



## Job Description

Job Title: Designated Safeguard Lead (DSL)

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|---------------------------|-------------------------------------|
| 1. JOB TITLE              | Senior Lead for Safeguarding (DSL)  |
| 2. GRADE                  | Leadership                          |
| 3. SUPERVISED BY          | Principal                           |
| 4. SUPERVISION EXERCISED: | Deputy Designated Safeguarding Lead |

5. CONTACTS Internal: Governors, Staff and students  
External: External agencies, students, parents, schools and colleges.

## 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 The Skills Hub and providing advice and support to all staff in dealing with any child protection concerns that arise.
- To lead and manage a Deputy DSL, to provide regular supervision and management oversight of open cases and reported cause for concern referrals by staff through the sharing of information.
- To be given the time, funding, training, resources, status and authority within The Skills Hub to carry out the duties of the post including committing resources, and where appropriate, training, advising, supporting and directing other staff to act to safeguard and promote the welfare of children.
- To promote and safeguard the welfare of all children
- To be available for staff to discuss any safeguarding concerns.
- To identify training needs to ensure appropriate safeguarding training is in place for all staff and training records are maintained
- To ensure that record keeping is timely, accurate, comprehensive and securely stored

## **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. Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
6. Refer cases to the police where a crime may have been committed

### **Working with staff and other agencies**

7. Act as a source of support, advice and expertise for all staff
8. Act as a point of contact with the safeguarding partners
9. Inform the principal of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
10. Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
11. To create and establish links with safeguarding organisations and agencies for continual improvements to the school's approach to safeguarding and child protection
12. Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
13. Lead on mental health and wellbeing and, where applicable on safeguarding concerns linked to mental health
14. Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
15. Support the careers strategy and contribute effectively to its planning and delivery
16. Work with the principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
17. Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
18. Analyse and present data to identify trends, patterns and correlations to inform strategic and operational planning
19. Identifying the impact that these issues might be having on children's attendance, engagement and achievement and destination plans 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
  - Helping to ensure each learner has a planned destination to reduce the risk of becoming NEET
20. Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
  21. Ensure all employers or agencies offering work experience or work related activities are cognisant of our child protection policies and their responsibilities reporting safeguarding concerns
  22. Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
  23. Ensure the child protection policy 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
  24. 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
  25. Providing guidance and support to all aspects of the curriculum in the delivery of matters related to contextual safeguarding
  26. Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing
  27. Quality assure and risk assess alternative provisions accessed by students attending The Skills Hub

## **Training**

28. Coordinate, plan and deliver a comprehensive Child Protection and Safeguarding CPD training programme and evaluate for its effectiveness
29. 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
30. Undertake Prevent awareness training
31. Refresh knowledge and skills at regular intervals and at least annually

### **Providing support to staff**

32. Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
33. Support staff during the referrals process
34. Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

### **Understanding the views of children**

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

### **Holding and sharing information**

37. 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
38. Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
32. Keep detailed, accurate, secure written records of concerns and referrals

### **Additional responsibilities:**

Overview of The Skills Hub Attendance process ensuring the effective implementation of attendance policies. This includes overseeing the monitoring of attendance data to identify patterns trends and areas of concern.

Contribute to the school's Admissions process including oversight of applications based on the risk assessments of applicants.

**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.**

## Designated Safeguarding Lead

### Person Specification

This person specification will be used for recruitment to the Designated Safeguarding 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
STATUTORY or ROLE SPECIFIC REQUIREMENTS	ESSENTIAL	DESIRABLE	TESTING METHOD
Level 3 Safeguarding training	√		Pre-application question
EXPERIENCE (describe)	ESSENTIAL	DESIRABLE	TESTING METHOD
Experience of managing safeguarding in a school or other relevant organisation	√		Pre-application question
Demonstrable evidence of developing and implementing strategies to help children and their families	√		Interview
Experience of handling large amounts of sensitive data and upholding the principles of confidentiality	√		Pre-application question
Experience of providing training, guidance and support to others.	√		Pre-application question
Able to establish good collaborative relationships and networks	√		Interview
KNOWLEDGE & SKILLS	ESSENTIAL	DESIRABLE	TESTING METHOD
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
<b>COMPETENCES</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>TESTING METHOD</b>
<b>“Can do” positive attitude</b> Enthusiastic and committed, remains motivated, even when under pressure, to ensure that a high standard service to the customer is maintained	√		Scored application question
<b>Takes responsibility and delivers results</b> 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	√		Scored application question
<b>Takes ownership of personal development</b> Committed to reflecting on own performance, seeking and accepting constructive feedback and learning from own experiences	√		Scored application question