

**Post Title:** Assistant Safeguarding Officer

**Grade:** LBR 5, scale point 12 to 15

**Hours of Work:** 36 hrs per week / term time plus 10 directed days

On occasion “late working” may be necessary in the event of a significant and serious safeguarding incident.

**Responsible to:** Designated Safeguarding Lead/Assistant Headteacher

### **Purpose**

The Assistant Safeguarding Officer will work closely with the Designated Safeguarding Lead, and other members of the Safeguarding team, to support the effective operation of the safeguarding service on a day to day basis in the school. The role and responsibilities of the Assistant Safeguarding Officer are detailed below.

This is a training post where the post holder will learn through training, support, guidance and experience to develop a strong understanding and practice of safeguarding to ensure the safety and safeguarding of students and staff at the school. It is expected that the post holder will develop skills to enable them to fulfil the job description.

### **Main Duties**

- Be committed to the safeguarding of students, staff and the community, implementing best practice to do so
- Support the Designated Safeguarding Lead (DSL) in all areas of safeguarding
- Promote safeguarding to the school community following school policy, procedure and practice
- Act as a champion of the school’s inclusive ethos supporting other groups of staff as appropriate
- Develop understanding of, and be alert to, the specific needs of vulnerable students and encourage a culture of listening and considering students’ wishes and feelings
- To keep up to date with current safeguarding school policy, procedure and practice
- To support the cascading of information accordingly and under the direction of the DSL or DDSL
- To liaise with pastoral teams in school (e.g. Heads of Year and the Pastoral Care Centre) as part of the ongoing monitoring and support for students when there has been a safeguarding concern
- To act as a first point of contact for staff and external agencies for any safeguarding or protection concerns, providing timely, relevant support and advice as appropriate or with guidance from the DSL
- To support the DSL to make timely referrals and collate information as necessary
- With support and training to make timely external referrals
- To attend internal safeguarding meetings as directed
- To support school representation at a range of external meetings as directed - including child protection conferences, core groups, child in need meetings, team around the family, adult protection meetings – ensuring adherence to the guidelines and requirements for attending such meetings, and reporting back key information or actions to the DSL
- To support the completion Early Help referrals as directed and support the school lead professional where appropriate, working in partnership with relevant agencies
- To establish and maintain a working relationship with relevant statutory, voluntary and community agencies
- To maintain up to date, accurate, confidential records and respect confidentiality at all times, ensuring that all information is secured, used and maintained in line with internal and external standards including ensuring that confidential information is processed in line with the Data Protection Act and school policies

- To provide, collate and monitor regular, accurate and timely data on safeguarding and child protection incidents and outcomes
- To input into the design of safeguarding systems, policies and procedures
- To support the development and monitoring of student awareness of safeguarding, child and adult protection and participate in school events to promote and advise on safeguarding
- To work as part of the safeguarding team, to support the transition of students in and out of school, to support attendance of vulnerable students, and develop practice in other areas of safeguarding as directed by the DSL
- To establish and maintain positive and professional relationships with students, parents/carers, colleagues and others, being courteous and providing a welcoming environment to visitors and telephone callers at all times

**PCC (Pastoral Care Centre)** The post holder will support the work of the PCC, working in partnership with the PCC team to support vulnerable students. As directed by their line manager or headteacher, the post holder will also deputise as necessary within the PCC team.

### **Liaising with staff**

The post holder will be expected to establish, maintain and develop professional working relationships with colleagues. The scope of the professional working relationships will include all internal school staff, external agencies and stakeholders. The Assistant Safeguarding Officer will work closely with the DSL, Deputy DSLs, SLT, Heads of Year and Attendance Officer.

### **Duties**

To undertake regular supervisory duties as required to support safe behaviour, and the safe running of the school, including before and after school, break and lunch duties, as directed by SLT. To support SLT in developing a positive ethos and positive image with the local community.

### **Training and Development**

The school has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations as directed by SLT.

### **Health and Safety**

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances.

### **Equality and Diversity**

Caterham High School is committed to equality and values diversity. As such it is committed to fulfilling its equality duty obligations, and expects all staff and volunteers to share this commitment. The duty requires the school to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people with whom they come into contact with dignity and respect, and are entitled to expect this in return.

