

DDSL with expansive duties

Responsible to: Head teacher

Responsible for: Teachers, Tutors, LSA and Students within the WLS School

Job Description

This job description may be amended at any time following consultation between the Head teacher, and Directors and will be reviewed annually.

The DDSL will be overseen by the Designated Safeguarding lead across the school sites. Deputy designated safeguarding leads will sit within the Welfare team in the school, monitoring and reporting day to day safeguarding concerns on SLEUTH, recording any physical interventions that occur between staff and students (this must be recovered the same day) and completing and recording those actions. The DDSL will de-brief staff who have been involved in any physical interventions and report back directly to DSL and Headteacher. As part of the Welfare team and wider school team you will effectively contribute towards the strategic partnership, and continued positive growth of the school. You will be the first point of call for safeguarding on your site in the first instance, but will always have the support and guidance available from the DSL and SLT.

Please note that this is a non-teaching role and having previous experience of working in a school is desirable but not essential. You may, however, be asked to work in lessons to support for interventions if and when needed.

Additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children. A significant element of this role involves monitoring the school's safeguarding and welfare reporting platform and to triage concerns to the relevant member of staff in a timely manner, with the support of DSL and Headteacher.

Duties:

- To work in line with GDPR, Information Sharing and Confidentiality protocols at all times when working with vulnerable pupils and families
- Take part in the school's performance management system in order to identify strengths and undertake relevant professional development to meet individual and school needs.
- To carry out duties as directed by the Headteacher
- The post holder will be based within the school buildings but may be required to attend meetings at different venues.
- Work to promote the service as a valued asset within its community and promote a culture where individuals and staff conduct themselves at all times in a manner that reinforces this image
- Participate in training and take responsibility for personal development
- Discuss child protection issues and/or incidents relating to staff and students/Service Users, with Designated Safeguarding Lead or deputies promptly
- This role may require some classroom based teaching/intervention work
- This role will be based in the SMT band of the school (Middle Management)
- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme

- Refer cases to the police where a crime may have been committed, with support from DSL.
- Act as a source of support, advice and expertise for all staff
- Inform the DSL and Headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- 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, under the guidance of DSL and Headteacher
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances

Expanded duties: Work with the Headteacher, Deputy head, Assistant head and site leads to promote student engagement, support behaviour management and focus on classroom and school environment:

- 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
- 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, focusing particularly on Quality of Education and supporting Academic leads across school sites to achieve positive progress and outcomes. This will fall within the remit of our Inclusion and Engagement policy
- Supporting colleagues when students need interventions, reflection or restorative days
- Working with site leads and headteacher to ensure the school environment is outstanding
- Attend Welfare meetings to discuss and implement interventions to raise engagement and attainment
- Produce evidence of interventions and the impact of these interventions directly for Headteacher and Governors (3 times a year)

Managing the child protection file

- Ensure child protection files are kept up to date, working closely with the DSL
- Keep information confidential and store it securely across school sites
- When pupils join the school, ensure that child protection files have been received from previous schools, these files must be read and saved. The content of the files should be shared with relevant members of staff in line with School policy
- Make sure school records include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome- SLEUTH
- 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)
- 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.

Raising Awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff – SLUETH
- Ensure that you have read and understood the school's child protection policy

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- Understanding the views of children
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication
- Lead on students, staff and parent voice questionnaires and survey which are specifically focusing on the safeguarding and welfare of our students, working with the FLO team and student voice team
- 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
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals

Other areas of responsibility

- The DDSL at times will be invited to attend pastoral meetings with parents and students alongside Senior Leaders and Heads of Year.
- Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DDSL will carry out. The post holder may be required to do other duties appropriate to the level of the role.
- This job description is not exclusive or exhaustive. Whilst every effort has been made to explain the main duties, tasks and responsibilities for the post, each individual task undertaken has not been identified. The post holder may be required to undertake duties that are broadly in line with the above responsibilities.

Person Specification

Qualifications and Training:

ESSENTIAL	DESIRABLE
<p>Educated to Level 2 safeguarding standard or above</p> <p>Good organisational and verbal and written communication skills</p> <p>Good interpersonal skills, with the ability to respond sensitively to others.</p> <p>The ability to work independently and as part of a team.</p> <p>Good records of attendance and punctuality</p> <p>Effective record keeping;</p> <p>Willingness to undertake further training</p> <p>Experience of liaising with parents and outside agencies.</p> <p>Commitment to CPD</p> <p>Commitment to equal opportunities principles and practices.</p> <p>Work flexible hours</p>	<p>Understanding of SEN</p> <p>Safeguarding experience within a school</p>

Personal qualities

- Commitment to ensuring the safety and welfare of children
- Commitment to upholding and promoting the ethos and values of the school
- Integrity, honesty and fairness
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Commitment to equality
- Commitment to ensuring all out students achieve the best outcomes academically, socially and emotionally