Deputy Designated Safeguarding Lead
JOB DESCRIPTION

Role Purpose:

The purpose of this role is to provide a link between school and each pupil's family, ensuring pupils are safe, have a positive sense of wellbeing and achieve their full potential academically by reducing barriers to learning. To also provide focused support to families with complex needs, ensuring consistent communication as well as working together with school staff and external agencies to promote positive relationships.

Key Accountabilities:
Reporting to DSL, this post holder will be accountable for

School-Family Support
In liaison with the DSL:
- Build strong/positive relationships with families so that you are seen as an approachable member of staff
- Build strong/positive relationships with staff and share information/concerns as appropriate
- Be the first point of contact for families with pastoral concerns about pupils
- Be the first point of contact for families with personal concerns that may impact upon pupils
- Provide signposting to families for internal and externals services to support with pastoral concerns
- Ensure parental engagement in pastoral support of pupils is strong
- Encourage increased parental participation in school-led sessions to raise awareness
- Identify families who are vulnerable and signpost/provide support
- Identify pupils who are vulnerable and signpost/implement targeted pastoral support or refer on to specialist support (e.g. Early Help/CAMHS)
- Be aware of vulnerable groups of pupils (e.g. PP/SEND/LAC/Young Carers) and provide additional consideration/support as appropriate
- Ensure the voice of the pupil is considered at all times

DDSL Referrals
In liaison with the DSL:
- Refer significant safeguarding concerns including cases of suspected abuse to MASH as required
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to external agencies such as MASAH, the Channel programme, LADO, etc
- Refer cases where a crime may have been committed to the Police as required
- Escalate referrals not being appropriately addressed or when in disagreement of outcome

Partnership
In liaison with the DSL:

- Lead weekly safeguarding team meetings to share concerns/good practice/update vulnerable pupil list and complete other tasks as appropriate
- Liaise with colleagues (especially pastoral support staff, school nurses, LADO, PCSOs and SENCOs) on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for all staff
- Regularly liaise with lead professionals for pupils receiving specialist support
- Regularly update social care with changes to circumstances for open cases (CIN/CP)
- Support the DSL to deliver staff and pupil awareness sessions on key safeguarding areas as appropriate
- Link with safeguarding partners to make sure staff are aware of any training opportunities and the latest local policies/safeguarding arrangements

Record Keeping
In liaison with the DSL:

- Keep detailed, accurate, secure written records of concerns and referrals
- Respond in a timely manner to all concerns raised by staff on CPOMS recording all actions taken and the outcome
- Develop the culture of safeguarding by ensuring all staff utilise CPOMS fully to record concerns and actions/outcomes
- Ensure all staff use CPOMS correctly and are fully aware of how to record information in a way that is professional and accurate.
- Obtain safeguarding records from previous provision for all new pupils
- Securely send safeguarding records to new provision for all leavers
- Maintain confidentiality of specific pupil/family concerns at all times and share information only as appropriate with information sharing protocols
- Provide live record of vulnerable pupils list, social care referrals and open cases
- Update and maintain the E-ACT Safeguarding folder with relevant information requests

Culture
- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. It is a matter for individual schools and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to *think big* for yourselves and for the world around you;

- We want everyone to *do the right thing* in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;

- We want everyone to show strong *team spirit*, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	- Show energy, enthusiasm and passion for what you do - Demand the highest quality in all that you do, and in the work of your team - Willing to champion new ideas and think beyond the status quo - Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better - Be open to new ideas and change where it will have a positive impact on the organisation - Show a willingness to embrace different ideas and ways of thinking to improve E-ACT - Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work - Commitment to self-development, and developing your wider Team - Ability to self-reflect on yourself, your performance, and to think about how this could be improved further - Ability to encourage ideas from others in order to improve the organisation and build your team's confidence

Doing the Right Thing	• Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	• Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

KNOWLEDGE, EXPERIENCE & SKILLS

Requirement
E – Essential

D – Desirable

Assessed at
A – Application Stage

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	GCSEs grade 5-9 or equivalent in Maths and English	X		X	X	
	Safeguarding/Prevent qualification or willing to work towards	X		X	X	
	Demonstrable knowledge of statutory guidance such as Keeping Children Safe in Education 2021, Prevent Duty 2015, GDPR, etc	X		X	X	X
	Demonstrable knowledge of child protection and safeguarding protocols with children and young people including how to conduct case reviews.	X		X	X	X
	Evidence of Continuing Professional Development	X		X	X	X
Experience	Experience of working with children of the relevant age range and their families in an educational setting or similar	X		X	X	X
	Experience of working with children and families with Child Protection/CiN plans		X	X	X	X
	Experience of working with external agencies	X		X	X	X
	Experience of dealing effectively with complex situations involving families and young people	X		X	X	X
	Experience of preparing documentation for external agencies and statutory returns		X	X	X	X
	Experience of training and coaching colleagues		X	X	X	X
Skills	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X	X
	Ability to build and maintain effective working relationships with internal colleagues and external agencies	X		X	X	X
	Ability to communicate effectively with a wide range of stakeholders using a variety of media	X		X	X	X
	Ability to hold difficult conversations confidently and effectively	X		X	X	X
	Ability to produce reports in appropriate formats	X		X	X	X

	Ability to analyse and evaluate data to identify trends and issues	X		X	X	X
	Ability to prioritise workload effectively to meet deadlines and work under pressure	X		X	X	X
	Ability to use ICT and other specialist equipment	X		X	X	X
	Ability to use software, spreadsheets, databases and other packages effectively	X		X	X	X
	Ability to work effectively within a team environment	X		X	X	X