

Senior Child Protection and Welfare Lead

Job Title:	Senior Child Protection and Welfare Lead
Grade & Contract Type:	L10-L14 (Leadership Group) Full-time
Reporting to:	Principal

Purpose

- To work as a senior member of staff within the School's Leadership Team, taking lead responsibility for all safeguarding and child protection matters arising at Dysart, including online safety and understanding the filtering and monitoring systems in place.
- To take part in strategy discussions and inter-agency meetings and contribute to safeguarding and well-being assessments of pupils.
- To liaise closely with the school's team of Deputy DSLs, to provide regular oversight of open cases and reported cause for concern referrals by staff through the sharing of information.
- To be available for staff to discuss any safeguarding concerns.
- To lead a small team of staff linked to family support and Mental Health provision at Dysart School
- To identify training needs and ensure appropriate safeguarding and MHWB training is in place for all staff and training records are maintained.
- To ensure that record keeping is timely, accurate, comprehensive and securely stored.
- To support the MHWB lead with the development and overseeing of the whole-school approach to mental health and wellbeing, including support for pupils, staff and the wider community.
- To understand and build links with local mental health services and other external agencies.
- To understand the needs of all stakeholders and implement evidence-based strategies to address these needs.

Main Duties and Responsibilities

Managing referrals

1. Refer cases of suspected abuse and neglect to the local authority children's social care
2. Support staff who make referrals to the local authority children's social care
3. Refer cases to the Channel programme where there is a radicalisation concern
4. Support staff who make referrals to the Channel programme
5. To maintain oversight of all trends related to safeguarding concerns raised within school
6. Refer cases to the police where a crime may have been committed
7. To maintain and regularly update and disseminate the school's safeguarding and well-being offer

Working with staff and other agencies

1. Act as a source of safeguarding and well-being support, advice and expertise for all staff in order to ensure they feel confident on all aspects of these matters.
2. Act as a point of contact with the safeguarding partners as well as Mental health service colleagues

3. Inform the Principal of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
4. Liaise with the Principal and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
5. Liaise with staff on matters of safety, safeguarding and welfare (including online, digital safety, and filtering and monitoring systems), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
6. Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
7. Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
8. Work with the Principal and the Deputy DSLs, taking lead responsibility for promoting educational outcomes by:
 - 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.

The above includes:

- 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
9. Maintain oversight of pupil attendance and inform the Principal of pupils who are identified as persistently absent or who have period of unexplained absence
 10. Work collaboratively with Dysart's curriculum leads to ensure that the school's Relationships, Sex, and Health Education curriculum offer meets the needs of all pupils, and addresses known safeguarding risks, as well as ensuring there are cross-curricular approaches to promote positive mental health
 11. Create and maintain a comprehensive range of evidence-based resources to help pupils, staff and parents manage their own mental health
 12. Coach, support and train staff in appropriate strategies to support pupils positive mental health.
 13. Maintain oversight of staff training to ensures that staff remain up to date with all things relating to safeguarding and well-being of pupils.
 14. Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
 15. To line manage a team of staff who operate within the family support and mental health provisions at Dysart School, ensuring annual appraisals are in place and monitored across the year, where appropriate. Tackling any underperformance alongside the Mental Health and Wellbeing Lead and other members of the Senior Leadership team.

Working with Families

1. Engage with parents/carers to understand their mental health and wellbeing issues, as well as that of their children, and support them accordingly to make sure there is holistic support in place
2. Liaise with Parents/carers to discuss strategies that can help promote positive mental health
3. Provide guidance to parents/carers on navigating and accessing relevant local mental health services

Managing Safeguarding and Child Protection Records

1. Ensure all safeguarding and child protection records are kept up to date and securely stored
2. Ensure that all safeguarding and child protection records include:
 - A clear and comprehensive summary of the concern
 - Details of how the concern was followed up and resolved
 - Details of any action taken, decisions reached and the outcome.
3. Where pupils leave the school (including in year transfers):
 - Ensure safeguarding and child protection records are securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set in KCSIE.
 - Consider whether it would be appropriate to share any additional information with the new school before the pupil leaves, to help them put appropriate support in place.
4. Under the direction of the MHWB Lead monitor and evaluate the impact of interventions provided to individuals or groups of pupils or staff, to understand what is working and adapt the approach as needed, focusing on positive outcomes.
5. Under the direction of the MHWB lead, facilitate any school improvement priorities related to mental health and wellbeing.
6. Alongside the MHWB lead analyse and report on mental health and wellbeing data at regular points across the school year and draw up action plans where required
7. Make sure that record keeping is competent and clear at all times, and use this information to liaise with the governing body as required.

