

Lower Kersal Community Primary School

A School Where Everyone Matters



School:	Lower Kersal Community Primary School
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Job title:	Designated Safeguarding Lead (DSL) & Learning mentor
Directly responsible to:	The Headteacher
Primary purpose of the job:	<p>The DSL will take lead responsibility for safeguarding and child protection across the school.</p> <p>They will advise and support other members of staff on child welfare and child protection matters, and liaise with relevant agencies, local authority and police.</p> <p>Some safeguarding matters may be delegated to deputies, although the DSL will retain lead responsibility for the work of deputies and will ensure it is completed to the highest standard.</p> <p>The DSL should have the appropriate status and authority within the school to carry out the duties of the post. The DSL will be given any additional time, funding, training and resources required to carry out the role effectively.</p> <p>The learning mentor will support and guide children and young people, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.</p> <p>They will provide suitable, appropriate and age specific support to enable children to thrive and learn effectively.</p>

Main duties and responsibilities/accountabilities.
<p>DSL responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children including:</p> <ul style="list-style-type: none"> • Meet with the head teacher on a regular basis • Refer cases of suspected abuse to the local authority children's social care. • Refer cases to Channel programme where there is a radicalisation concern. • Support staff who make referrals. • Refer a case where a crime has been committed to the police. • Keep detailed and accurate records on CPOMs of concerns and or referrals.

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- Ensure staff can access and understand the children's child protection and safeguarding policy along with Sect. 1 of Keeping Children Safe in Education (KCSIE).
- Keep head teacher informed of all child protection, safeguarding and welfare concerns including any police investigations.
- Liaise with the HT, case manager and LADO for child protection concerns in all cases where a member of school staff is involved.
- Liaise with the local authority, School Co-ordinator and Early Help Team and other agencies.
- During term time the DSL/Deputy should always be available during school hours, for staff to discuss any safeguarding
- DSL to ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff. Temporary staff (including supply staff) and volunteers are made aware of the school's arrangements for safeguarding children at the commencement of work.
- New staff will receive school based safeguarding and child protection training during induction.
- Ensure that the school operates within the legislative framework and recommended guidance.
- Ensure all staff and volunteers are aware of the Greater Manchester and Salford Safeguarding Procedures.
- Develop effective procedures to work with the Early Help Team, Children's Social Care, police, health services and other services to promote the welfare of the children and protect them from harm.
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents or refer to The Bridge.
- Liaise and work with The Bridge over suspected cases of child abuse.
- Ensure that the SSCP challenge and Escalation policy is shared with all staff and how it is used by the school when professional disagreements cannot be resolved.
- Liaise with other school staff to ensure the safety and wellbeing of pupils (IT lead, SENDCo, Mental Health Lead).
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place and are passed securely should a child move to another provision.
- Attend and submit reports to child protection case conferences and contribute to decision making. Attend subsequent core group meetings.
- Effectively monitor children about whom there are concerns, including notifying the Early Help Co-ordinator.
- Notify Social Care of an unexplained absence of a child subject of a child protection plan.
- Promote educational outcomes by keeping staff aware of welfare, safeguarding or child protection issues any child is or has experienced.
- Ensure all staff are enabled and supported to recognise the signs of neglect and understand the impact of neglect on children.
- Ensure all staff are enabled and supported to recognise the signs of child exploitation, whether sexual or criminal and how to respond.

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- Support teaching staff to identify the additional challenges that impact all children with a social worker and the additional academic support and adjustments that they could make to support these children.
- Monitor the well-being, academic achievement and progress of all pupils who have a social worker.
- 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.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online (e.g. bullying, grooming and radicalisation) and are confident they have the capability to support SEND children to stay safe on line.
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are on line at home.
- Provide guidance for parents, children and staff about obtaining suitable support and advice in respect of concerns about the child's welfare.

Learning Mentor Responsibilities:

- Support and enhance existing provision in order to increase learning, participation and encourage social inclusion for a given cohort
- Provide pastoral support to pupils
- Develop and maintain effective and supportive mentoring relationships with nominated children and young people and those engaged with them
- Support pupils in and out of the classroom on a personalised timetable
- Develop one-to-one mentoring arrangements with pupils and provide support for distressed pupils
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Attend to pupils' personal needs and provide advice to assist in their social, health and hygiene development
- Contribute to the comprehensive assessment of children and young people entering educational establishments and the review of their progress and achievements. Consistently feedback to the SENCo and SLT.
- Contribute to the identification of barriers to learning for individual children and young people and provide them with a range of strategies for overcoming their barriers
- Maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for children and young people
- Assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement
- Operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them

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- Work as directed with the families and carers of children and young people who have identified needs
- Assist the teacher with the development and implementation of Individual Education / Behaviour / Support / Mentoring plans.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Attend and participate in regular meetings
- Supervise pupils on visits, trips and out of school activities as required

Training:

- DSL/Deputy receive regular and relevant training relating to all aspects of child protection and safeguarding.
- In addition to formal training, DSL will update their formal training (i.e. Refresher training, on-line training, e-bulletins, sharing best practice with other DSL's along with taking time to read and digest safeguarding developments at regular intervals, but at least annually).
- DSL to attend all Designated Person Seminars on behalf of the school (if DSL unavailable arrangements made for the Deputy to attend).
- DSL ensure all staff receive regular safeguarding and child protection updates (e-mail, staff meetings).
- Ensure all staff receive regular safeguarding and child protection updates (e.g via e-mail or staff meeting) as required, but at least annually.

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 post holder at the appropriate time.

Job description submitted for Job Evaluation in January 2024.

Postholder:

Headteacher: S Steward