

<b>School:</b>	Peel Hall Community Primary School
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This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## Job details

<b>Job title:</b>	Designated Safeguarding Lead & Senior Mental Health Lead
<b>Grade:</b>	
<b>Location of work:</b>	Peel Hall Community Primary School
<b>Directly responsible to:</b>	Head Teacher, Governing Board
<b>Directly responsible for:</b>	<p>Taking the lead role on whole school Inclusion, Safeguarding, Child Protection and Attendance</p> <p>Leading and managing the Learning Mentor, Attendance Officer, Inclusion and Wellbeing Officers and Teaching Assistants throughout the school</p> <p>Taking the lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on the children's attendance, engagement and achievement at school.</p> <p>Being the Senior Mental Health Lead across the school including being the CAMHS and Thrive in Education school link</p> <p>Planning and delivering safeguarding inductions to all new staff, students and volunteers, including continuous mentoring on safeguarding practices</p> <p>The school counsellor</p> <p>The outcomes for Looked after Children</p>
<b>Hours of duty:</b>	36 hours per week
<b>Primary purpose of the job:</b>	<p>To be the named Designated Safeguarding Lead</p> <p>To provide strategic direction and leadership which ensures the school meets their statutory responsibilities of Keeping Children Safe in Education and lead on the implementation of this strategy</p> <p>To be responsible for keeping up to date with statutory legislation and policy changes, ensuring whole school implementation of all relevant policies and legislation, and train (or arrange training for) staff as appropriate</p> <p>To work together with the Headteacher and Deputy Headteachers in ensuring that we keep children safe in the widest sense.</p>

	<p>To lead Early Help Assessments for families as appropriate</p> <p>To be responsible for the support and promotion of student attendance and punctuality.</p> <p>To be the Key Adult for Operation Encompass notifications</p> <p>To be the Named Appropriate Adult</p> <p>To manage and appraise the school Learning Mentor, Attendance Officer, Inclusion and Wellbeing Officers and Teaching Assistants</p> <p>To understand and support the school with the requirements of the Prevent duty</p> <p>To strengthen the school's work with parents and families and encourage greater parental involvement.</p> <p>Maintain the tracking and record keeping of students who are on a Child Protection Plan, Looked After or Vulnerable attending all external multi agency meetings (Child Protection Conferences, Core Groups etc)</p> <p>To support the Head Teacher and Senior Leadership Team in identifying the needs of children in order to remove their barriers to learning both inside and outside school to ensure they reach their full potential.</p> <p>To lead the monitoring and evaluation of safeguarding practice throughout the school</p> <p>To attend all appropriate Safeguarding training, and disseminate to staff, to ensure up to date best practice is applied throughout the school</p> <p>Liaise with the Virtual School team to ensure Looked after Children on role reach their full potential attending LAC reviews and PEP meetings</p> <p>Apply for grants, and implement projects, that will benefit the outcomes of students</p> <p>To perform the role of a fire warden</p> <p>To be the Young Carers Lead for the school</p>
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## **Main duties and responsibilities/accountabilities**

### **Attendance:**

- To have a strategic overview of attendance with the school
- To complete the school's annual register audit with Local Authority Education Welfare Officer
- To be responsible for the support and promotion of student attendance and take appropriate interventions when required, in relation to attendance and other issues which impact upon the educational welfare of young people.
- To scrutinise attendance/punctuality data on a regular basis in order to track and initiate appropriate action, and consider alternatives and recommendations with the line manager. To report (in a written document) half termly to the Head Teacher.
- To liaise and work closely with external agencies and other professionals in order to develop effective

strategies to improve attendance/punctuality and reduce unauthorised absence, truancy and rates of persistent absence.

