



Thames View Infants

Family Support & Designated Safeguarding Lead: JD/JS

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| Post Title: | Family Support & Designated Safeguarding Lead/Child Protection Officer within the Social Inclusion Team |
| Grade: | SO1 |

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| School: | Thames View Infants |
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| Supervising Officer/Line Manager (Post Title): | Headteacher Inclusion Leader |
| Supervision/Management of People: | The Deputy DSL |

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| Post Type (Permanent, Part-Time, Temporary, Fixed-Term): | Permanent |
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| Date Job Description/ Competency Profile Compiled: | September 2023 |
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Introduction

The requirements of the job are set out in the following documents:

- Job Description
- Person Specification and Competencies

In order to meet the requirements for the post, you will need to comply with these

Purpose of the Job

- To lead on all safeguarding issues and work with families and external agencies to provide for vulnerable and potentially vulnerable pupils.
- Be alert to the specific needs of CP, CIN, LAC, Young Carers and other groups of children identified by the school.
- To work with the Governing Body specifically the member with responsibility for Safeguarding to ensure that policies are reviewed in line with school's policies and implemented providing a Termly report to Governors and Headteacher on request.
- Act as a source of support, advice and expertise to staff on matters of safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Promote a culture of listening to children and taking account of their wishes and feelings on any measure the school might have taken to protect them.
- To support the leadership to ensure the Social Inclusion Team works with parents in a non-judgmental way, empowering them and their families to get the most out of the educational and support opportunities that are available. That this ethos is shared throughout the school.
- To hold a strategic leadership role within the school and the Social Inclusion team in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context to



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enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation. Facilitating the:

- Sustainable working partnerships with families, parents, carers and pupils to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities.
 - the involvement of parents in the school, thereby encouraging the positive participation of children and young people in the learning environment of the school.
 - provision of early intervention and preventative support for parents and pupils focussing on three core areas: overcoming barriers to learning, addressing poor attendance and reducing exclusion.
 - all staff throughout the school work directly with parents in a non-judgemental way, empowering them and their families to get the most out of the educational opportunities available.
 - inclusion of all pupils, ensuring they have equal opportunities to learn and develop.
- To work in partnership with and build links with professional colleagues from within and external to the school.
 - To lead and implement co-ordinated support and assistance in all aspects of preventative and family support services.
 - To be based in school and to work from the school premises as well as on an outreach basis with families where the presenting needs are below the threshold that would trigger the involvement of specialist services and other agencies.

Post Holder's Main Responsibilities

1. To be lead Child Protection Officer and manage all referrals and to be the designated leader for Looked After Children.
 - i. To be the initial/first point of contact for staff for reporting Child Protection and Safeguarding concerns and ensure the Social Inclusion Team has a high profile internally and externally
 - ii. To keep detailed, up to date and accurate, secure and accessible register for CP, CIN, LAC and privately fostered children
 - iii. Produce reports for the above and attend all meetings as required
 - iv. Ensure that this information is cross checked and entered in the schools data management system regularly
 - v. Ensure key staff have appropriate levels of knowledge regarding children and their families
 - vi. Act as a single point of contact for LADO, Social Care, MASH and triage teams and other professionals/agencies
 - vii. To act in accordance with the school's Child Protection Procedures, the London Child Protection Procedures and guidance from the Local Safeguarding Children's Board
2. To be fully aware of, and understand the duties and responsibilities arising from the following documents to keep abreast of changes in legislation, updates and amendments, sharing them with the schools Governing Body, Leadership and staff as appropriate:
 - i. Children's Act (2004)
 - ii. Keeping Young Children Safe in Education
 - iii. Working Together to Safeguard Children
 - iv. Ofsted Guidelines and Subsidary Guidance
 - v. Special Educational Needs and Disabilities Framework (September 2014)
 - vi. LADO guidelines
3. To ensure that children who are victims of abuse are supported appropriately and sensitively and that all actions assigned to the school from planning and intervention meetings are successfully carried out and monitored.
4. Ensure that all members of staff have access to and understands key school policies regarding Safeguarding/Child Protection and:
 - i. Staff training is updated yearly
 - ii. All new staff/volunteers/agency employees are inducted
5. To lead a team that works directly with our vulnerable children and their families in order to prevent children becoming looked after and/or suffering significant harm.



