



# CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

## JOB DESCRIPTION

### **Senior Deputy Designated Safeguarding Lead**

<b>Location:</b>	Cannock Chase High School, Hednesford Road, Cannock WS11 1JT
<b>Line Manager:</b>	<b>Deputy Headteacher</b> (Designated Safeguarding Lead)
<b>Job Grade:</b>	LG Grade 8
<b>Hours of Work:</b>	37 hours Term Time (40 weeks)

### **Statement of Purpose**

The Senior DDSL will take lead responsibility for safeguarding and child protection across the school (including online safety and understanding the filtering and monitoring systems in place). They will take part in strategy discussions and inter-agency meetings and contribute to the assessment of children and they will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police. The Senior Deputy Designated Safeguarding Lead will also assume the role of Senior Mental Health Lead (SMHL) for the school. As SMHL, they will oversee the school's mental health policy, providing staff training, and collaborating with external services.

### **Wider Safeguarding Team**

The Senior DDSL will be responsible to the DSL (Deputy Headteacher Inclusion) who will be responsible for the strategic leadership of safeguarding.

DDSLs include the Headteacher (responsible for allegations against staff), Assistant Headteacher, Pastoral as well as another DDSL non-teaching staff member who supports with referrals and organisational tasks.

Directors of Year are all Level 2 trained and support with appropriate concerns raised in their Year groups.

Some safeguarding activities may be delegated to deputies, but the Senior DDSL will retain ultimate lead responsibility for safeguarding and child protection daily.

The Senior DDSL will also line manage the Student Services Co-ordinator, who will oversee the coordination of supporting services and front-line mental health support for students.

## **Main Duties and Responsibilities**

### **Managing Referrals**

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

### **Working with Staff and Other Agencies**

- Act as a source of support, advice, and expertise for all staff.

- Act as a point of contact with the safeguarding partners.
- Inform the Headteacher and Deputy Headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult.
- 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.
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

Work with the Deputy Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:

- knowing the welfare, safeguarding, and child protection issues that children in need are experiencing or have experienced;
- identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school, this 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 and/or reasonable adjustments to help these children reach their potential.

### **Managing the Child Protection File**

- Ensure child protection files are kept up to date.
- Keep information confidential and store it securely.

Make sure records include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome;
- ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE).

Where children leave the school (including in-year transfers):

- ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE;
- consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help it put appropriate support in place.

### **Raising Awareness**

- Ensure each member of staff has access to, and understands, the school's Child Protection Policy and procedures, especially new and part-time staff.
- Work with the Governors to ensure the Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Ensure the Child Protection Policy is available publicly and parents and carers are aware that referrals about suspected abuse or neglect may be made and the role of the school in this.
- 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.

- 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.

### **Training**

- 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.
- Undertake Prevent awareness training.
- Refresh knowledge and skills at regular intervals and at least annually.

### **Providing Support to Staff**

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.
- Deliver (or facilitate) appropriate safeguarding and child protection training, including online safety, and staff responsibilities in relation to filtering and monitoring.
- Support staff during the referrals process.
- 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**

- 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.
- 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**

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

### **Filtering and Monitoring**

- Understand the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified.
- Make sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Review filtering and monitoring provision at least annually.

### **Senior Mental Health Lead**

- In conjunction with Deputy Headteacher, drive forward and embed a comprehensive strategy for mental health and wellbeing across the entire setting.
- Influence strategic decisions and ensure mental health is integrated into the school's culture.
- Draw together a team including the SENDCO and staff with pastoral responsibilities, and liaise with external mental health service providers.
- Provide training and support for staff on mental health and wellbeing issues.

### **Other Areas of Responsibility**

The Senior DDSL will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

During term time, the Senior DDSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person but can also be via phone or video call in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Senior DDSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

## **General Services**

### **Support to School**

- To provide occasional out of hours support for parents' evenings and other key events.
- To participate in the marketing of the school which includes, but is not restricted to, assisting at open events.
- Assist the Leadership Team in the event of an evacuation or drill.

