

Bishop Vaughan Catholic School

JOB DESCRIPTION: Safeguarding and Wellbeing Officer (Deputy Designated Person for Child Protection)

Pay Scale: Grade 7 (Pro-rata)

Status: 37 hours per week, 42 weeks per year

RESPONSIBLE TO: The Governing Body /Headteacher/Assistant Headteacher for Safeguarding and Wellbeing/ Safeguarding and Wellbeing Manager

JOB PURPOSE:

- To work in partnership with parents, children/ young people and agencies towards early identification of problems and problem resolution
- To develop, embed and share good practice across the school and with relevant agencies in terms of information sharing
- As required, work directly with families including children and young people to provide interventions to support their identified needs
- As required, to set up and provide direct services to meet unmet demand of families supported and gaps in provision

JOB DUTIES:

To work under the direction of the Assistant Headteacher (Safeguarding and Wellbeing), and Safeguarding and Wellbeing Manager to:

- Offer practical help and emotional support to pupils and their families experiencing various difficulties
- To support pupils and their families in school with any concerns involving parenting, education, behaviour, attendance and health
- To provide a friendly, approachable and confidential point of contact for families
- To provide workshops/surgeries for parents/carers on matters which support parenting, attendance and health
- To keep confidential, accurate records of meetings with families and outside agencies
- Monitor, evaluate and review the impact of support and guidance provided for pupils and their families
- Demonstrate the impact of support on pupil progress
- Support the safeguarding, wellbeing and whole school self-evaluation and improvement planning process
- Deputise for the designated senior person (DSP) for child protection when they are unavailable
- Assist the additional learning needs team and multiagency colleagues with the development and implementation of Individual Development

Plans, (IDPs), LAC Personal Education Plans (PEPs), Child in need of Care and Support Plans (CINCS).

- Completion of Child Protection reports in preparation for child protection conference
- Participating in multi-agency meetings, including LAC reviews, child protection conferences and CINCS reviews
- Liaising with police and making police reports where necessary
- To help manage and oversee diary of external professionals visiting the school and pupils

Specific Duties:

- To identify/organise training opportunities for staff to increase knowledge and expertise.
- To develop positive relationships with all pupils and families
- To develop and enhance parental carers engagement with the school and other agencies
- To work with parents and carers to develop parenting skills and promote children's wellbeing and emotion, social development
- To be a point of contact for both telephone and face to face enquiries from parents and outside agencies
- To liaise with parents and staff regarding pupils' pastoral concerns
- To work collaboratively with professionals from a range of agencies supporting the child and family
- To provide information and support for Child in Need (CIN) meetings and other meetings with outside agencies
- Follow procedures laid down in the School Child Protection Policy for reporting any allegations of abuse
- To undertake duties relating to Child Protection issues with the support of the Designated Safeguarding Lead.
- To maintain appropriate and confidential written records
- Providing objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence to demonstrate impact
- To produce reports for reviews and meetings as required, gathering information from teaching staff as necessary
- To have knowledge of extended school provision within the local area to support our pupils

To support the pupil by:

- Establishing productive working relationships with pupils, acting as a role model and setting high expectations
- Listening to and helping pupils resolve a range of issues that are creating barriers to their learning
- To support pupils' pastoral needs including help with emotional, social, welfare, care and health matters (including mental health)
- To work with individual's or small groups of pupils for nurture work

- Track the progress of individual pupils and evaluate the impact of support and intervention activities
- Accompanying pupils on visits, trips and out of school activities as required
- Using strategies to support pupils in developing resilience

Support Parents by:

- Acting as point of contact for parents and supporting them in resolving queries and concerns
- Providing individual and group support packages for parents
- Where relevant, ensure that parents are supported with the transition experience between phase/schools
- Providing impartial information, sign-posting and guidance to parents about the range of support services available to them
- Track the progress of individual families and evaluate the impact of support and intervention activities
- Developing parental confidence in order to empower parents to deal effectively with all agencies that affect their children's lives

Review Date / Right to Vary

This Job Description is as currently applies and will be reviewed regularly as part of Development and Performance Review, and may be subject to other variances. You may be required to undertake other tasks that can be reasonably assigned to you from time to time.

PERSON SPECIFICATION

Qualifications

Essential:

- Grade A*-C in both GCSE Maths and English (or equivalent experience and skills)
- Safeguarding training at level 3/ group D

Desirable:

- A further qualification at Certificate or Diploma level
- Training/ accreditation in play and behaviour therapy techniques

Experience:

- Relevant experience of work with families, including parents, pupils and other professionals and agencies
- Liaising with a wide range of agencies to support the pastoral needs of pupils
- Working with the Early Help Hub (EHH), attendance at Social Services meetings and experience with Looked After Children (LAC)
- Working as a teaching assistant, counsellor or mentor
- Arranging/running productive meetings between parents and pupils which achieve positive ends
- Working in a collaborative way to manage the diverse needs of pupils and families
- Maintaining an effective record keeping system which assists in providing evidence of targets being met
- Experience of working in children's safeguarding

Knowledge:

- A general understanding of the process of education, what teachers and other staff do and the roles and responsibilities of pupils and parents.
- A good understanding of the benefits of Restorative Practices
- A good understanding of child development
- An understanding of and commitment to the importance of education for young people and their families.
- An understanding of some of the reasons for children experiencing social, emotional and behavioural difficulties.
- a knowledge and experience of dealing with current issues that may affect young people i.e CSE, online safety, exploitation, substance misuse etc.
- The importance of health and safety in all aspects of the learning environment
- Using ICT in the course of the job
- Knowledge of inter-agency provision which support schools and families

Professional qualities:

- Able to assist in maintaining high expectations and standards throughout the school
- Able to record and report information about pupils' wellbeing, home/school learning, etc.
- Undertake training as appropriate and develop skills to support family liaison work
- Attend all relevant meetings

Skills:

- Exceptional interpersonal skills, communication skills and a commitment to team working
- An understanding of the needs of children and young people, particularly those with complex emotional, social or medical needs and behavioural difficulties
- Able to promote a positive ethos of the school
- The ability to keep accurate records
- Skills in mediation, negotiation and problem solving
- Flexibility and initiative are essential
- Ability to describe good parenting skills and to help families to achieve this
- Ability to work in non-judgemental way
- Confident and able to be assertive when necessary
- Commitment towards families, combined with a professional approach
- Willingness to work with other agencies
- The ability to prioritise and take effective decisions while working under pressure.

Organisation:

- As part of wellbeing provision, the post holder will be responsible for the development and promotion of effective home, school and community liaison and will be expected to deal with routine problems without reference to the ALNCo.
- 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 that the Headteacher may from time to time require.