### **Safeguarding**

The member of staff will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct. They will uphold, support and act upon the school Safeguarding Policies and practice ensuring they have an up-to-date knowledge of relevant safeguarding legislation and guidance in relation to working with and the protection of children and young people. Every member of staff is responsible for ensuring that the school child protection policy is adhered to and concerns are raised in accordance with this policy. They will

attend Safeguarding meetings and events as appropriate and work with the Safeguarding Lead to promote strong, secure systems and development of ethos across the school.

### **Working ethos**

Caterham High School expects all staff to work effectively as part of a team or teams, delivering high quality education and support to staff and students. As a minimum this requires dealing with people politely and tactfully, communicating with colleagues and students both formally and informally (but professionally), offering guidance and information in accordance with school guidelines, policies and procedures when requested and contributing to the maintenance of the school environment. In order to do this, staff are expected to make themselves aware of the relevant policies and procedures. All staff are required to maintain confidentiality as required.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that a post holder will carry out. Employees will be expected to comply with any reasonable request from a manager or be required to do other duties appropriate to the level of the role, as directed by the Headteacher.

*This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.*

*I have read, understood and accept the above job description.*

Last review date: March 2023      Next review date: April 2024

Headteacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Postholder's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## PERSON SPECIFICATION – SAFEGUARDING OFFICER

Specification	Essential	Desirable
<b>Education and Training</b>  Formal qualifications and relevant training	<ul style="list-style-type: none"> <li>GCE A Levels or Level 3 qualifications</li> <li>Maths and English at grade A* - C or Grade 4 or above or equivalent</li> <li>Willing to participate in and undertake training as necessary</li> <li>Evidence of completed safeguarding training</li> </ul>	<ul style="list-style-type: none"> <li>Educated to Degree Level or equivalent</li> <li>Evidence of other training in safeguarding</li> </ul>
<b>Work Experience</b>  Ability to undertake duties of the post	Experience of: <ul style="list-style-type: none"> <li>Working in a complex environment and liaising with colleagues effectively</li> <li>Working positively and proactively with colleagues preferably in an educational environment</li> </ul> Ability to: <ul style="list-style-type: none"> <li>deal with situations sensitively and with empathy, both face to face and telephone communication</li> <li>research and understand regulatory information and documentation</li> </ul>	Experience of <ul style="list-style-type: none"> <li>safeguarding learners in education</li> <li>Developing working relationships internally and with external agencies successfully</li> <li>Attending meetings to give input, gathering information and reporting back</li> <li>working with complex issues of a difficult or sensitive nature</li> </ul> Ability to: <ul style="list-style-type: none"> <li>provide and analyse statistical data in a clear, understandable report format</li> <li>research, understand and act upon complex or regulatory information and documentation</li> </ul>
<b>Skills and Knowledge</b>  Includes abilities and intellect	Show a commitment to: <ul style="list-style-type: none"> <li>developing a good, sound, working knowledge of current safeguarding, child and adult protection legislation, statutory and other related guidance</li> <li>developing understanding of diversity and equal opportunities</li> </ul> Ability to develop: <ul style="list-style-type: none"> <li>excellent administrative and organisational skills, and good IT skills</li> <li>Good communication and interpersonal skills, in particular, an ability to relate well to young people</li> <li>establish and maintain positive and professional relationship</li> <li>work in a complex situation and meet deadlines</li> <li>Capable of working under operational pressure in a challenging environment</li> </ul>	<ul style="list-style-type: none"> <li>A knowledge of available safeguarding support services and referral routes</li> </ul> Show a commitment to <ul style="list-style-type: none"> <li>developing a good, sound, working knowledge of current data protection and confidentiality related legislation, statutory and other related guidance</li> <li>developing understanding DDA legislation</li> </ul> Ability to: <ul style="list-style-type: none"> <li>develop good negotiating, mediating and interpersonal skills to relate well to parents/carers and colleagues</li> <li>prepare and present reports and information</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>A courteous, positive and 'can do' problem solving approach</li> <li>An ability to listen attentively to young people</li> <li>Be able to keep perspective</li> <li>To understand the significance and importance of confidentiality</li> <li>to work cooperatively in a team</li> <li>Ability to take direction and follow line management instruction</li> </ul>	<ul style="list-style-type: none"> <li>Ability to work with a range of people at all levels, establishing productive relationships</li> <li>Ability to work on own initiative</li> </ul>