentoring arrangements with pupils and provide support for distressed pupils
- Provide feedback to pupils, parents and class teachers in relation to progress, achievement, behaviour, attendance etc.
- Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development
- Contribute to the comprehensive assessment of pupils on transfer to or from other educational establishments and the review of their progress and achievements. Consistently feedback to the SLT.

- Contribute to the identification of barriers to learning for pupils and provide them with a range of strategies for overcoming their barriers
- Maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for pupils
- Assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement
- Operate within agreed legal, ethical and professional boundaries when working with pupils and those involved with them
- Work as directed with the families and carers of pupils who have identified needs
- Assist the teacher with the development and implementation of Individual Education / Behaviour / Support / Mentoring plans.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Attend and participate in regular meetings
- Supervise pupils on visits, trips and out of school activities as required

Training:

- DSL/Deputy receive regular and relevant training relating to all aspects of child protection and safeguarding.
- In addition to formal training, DSL will update their formal training (i.e. Refresher training, on-line training, e-bulletins, sharing best practice with other DSL's along with taking time to read and digest safeguarding developments at regular intervals, but at least annually).
- DSL to attend all Designated Person Seminars on behalf of the school (if DSL unavailable arrangements made for the Deputy to attend).
- DSL ensure all staff receive regular safeguarding and child protection updates (e-mail, staff meetings).
- Ensure all staff receive regular safeguarding and child protection updates (e.g. via e-mail or staff meeting) as required, but at least annually.

Person Specification:
Safeguarding and Pastoral Lead

Essential criteria	Necessary requirements – skills, knowledge, experience etc.	M.O.A
1	Evidence of appropriate professional development for the role of Designated Safeguarding Lead	A
2	Evidence of recent experience of working within the field of Safeguarding	A
3	Has successfully undertaken appropriate statutory Child Protection Training (Level 2)	A
4	To have a knowledge and understanding of safeguarding in relation to the education sector	A, I
5	A commitment to the development of the whole child and an understanding of Keeping Children safe in Education	A, I
6	A clear understanding of the role of Safeguarding lead and Pastoral lead	A, I
7	To be able to demonstrate an understanding, awareness, and empathy for the needs of the pupils within school and how these could be met	A, I
8	Ability to manage difficult situations in a professional and sensitive manner which demonstrates support and mutual respect	A, I
9	A commitment to promoting equal opportunities and meeting the needs of all pupils	A, I
10	An understanding of the role of parents and carers in a child's education	A, I
11	Ability to communicate effectively (orally and in writing) with a wide range of people inside and outside of school	A, I
12	An ability to build positive relationships with staff, pupils, parents, and others.	A, I
13	Ability to use initiative and to think analytically and flexibly	A, I
14	Competent user of ICT	A
15	Good communication and interpersonal skills	A, I
Desirable criteria	Necessary requirements – skills, knowledge, experience etc.	M.O.A
1	Relevant professional qualifications which support the expertise of safeguarding field (i.e. Social Services, Police, NHS, Education, or other relevant field working with Children)	A

2	Degree or Higher Education qualifications (or equivalent)	C
3	Experience working within a school setting	A, I
4	Experience of working with vulnerable children	A, I
5	Has successfully undertaken Child Protection Training at Level 3 (Designated Safeguarding Lead)	A, I
6	To have experience/training in CPOMs	A, I
7	Excellent understanding of SEND policies and procedures.	A, I

Method of assessment (* M.O.A.)

A = Application form, C = Certificate, E = Exercise, I = Interview, P = Presentation, T = Test, AC = Assessment centre R = Reference