- To prioritise and manage a caseload which will include complex cases involving the irregular school attendance of children who are vulnerable and/or disadvantaged in relation educational opportunities.
- To assist the school in identifying children with problems, assess the underlying causes of poor attendance and punctuality in individual cases and target resources by effective intervention to maximise attendance and improve punctuality. Effective intervention will involve liaison with parents / carers and may involve social services or other agencies to address the specific needs of individual children. It will also involve devising and developing a range of alternative actions to promote attendance.
- To visit families or invite families into the school, and keep a record of these visits, in order to pursue concerns about attendance and other welfare issues. To formulate during such visits strategies for dealing with the issue, to propose an appropriate strategy to the family and to deal with the consequences. To involve other support agencies as appropriate, including social services, educational psychologists, and medical and counselling services.
- To have current and clear working knowledge of relevant legislation in relation to attendance and child protection. Be able to advise staff, parents / carers on the implications of such legislation and its practical application to schools, students and their parents / carers. To inform the Head Teacher of new legislation.
- To understand the Behaviour/Anti-Bullying Policy in the school so that accurate advice and information can be imparted to parents when visiting homes as the representative of the school.
- To prepare and recommend legal proceedings in cases of irregular attendance and attend court where necessary.
- To develop and promote a good working relationship with the local authority staff with responsibilities for attendance.
- To assist in the preparation of regular reports for governors on attendance and punctuality.
- To act as a negotiator and mediate between school, parents / carers and students. This would include initiating and participating in meetings to discuss ways of resolving problems, which are affecting a child's attendance. To effectively maintain lines of communication often in confrontational situations.
- To use your own transport to collect children with attendance/punctuality issues when necessary.
- To liaise with and provide evidence for the Local Authority Educational Welfare Service to inform legal action where necessary
- To implement the Local Authority and school's term time holiday policy and process any resulting penalty notice referrals
- To be the first point of contact for new pupils and parents to the school

### **Safeguarding/Child Protection/Inclusion**

- To be the named Designated Safeguarding Lead
- To lead in facilitating the development of safeguarding and child protection policies, training and procedures and guidance for the school, ensuring safeguarding procedures and Early Help Assessments are in place, understood and implemented across the school.
- To be responsible for keeping up to date with all new requirements and legislation, comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- To ensure safeguarding procedures and processes are followed across the school through rigorous monitoring & challenging practice.
- Submit Child Protection referrals, as appropriate, to the Local Authority Children's Services.
- To monitor and review the implementation of the relevant policies, documentation and procedures to ensure they are adhered to, remain current and fit for purpose. Half termly report to the Head Teacher where appropriate.
- To promote good practice by encouraging and championing the policies and procedures. To receive and

coordinate referrals, arranging action and reviewing services for children and families.

- To maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection.
- To work directly with children in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers and their children in order to prevent children becoming looked after and/or suffering significant harm.
- To support the care of children where their living arrangements are at risk of breakdown (including local authority placements).
- To provide support and guidance to carers and provide planned interventions as part of agreed plans for children.
- To ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions assigned to Peel Hall Primary School from planning and intervention meetings are successfully carried out and monitored.
- To participate in regular SLT meetings supporting the Head Teacher with strategic development, share good practice and plan collaborative activities.
- To report to the Head Teacher with regards to safeguarding and training. Monthly or where need arises.
- To raise awareness of the Designated Safeguarding Lead role to parents/carers, adults and the children.
- Keep abreast of developments in the field of child protection and safeguarding by liaising with the Local Authority, attending relevant training or events and reading relevant bulletins and publications ensuring all new knowledge is shared with staff and Senior Leaders at Peel Hall Primary School.
- To ensure that Peel Hall Primary School is always presented positively within and beyond the School.
- To liaise with secondary schools and other educational establishments to support those children that may require further support after transferring to secondary school or other educational establishment, delivering transition programmes where appropriate. To complete Primary Inclusion Team Transition referrals for Year 6 pupils.
- To represent the school at child protection case conferences where concerns exist. Participate in core group meetings to plan and advise on future action. Implement core group recommendations in the field of attendance and education.
- To be the point of contact in school for all safeguarding concerns ensuring referrals to Children's Services are submitted in a timely manner where appropriate.
- To be the lead contact for external professionals with safeguarding concerns.
- To coordinate (in discussion with school / families) an Early Help Assessment where deemed appropriate. To act as the Lead Practitioner coordinating Team Around the Child/Family meetings, and to monitor all recommendations.
- To maintain high standards in record keeping, letter writing and report writing for provision to school/multi-agency forums.
- To be able to access school based computer software to obtain relevant information. To maintain accurate, detailed and up to date records.
- Responsibility for ensuring, maintain and keeping safe all detailed records of incidents of Physical Restraint are recorded legally in a bound book with numbered pages.
- To ensure systems are in place to promote the welfare and protection of young people.
- To attend strategy meetings, child protection conferences, core group meetings, Child in Need meetings, Team around the Child meetings and Looked after Children reviews, ensuring reports are written and submitted on a regular basis
- To implement actions from all multi agency meetings that are education related, including ascertaining children's wishes and feelings to share with other professionals
- To develop, implement and manage new staff, volunteers and students safeguarding induction ensuring school and government policies and procedures in relation to safeguarding are adhered to.
- To be the Young Carers champion, ensuring all staff, volunteers and students understand the role of a Young Carer