Raising Awareness

1. Ensure each member of staff has access to, and understands, the Child Protection, Adult Protection and Safeguarding policy and procedure, especially new and part-time staff
2. Work with the LGB and with senior staff within OHCAT to ensure the Child Protection, Adult Protection and Safeguarding policy and procedure is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
3. Ensure the Child Protection, Adult Protection and Safeguarding policy and procedure is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
4. Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
5. Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that pupils may be experiencing

6. Regularly attend and represent Dysart at local authority and OHCAT forums and training events, keeping abreast of local, national and trust-wide updates and initiatives
7. Work in partnership with the school's Mental Health Lead and the therapy team

Training

1. 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, including those outlined in the 'Training, knowledge and skills' section of annex C
2. Undertake Prevent awareness training
3. Refresh knowledge and skills at regular intervals and at least annually
4. Access and use tools, strategies and resources to support their own mental health so they can look after themselves.
5. Have up to date knowledge of the relevant local mental health services, including an understanding of the local triage and referral process for mental health support.
6. Reflect on personal development needs, including the needs of the school, and attend relevant training in order to be effective in the role of the school.
7. Attend conferences and/or workshops to acquire new knowledge and maintain understanding of best practice in school mental health and wellbeing.

Understanding the views of children

1. Encourage a culture of listening to pupils and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
2. Understand the difficulties that pupils may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

1. 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
2. Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
3. Keep detailed, accurate, secure written records of concerns and referrals

Undertake any other duties consistent with the objectives and level of responsibility of the post as may be required by the Senior Leadership Team and/or OHC&AT.

Senior Child Protection and Welfare Lead

Person Specification

This person specification will be used for recruitment to the Senior Child Protection and Welfare Lead. It will form the basis of the application form, and candidates will also be assessed against aspects of this person specification at interview.

Qualifications (list)	Essential	Desirable	Testing Method
Educated to GCSE standard in English and Maths	√		Checked certificates
Current registration with Social Work England		√	Application
Full UK Driving Licence	√		Application
STATUTORY or ROLE SPECIFIC REQUIREMENTS	Essential	Desirable	Testing Method
Level 3 Safeguarding training	√		Checked certificates
EXPERIENCE (describe)	Essential	Desirable	Testing Method
Experience of managing safeguarding and pupil/client wellbeing in a school or other relevant organisation	√		Application
Social work experience working within a <i>Children with Disabilities</i> team		√	Application
Experience of using the 'Signs of Safety' approach		√	Application
Experience of identifying and assessing risk in relation to statutory thresholds (e.g. S17, S47)		√	Application
Demonstrable evidence of developing and implementing strategies to help children and their families	√		Interview
Experience of handling large amounts of	√		Application

sensitive data and upholding the principles of confidentiality			
Experience of providing training, guidance and support to others.	√		Application
Able to establish good collaborative relationships and networks	√		Interview
Experience of working closely with families/carers	√		Application
Experience of working with outside agencies and participating in multiagency meetings	√		Application
Proven successful experience of managing a team of people, including appraisals and tackling underperformance	√		Application and Interview
KNOWLEDGE & SKILLS	Essential	Desirable	Testing Method
Knowledge of, and the ability to apply in practice, the principles of child care legislation relating to child protection, looked after children and the provision of services to children in need	√		Interview
Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies	√		Interview
Ability to work with a range of people with the aim of ensuring the safety and welfare of children	√		Interview

Awareness of local and national agencies that provide support for children and their families	√		Interview
Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns	√		Interview
Effective communication and interpersonal skills	√		Interview
Ability to build and maintain effective working relationships with staff and other stakeholders	√		Interview
Commitment to ensuring the safety and welfare of children	√		Interview
Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school	√		Interview
Ability to work under pressure and prioritise effectively	√		Interview
A well-developed understanding of strategies to manage and support young people and adults with mental health and wellbeing challenges in a school environment		√	Interview
Proven ability to be flexible to changing workload demands and new challenges	√		Application
Knowledge and understanding of the triggers that can lead	√		Interview

to poor mental health and welling			
COMPETENCES	Essential	Desirable	Testing Method
A “can do” positive attitude: enthusiastic and committed, remains motivated, even when under pressure, to ensure that a high standard is maintained	√		Application
Takes responsibility and delivers results Maintains focus when dealing with a variety of tasks or priorities, seeking early guidance and support when necessary, and responding to that guidance to ensure that daily tasks are completed	√		Application
Takes ownership of personal development Committed to reflecting on own performance, seeking and accepting constructive feedback and learning from own experiences	√		Application
Organised, proactive and self motivated, able to work under pressure and priorities effectively.	√		Application and Interview