



## Safeguarding and Inclusion Manager – Deputy Designated Safeguarding Lead

We know from experience that things change throughout the lifetime of a role and so this JD isn't a list of everything you will do – this gives our people the chance to play to their strengths.

### How you will make an impact...

- Help maintain the ethos of The Consortium Academy Trust by driving our organisational culture forwards and using every opportunity to embed our values.
- Taking responsibility for your own development - that way we can make the biggest impact!
- We are always looking for someone who can contribute to our growth.
- More than anything, we are looking for a team player who puts their heart in to their work. We have some core values that run through everything we do, and we'd love it if they resonate with you too.

### About the role...

#### Main purpose of the role:

- To work effectively with students, their families, staff and external agencies to manage safe & inclusive practice across the school, ensuring consistency, efficiency and rigour in approach to minimise risk of harm.
- To work with young people at risk, responding to and actioning plans to meet their needs.
- To manage key processes and systems supporting the work of the wider pastoral and inclusion teams.
- To support and encourage the School's ethos, values and goals, policies and procedures, by successfully managing inclusive practice and supporting positive participation in all aspects of school life.
- As a key member of the safeguarding team, the Deputy DSL will be trained to the same standard as the DSL enabling the Deputy DSL to assume delegated responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Ultimate responsibility for safeguarding and child protection remains with the DSL

#### Key accountabilities:

- Work in partnership with the school leadership team to ensure Safeguarding and Child Protection Policy and key associated Procedures are followed consistently and rigorously.
- Play a substantial role working in ensuring a graduated behaviour and support response to social, emotional and mental health needs is well co-ordinated and managed.
- Work as the Deputy Designated Safeguarding Lead, monitoring and updating the CPOMS child protection data base, ensuring that all reported incidents are dealt with safely, efficiently and rigorously.
- Work with colleagues in the wider pastoral team to promote the personal development and wellbeing of students, specifically those of our community deemed vulnerable due to experiences and/or ability and advise on strategies to support those individuals.
- Respond sensitively and inline with policy to all concerns and/or disclosures.
- Working with young people and families, assess needs and risk, liaise with external agencies, sign post to external organisations for support, make referrals and commission services, following agreed procedures as required.
- Work closely with the wider pastoral and inclusion team including the SENDCO, Thrive Team and BASE Camp teams, co-ordinating referrals, sourcing alternative support when required.

- Make referrals to external organisations, supporting and advising staff teams with follow up actions and guidance as required
- Attend, co-ordinate and chair, where required, multi-agency meetings (e.g. TAF meetings), inviting appropriate multi-agency partners and ensuring agreed outcomes are shared and actioned, liaising with the AHT Inclusion and Safeguarding.
- Liaise closely with students, families and staff in school to provide mentoring and/or individual or small group support to students in need of support and where appropriate.
- Facilitate counselling services for students in need of support and source appropriate and effective support for students with mental health issues.
- Prepare risk assessments for individual students, and support colleagues to ensure that strategies are implemented and students are well supported. Ensure these are kept up to date and reviewed regularly so that they remain fit for purpose
- Attend external meetings including the ERSCP groups to ensure policies and procedures are in line with local requirement and legal and statutory requirements. Provide feedback to the school leadership team, as required.
- Work with primary schools and post-16 providers to support the transition of vulnerable / high needs students and those supported by other agencies, to ensure the smooth transition for students.
- Liaise with other schools and colleges in relation to in-year admissions, commissioned placements and work experience to ensure effective support can be secured.
- Contribute to the Child Protection Policy review on an annual basis.
- Contribute to the assessment of need and subsequent development of plans for students with emerging or unmet needs.
- To advocate on behalf of vulnerable students as appropriate, assisting students to voice their needs in multi-agency meetings (using appropriate assessments toolkits), using knowledge and expertise to make appropriate judgements and seeking support and guidance as required.
- Provide support to the Attendance Team and the Administration Team as required.
- Attend key after school events and participate fully in relevant training, briefings and meetings as required.
- Have a flexible approach to breaks to accommodate meetings, training and to support student supervision as required.
- Lead, line manage and conduct appraisal for the identified staff in the wider pastoral team.
- Lead and support staff who visit the school to support students including the TCAT Mental Health Support Worker, SMASH and counselling staff.
- Be an effective role model for the standards expected of students.
- Support duties as required.
- Willingness to undertake additional First Aid and EVC training.
- Undertake additional duties and responsibilities commensurate to the role, as directed by the Head Teacher and senior staff.

## General Information

- The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
- The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees.
- Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.
- The above duties may involve having access to information of a confidential nature which may be covered by the GDPR. Confidentiality must be maintained at all times.

## As a member of staff of The Trust

- Role model appropriate behaviours within a professional environment including conduct, communication, and personal appearance
- Role model high levels of literacy and numeracy including modelling appropriate language
- Aspire to develop own professional skills and qualifications
- Use all forms of social media appropriately

- Take responsibility for the reputational management of all sites across the Trust
- Contribute to systems of evaluation and performance of the organisation positively

## About you...

This is the job for you if you hold the following qualifications, experience, knowledge, skills and values:

### Qualifications and Training

#### **Essential:**

- Good GCSEs (Grade C or equivalent) in English and Maths
- Good working knowledge and understanding of IT and ability to use word-processing, spreadsheet and database software
- Knowledge of safeguarding legislation, child protection procedures, and ERSCP requirements.
- Understanding of the importance of good attendance as a key lever in ensuring safety for learners
- Experience in pastoral/inclusion roles and multi-agency liaison.

#### **Desirable:**

- Holds relevant professional qualification in education, youth or social work or has other relevant experience of working in the police, youth offending or health sector that would demonstrate an ability to work with young people.
- Has attended a range of relevant specialist training courses to develop own knowledge of issues affecting young people and best practice in the management of these issues
- Familiarity with CPOMS and multi-agency working protocols.
- Understanding of SEND needs and graduated behaviour support.

### Experience, Knowledge and Skills

#### **Essential:**

- Experience of working in an educational setting with students with challenging behaviour.
- Demonstrate experience of working with young people and families
- An understanding of the specialist support services available to young people in the area.
- The ability to:
  - Listen and act upon advice and work collegially
  - Express your own ideas and opinions
  - Communicate to a wide variety of audiences, including large groups of students, parents and Headteacher
  - Have high expectations of student performance and behaviour
  - Maintain a caring and supportive environment
  - Use data effectively to compare student performance (student tracking, Raise on-line reports, value-added measures)
  - Ability to assess the needs of young people and their families and to work with other agencies to formulate and deliver packages of support.

#### **Desirable:**

- Experience of improving a school's results to achieve outstanding levels of student performance
- Be flexible, with an approachable management style
- Provide unrelenting challenge to staff to improve practice
- Counselling skills