



Job Description

Job Title:	Deputy Designated Safeguarding Lead Deputy DSL for LAC and PLAC Responsibilities and Monitoring role:
Location:	Merrydale Junior School
Grade:	SENDCo
Responsible To:	Designated Safeguarding Lead (Head teacher / Head of School)
Key Relationships/ Liaison with:	Head of Safeguarding and Pupil-Wellbeing Other Deputy Safeguarding Leads
Job Purpose:	Take responsibility for safeguarding and child protection within the school and lead in one area of safeguarding, promoting and raising awareness of this area amongst staff, parents and children.

MAIN DUTIES AND RESPONSIBILITIES:

The Deputy Designated Safeguarding Lead will take responsibility for safeguarding and child protection. This person should have the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

The Deputy Designated Safeguarding Lead may be expected to:

Manage referrals

- Refer cases of suspected abuse to the local authority children’s social care as required.
- Support staff who make referrals to local authority children’s social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- As required, liaise with the LADO and the LLRSB at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

Undertake training

The Deputy Designated Safeguarding Lead (DDSL) will

- Undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years and certificates given to the school as evidence.
- Undertake Prevent awareness training.

- Keep their knowledge and skills up to date (through bulletins, attendance at DSAT DSL network meetings, keep informed about national and local safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how the local authority conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection Policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Keep detailed, accurate, secure written records of concerns and referrals on CPOMS
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The Deputy Designated Safeguarding Lead will

- Ensure the school's child protection policies are known, understood and used appropriately.
- Ensure the school's Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Advisory Board regarding this.
- Ensure the Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Transition of Child Protection File

The Deputy Designated Safeguarding Lead may be expected to:

- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- During term time the Deputy Designated Safeguarding Lead will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person. In exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- For any out of hours/out of term activities the Deputy Designated Safeguarding Lead will be part of a rota to ensure that adequate and appropriate cover arrangements can be made.

Deputy DSL for LAC and PLAC Responsibilities and Monitoring role:

- Are there any unintended barriers to their admission to the school?
- Are there any issues arising as a result of the number of LAC and PLAC?
- Have LAC and PLAC made the expected or better levels of progress over the past twelve months in line with their peers (i.e. educational, social and emotional progress)
- Are there any patterns of attendance and exclusions. LAC DSL must inform VSHs where looked after children are absent without authorization
- Are the school's policies sensitive to their needs, e.g. in accessing out of school hours learning, teaching and Learning, interventions and resources
- Is the school's behaviour management policy sufficiently flexible to respond to looked-after and previously looked-after children's challenging behaviour in the most effective way.
- What is the impact of any of the school's policies, e.g. on charging for educational visits and extended school activities.
- Are LAC / PLAC children identified as gifted and talented and how are those needs are being met;
- What are the additional safeguarding challenges the children?
- LAC / PLAC children who have special educational needs (SEN) how are those needs are being identified and met at the appropriate level;
- LAC / PLAC children who have mental health needs how are those needs are being identified and met;
- What impact Pupil Premium Plus (PP+) has in supporting the educational achievement of looked-after and previously looked-after children
- Judge whether the teaching and learning and intervention strategies being used are working to support achievement and wellbeing;
- Know whether the young person is likely to meet the attainment targets in their PEP.
- Review the PEP regularly to make sure it is up-to date and clear about what has or has not been taken forward, noting what resources may be required to further support the child and from where these may be sourced
- Regularly measuring the emotional and behavioural difficulties experienced by LAC and PLAC e.g. the Strengths and Difficulties Questionnaire (SDQ)
- Ensure that no looked-after child should miss out on the opportunity of a school trip as a result of delays in obtaining a permission slip.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

The post holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.

This post is subject to a check being carried out at an Enhanced level by the Disclosure Barring Service regarding any previous criminal record.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Discovery Schools Academies Trust is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Disability Discrimination Act 1995 to accommodate a suitable disabled candidate.