- To complete and submit a Young Carers referral for assessment and further support the Young Caring role within school and home
- To meet with the Governor responsible for Safeguarding
- To be the named Key Adult for all Operation Encompass and Operation Malmo referrals from GMP, implementing support for families as advised.
- To be the Named Appropriate Adult where necessary
- To represent the school professionally, and support school staff, at times of conflict and emotional upset during difficult circumstances and conversations with parents and professionals
- To investigate internal safeguarding concerns and complaints as directed by the Head Teacher

### **Pastoral/Inclusion**

- To strengthen the school's work with parents and families and encourage greater parental involvement. To use local knowledge and expertise to build relationships with parents and families to enable school and families to work together.
- To organise programmes focussed on early intervention and prevention with responsibility for developing family support and family learning.
- To make enquires about allegations of bullying by parents/carers and assist in the resolution of any resultant disagreements between the school and parents/carers
- To be familiar with the behavioural/anti bullying policy in the school so that accurate advice and information can be imparted to parents when visiting homes as the representative of the school.
- To pick up identified vulnerable children each morning before school and transport them to breakfast club.
- To have a full knowledge of the range of support available for pupils (e.g. activities, courses, opportunities, organisations) that could be drawn upon to provide extra support.
- To have an awareness of different groups in school (e.g. free school meals, pupil premium and looked after children) and support the work of the school to close the gap between disadvantaged children and their peers.
- To liaise frequently with SENDCo to ensure all children are provided for appropriately.
- Liaising with staff to identify learners who would benefit from mentoring;
- Implement strategies and support learners in self-esteem and confidence-building activities;
- Listening to and helping learners resolve a range of issues that are creating barriers to learning;
- Provide support for children who are excluded or who are at risk of exclusion, support for the families of those children and support for the Headteacher and SENDCo in coordinating services for those children. For example, linking with Alder Brook Primary Partnership Unit, Primary Inclusions team and the school's admissions team.
- Drawing up agreed action plans with learners, outlining the aims of the mentoring, and monitoring their progress;
- Visiting parents at home to discuss issues and problems, and running group sessions and workshops for parents at school;
- Advising parents on behaviour strategies and parenting skills;
- Networking with Local Authority colleagues and relevant external agencies;
- Liaising with relevant professionals and individuals, e.g. educational psychologists, the police, social services and other professionals;
- Organising drop-in 'offload' sessions for learners, where they can talk about a particular issue;
- Providing group activities such as anger management classes;
- Maintaining accurate records and preparing written reports and evaluations;
- Helping to secure funding to support children's learners' additional educational needs;
- Managing your own professional development through undertaking relevant training and sharing best practice with other learning mentors, Attendance Officers ;

- To assist and advise individuals in managing their behaviour in order to improve behaviour and inhibit their learning in lessons.
- To establish supportive relationships with the pupils concerned and to encourage acceptance and inclusion of all pupils.
- To accompany students on educational visits and outings.
- To develop nurture groups and lead support staff with the implementation.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of evidence.
- Secure positive family support and involvement through regular contact.
- Support the role of parents in pupils learning and contribute to/lead meetings with parents to provide constructive feedback on progress and achievement.
- To participate in Pupil Progress Meetings to support staff in the comprehensive assessment of children to identify and address barriers to learning.
- To have awareness of SEN and work closely with the SENCo to ensure that the needs of the child are being met.
- To provide effective cover supervision in a range of classes in response to unforeseen teacher absence
- To be the lead in developing the 'child's voice.' Through representation at all threshold levels (safeguarding) and for the well-being of pupils. This includes using & analysing assessment data from SDQ (Strength & Difficulties Questionnaire) and Boxall Profiles. Encouraging a culture of listening to children and taking account of their wishes and feelings.
- To carry out the duties of the school's mental health lead. This includes having an overview of all pupils in school and in managing the mental health provision where it is needed, this includes managing the external Counsellor in her role. To promote school wide emotional well-being.
- To be the school CAMHS Link and to make referrals and liaise with CAMHS where needed and necessary for pupils.
- To be the school Thrive in Education Link and to make referrals and liaise with the CAMHS I-Reach Mental Health Practitioner where needed and necessary for pupils.
- To carry out duties as the Mental Health First Aid Lead, taking the lead across the school, securing and promoting bespoke mental health programmes for both students and staff where appropriate.
- Apply for grants as appropriate to enhance the school's inclusion provision for pupils, parents and the wider community