### **Whole School Responsibilities**

- Be aware of, support and ensure equal opportunities for all.
- Contribute to the values and ethos of the school.
- Appreciate and support the role of other professionals valuing differences of opinion and approach.
- To establish constructive relationships and communicate with other agencies/professionals in a positive manner.
- Attend and make positive contributions in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- To assist with students' needs as appropriate, during the school day.
- Any other duties which are required and commensurate with the post.

Whilst every effort has been made to explain the duties and responsibilities of the post, each individual task may not have been identified. All staff will be expected to accept reasonable flexibility in working arrangements and comply with any reasonable request from their line manager, undertaking work or tasks of a similar level that is not specified in this job description.



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## PERSON SPECIFICATION

### Senior Designated Safeguarding Lead

Factors	Essential or desirable	Measured by
<b>Experience</b>		
<ul style="list-style-type: none"> <li>Experience in safeguarding in a school or other relevant organisation and building relationships with children and their parents, particularly the most vulnerable.</li> </ul>	Essential	AF/ I
<ul style="list-style-type: none"> <li>Experience of working effectively with relevant external agencies.</li> </ul>	Essential	AF/ I
<ul style="list-style-type: none"> <li>Demonstrate evidence of developing and implementing strategies to help children and their families.</li> </ul>	Essential	AF/ I
<ul style="list-style-type: none"> <li>Experience of handling large amounts of sensitive data and upholding the principles of confidentiality.</li> </ul>	Essential	AF/ I
<b>Qualifications</b>		
<ul style="list-style-type: none"> <li>GCSE English and Maths</li> </ul>	Essential	AF/I/ Certificates
<ul style="list-style-type: none"> <li>Accredited Senior Mental Health Lead Training (or willingness to undertake)</li> </ul>	Desirable	AF/I/ Certificates
<b>Knowledge and Skills</b>		
<ul style="list-style-type: none"> <li>Knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies.</li> </ul>	Essential	AF/ I
<ul style="list-style-type: none"> <li>Ability to work with a range of people with the aim of ensuring the safety and welfare of children.</li> </ul>	Essential	AF/ I
<ul style="list-style-type: none"> <li>Awareness of local and national agencies that provide support for children and their families.</li> </ul>	Essential	AF/ I
<ul style="list-style-type: none"> <li>Excellent record keeping skills and attention to detail, to produce reports, take minutes of meetings, and document safeguarding concerns.</li> </ul>	Essential	AF/ I
<ul style="list-style-type: none"> <li>Good IT skills, including previous use of My Concern, Class Charts, Provision Map and SIMs.</li> </ul>	Desirable	AF/ I
<ul style="list-style-type: none"> <li>Effective communication and interpersonal skills.</li> </ul>	Essential	AF/ I
<ul style="list-style-type: none"> <li>Ability to communicate a vision and inspire others.</li> </ul>	Essential	AF/ I
<ul style="list-style-type: none"> <li>Ability to build effective working relationships with staff and other stakeholders.</li> </ul>	Essential	AF/ I
<b>Personal Qualities</b>		
<ul style="list-style-type: none"> <li>Commitment to ensuring the safety and welfare of children.</li> </ul>	Essential	
<ul style="list-style-type: none"> <li>Commitment to upholding and promoting the ethos and values of the school.</li> </ul>	Essential	
<ul style="list-style-type: none"> <li>Integrity, honesty, and fairness.</li> </ul>	Essential	
<ul style="list-style-type: none"> <li>Ability to work under pressure and prioritise effectively.</li> </ul>	Essential	
<ul style="list-style-type: none"> <li>Commitment to always maintaining confidentiality.</li> </ul>	Essential	
<ul style="list-style-type: none"> <li>Commitment to equality.</li> </ul>	Essential	