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6. To engender a positive and supportive climate for children and their families within the Social Inclusion Team and across the school
7. To lead weekly Inclusion Meetings including to:
 - i. Ensure staff share appropriate information and remain confidential
 - ii. Through the sharing and collation of information needs of a child and their family are identified and responded
 - iii. Staff are held accountable for their targeted actions
 - iv. Work load, including CAF/TAF cases, are managed effectively between staff
8. Ensure the maintenance of regular contact with children and their families within the Social Inclusion Team is given a high priority and is diarised weekly.
9. To arrange and lead "multi professional" meetings on a termly basis.
10. To work with the local MASH team, Social Services, LADO and other Safeguarding agencies to ensure that:
 - i. Intervention strategies are in place, effective, managed and reviewed as required
 - ii. MASH meetings are monitored and attended as required
 - iii. Support is sought for complex cases within the school
11. To lead the implementation of targeted interventions:
 - i. Stepped down from Social Care
 - ii. Instructed by MASH/Triage
 - iii. Identified within the school
 - iv. Attending and organising CAF/TAF meetings
12. Liaising with external agencies as appropriate.
13. Ensure the speedy and effective transfer of information regarding children and their families upon request:
 - i. Participating in the gathering, discussing and collation of information and performance data to support the school
 - ii. Maintaining appropriate records of work undertaken including monitoring and evaluations of programmes
 - iii. To maintain manual and computerised pupil records and information systems
14. To work with school staff and external agency professionals to promote, support and improve pupils social, emotional well-being and their mental health.
15. Signposting, providing and leading guidance/support to children and their families who may be experiencing problems.
16. To lead and provide parenting programmes and early intervention support as required by the needs of children and their families:
 - i. Reviewing needs and implementing targeted support.
 - ii. Supporting practitioners in understanding the child's and the families needs.
 - iii. Planning and undertaking actions to improve outcomes
 - iv. Reviewing/measuring impact to enable progress/outcomes to be tracked
17. Facilitate home-school links where appropriate and agreed, including phone calls, letters, meetings and home/setting visits, establishing good working relationships with children and their families.
18. To act as advocate, mediator and negotiator in confrontational situations, maintaining communication with young people, parents, schools and other agencies. This will include initiating and participating in meetings to discuss and develop ways of resolving problems.
19. To work in an anti-discriminatory manner ensuring that all practice is consistent with meeting the diverse needs of the local community.
20. Within the Social Inclusion Team ensure that:
 - i. There is an understanding of the primary rights and responsibilities of parents in raising their children
 - ii. There is support for parents by helping them to improve their parenting skills
 - iii. High quality parenting at home is promoted – authoritative rather than authoritarian discipline
 - iv. Parents of children with early signs of social, emotional and mental health needs are signposted and supported to prevent issues interfering with the child's ability to thrive.
 - v. Impartial information regarding agencies and services is shared with families



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- vi. Support for groups, parents wishing to improve their skills and relationships with their children are identified and put in place.
- 21. To lead and manage and recruit parent helpers across the school ensuring that:
 - i. Interviews/induction and training takes place for all parent volunteers
 - ii. DBS and all other checks are in place and recorded on the school Single Central record (liaising with Office Leader)
 - iii. On-going support and mentoring is in place
 - iv. Attendance, practise and consistency is monitored and evaluated
 - v. Parent helpers/volunteers receive feedback and support where required
- 22. Working with Adult Education and Universities offering up to 2 placements for students/trainees on Social or Health Care courses increasing the capacity of the Social Inclusion Team.
- 23. Line managing and mentoring staff within the Social Inclusion Team (PSA's, Students etc).

General Responsibilities

- 1. Attend all INSET, staff meeting and training as requested, required.
- 2. Undertake other duties comensurate with the leadership role wihtin the school or as requested by the Headteacher
- 3. To uphold the vision and ethos of the school
- 4. Ensure that the Leadership team are informed of any concerns around a staff members in relation to Safeguarding/Child Protection.
- 5. Work flexibiliy within the contratced hours to ensure that all aspects and requirements of the role are met. This may include:
 - i. Attending late meetings
 - ii. Remaining at school after hours as part of a safeguarding/Child Protection investigations
 - iii. Attending appointments with parents outside of core hours/term time
 - iv. On occasion negotiating with the School Business Manager and Headteacher to manage this flexibility or agree suitable remittance for exessive/extremem occassions.
- 6. Being a highly visible member of the school Leadership Team.