### **Management Responsibilities**

- To be responsible for keeping up to date with statutory and local legislation and policy changes ensuring the proper implementation of all relevant policies and legislation, and train (or arrange training for) staff as appropriate
- To effectively lead and manage the school Learning Mentor, Attendance Officer, Inclusion and Wellbeing Officers and Teaching Assistants, including their deployment and evaluation
- Development, Management and implementation of the Safeguarding Induction and training for all new staff, volunteers and students including updates for all staff as appropriate
- Development, management and implementation of a whole school approach, including raising an awareness and supporting to mental health and well-being for staff, parents and pupils
- To support other schools, as requested, to implement effective strategies to improve their safeguarding, pastoral, inclusion and attendance provision.
- To develop, lead and implement whole school policies and strategies to ensure the safety and well being of all pupils and staff
- To complete the Safeguarding and Child Protection Schools Safeguarding Audit Tool
- Manage the schools safeguarding reporting system "CPOMS", ensuring data imputed by school staff is accurate, confidential and acted upon. Ensuring appropriate restrictions and access is updated and

maintained consistently.

- Manage, audit and report to the provider any funds successfully achieved from grants applied for.
- To lead the effective monitoring and evaluation of all safeguarding policies, processes and procedures across the school reporting to the Head Teacher.
- Sourcing, and at times delivering, up to date relevant professional development for all school staff

### **Safeguarding**

The postholder must be aware of child protection issues and the need for confidentiality and to identify to the named child protection colleague in school, concerns in respect of individual children.

The postholder must carry out their duties with full regard to the City Council's Equal Opportunities, Health and Safety and Community Strategy policies.

To contribute and demonstrate a commitment to the City Council's Crime and Disorder Reduction Strategy.

To undertake any other such duties that are reasonably commensurate with the level of this post

### **Review arrangements**

The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the school will expect to revise this job description from time to time and will consult with the postholder at the appropriate time.

**Date job description prepared/revised:**

**March 2024**

**Prepared/revised by:**

**Head Teacher, Mr S Lawler-Smith**

### **Person Specification**

- Designated Safeguarding Lead Level 3 qualification
- Extensive experience of working on high level safeguarding/child protection cases
- DfE Senior Mental Health Lead qualified
- Experience of handling large amounts of sensitive data and upholding the principles of confidentiality
- Expert knowledge of legislation and guidance on child protection, safeguarding, attendance and mental health, and working with young people including knowledge of the responsibilities of school and other agencies
- Advanced awareness of local and national agencies that provide support for children and their families
- Excellent record keeping skills and attention to detail, in order to produce reports and document safeguarding concerns
- Experience of leading and managing a team of professionals
- Ability to communicate effectively orally and in writing to a range of audiences
- Ability to think creatively and to anticipate and solve problems
- Ability to formulate a vision and strategy and present them effectively to the Head Teacher and Governing Board
- Ability to meet tight deadlines with significant emotional demands to keep children safe
- To work under a high level of pressure managing a demanding caseload
- Ability to challenge on a professional level where necessary

- Ability to relate well to children and adults and demonstrate very good communication skills both verbally and in writing and through the use of ICT
- Ability to build trusted relationships to facilitate communication with school staff, parents, the wider community and external professional agencies
- Proven ability to negotiate and work collaboratively with a wide range of people including children, parents & carers, school staff, the voluntary sector and other professionals
- Able to respond flexibly and adapt to changing and challenging circumstances
- Support the Headteacher in the management of change and improvement in pursuit of Key Functions
- Prioritise, plan, organise, direct and co-ordinate the work of others; build, support and work with high performing teams
- In depth knowledge of a range of interventions and strategies to address academic, social, emotional, behavioural and attendance needs
- An ability to promote good mental health and emotional well-being for staff, pupils and parents
- Work as part of a team
- Devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out, set standards and provide a role model for pupils and staff
- Seek advice and support when necessary
- Deal sensitively with people and resolve conflicts
- Commitment to equal opportunities
- Extensive experience working with children and families to remove barriers to learning