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Person Specification

| Criterion | Essential/ Desirable |
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| Qualifications: | |
| Evidence of suitable qualifications | E |
| Evidence of Safeguarding Qualifications | D |
| Additional training relevant to the post. | D |
| Willingness to undertake further training. | E |
| Knowledge and Understanding | |
| Knowledge of relevant procedures and legal frameworks and demonstrable ability to apply this practice, including: safeguarding, child protection, equalities and diversity, special educational needs and disabilities etc. | E |
| Knowledge of issues affecting children and their families within educational settings and the wider community. | E |
| Experience | |
| Minimum of 4 years' experience in a similar role within an educational setting | D |
| Has experience of working directly with parents to raise standards | D |
| Has experience of leading training for others | D |
| Has participated in development work with other schools or outside agencies | E |
| Has shown successful and influential leadership and improvement work | E |
| Has made successful use of assessment and analysis in raising standards personally and through others | D |
| Has experience of implementing strategies to promote social inclusion | D |
| Experience of supporting children and their families within education, social services, welfare or the voluntary sector. | E |
| Experience of delivering individual and/or group-based support and training including facilitation | E |
| Experience of assessments and childcare planning for children in need and their families in a multi-cultural environment. | D |
| Experience of successful working in an integrated manner, including team working and partnership | E |
| Experience of managing a heavy case load and prioritising work whilst meeting deadlines | E |
| Direct work with children and their families | E |
| To have undertaken appropriate training and keep up with procedure, legislation and developments in professional practice. | E |
| Ability to liaise effectively with other agencies and professionals, where appropriate, to be involved in multi-disciplinary work. | E |
| Skills: | |
| Skills in written, oral communication and IT commensurate with the role | E |
| Ability to deliver and lead presentations | E |
| Able to develop innovative solutions to intractable family problems | E |
| To be able to work on own initiative, managing and prioritising own and workload | E |
| Able to prepare statements and reports for professional and agencies including Courts and to represent school in Court as required. | E |
| To promote Equal Opportunities and Anti-Discriminatory practice in all areas of work within and outside the School, in line with legislation of School and DfE policy. | E |
| To be able to engage constructively with and relate to a wide range of young people and their families with different cultural and social backgrounds. | E |
| Meticulous attention to detail and a high degree of accuracy | E |
| Has a comprehensive understanding of the SEN Code of Practice, Special Educational Needs & Disability Act and Equal Opportunities legislation | D |
| Understands the need to promote positive role models | E |
| Evidence of being able to lead, co-ordinate, delegate and empower others including, teachers, pupils, parents and governors | E |
| Evidence of managing change, monitoring and evaluating impact | D |



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| Ability to develop and implement operational policies to deliver the strategic vision for the school. | E |
| Outstanding practitioner who can lead by example (E) and replicate the school's signature pedagogy (D) | E/D |
| Experience of playing a leading role in implementing a school development or action plan | E |
| Relationships and Communication skills | |
| An inspirational style that imparts confidence motivates staff, parents/carers and pupils creating and maintaining strong supportive relationships. | E |
| Evidence of being able to develop positive relationships with all involved with the school | E |
| Demonstrates a clear understanding of how to deal sensitively with people and deal with conflict | E |
| Can articulate the Headteacher's vision (E) and speak publically (D) | E/D |
| Has excellent verbal, written and ICT (communication) skills | E |
| Attitudes | |
| Evidence of a commitment to promoting the health, welfare and safeguarding of children. | E |
| Evidence of promoting, implementing and monitoring equal opportunities across all aspects of the school. | E |
| Committed to challenging traditional dispositions to learning. | E |
| Passionate that children from socially and economically deprived backgrounds can achieve, with the right provision, achieve just as well as others. | E |
| Values "parents as partners" and the importance of good customer service within schools. | E |
| Is committed to inclusive education and is willing to respond to the needs of children and their families and the Head's vision. | E |
| Is committed to raising achievement through: good teaching, partnership with parents, working with educational services. | E |
| Is committed to continuing professional development for all. | E |
| Is committed to promoting pupils' wider personal development and well-being | E |
| Is committed to promoting community cohesion | E |
| Is reflective, a good listener and able to embrace change. | E |
| Is confidential, trust worthy, up holds good professional and personal boundaries within the work place. | E |
| Is ambitious and aspires to be a strategic leader. | E |

The trust at Thames View Infants is committed to safeguarding and promoting the welfare of children and young people and the successful candidate must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS).