

Job Title: Assistant Safeguarding Lead – Education	Role Profile Number: SBC_11737
Grade:	Date Prepared: January 2023
Directorate/Group: Education Inclusion and Achievement Team	Reporting to: Education Safeguarding Lead
Structure Chart attached:	No

Job Purpose

Working with the Lead Safeguarding Adviser to offer a consultation and advice service which will support schools and education settings to fulfil their statutory duties in relation to safeguarding and meet the requirements set out in Keeping Children Safe in Education 2022.

To work with The Lead Safeguarding Adviser, colleagues and senior managers to develop the Council's processes and practices with regard to safeguarding in schools and education settings and within the inclusion and achievement team to ensure that the work of the Council delivers the Council's vision and priorities.

Promote the effective dissemination of safeguarding information, guidance and statutory requirements to early years providers and education settings.

To liaise and work with statutory, private and voluntary providers, Children's Social Care, Early Help Services, the virtual school, EOTAS and the MASH to ensure that vulnerable children and young people receive the right support at the right time.

Key Accountabilities

- To disseminate the most up to date safeguarding information, guidance and statutory requirements, through briefings for designated safeguarding Leads (DSLs) /Head teachers, Safeguarding in Education newsletter, online access to resources, exemplars and further guidance and policy development produced by Swindon Borough Council in relation to safeguarding.
- To support the Lead Safeguarding Adviser to provide guidance and support for Designated Safeguarding Leads and Head teachers, including support for Designated Safeguarding Leads in following the correct procedures when responding to incidents where a child may be at risk of abuse or harm at school or within the community.
- To support and advise Education settings in their preparation for Ofsted inspection of safeguarding.

- To monitor compliance in Education in relation to safeguarding procedures alongside statutory requirements, including provision of safeguarding audit tool for completion by schools and validation of safeguarding audit outcomes.
- To provide professional expertise and challenge in complex safeguarding cases and where there is dispute between practitioners, supporting them to use the SSP escalation policy.
- To actively work with services providing support for vulnerable pupils and liaise closely with the MASH to collate data and understand demand trends in relation to safeguarding. To use information from MASH to feedback to schools, improve practice, to understand trends and emergent training response requirements.
- To support Education settings to engage with the Early Help Strategy for Children in Swindon to ensure that children have their needs identified at an early opportunity and the correct support is put in place through coordinated Early Help response, including the completion of Early Help Assessments and undertaking the role of Lead Professional.
- To support the Lead Safeguarding Adviser in communicating and evaluating the availability and quality of appropriate training available to Designated Safeguarding Leads.
- Work with the Lead Safeguarding Adviser, managers and senior leaders to identify and quantify safeguarding performance measures and indicators to measure progress towards the delivery of the Council's vision and priorities
- To contribute to the writing, ongoing development and review of operational policies and procedures for safeguarding both within the agency and with partner agencies
- Work with the Lead Safeguarding Adviser to monitor standards of safeguarding practice in education settings and ensure any concerns are acted upon and escalated to Senior Managers.

To model and facilitate strong, effective working partnerships with other safeguarding leads and managers locally and regionally.

To support and evidence the quality assurance of safeguarding work

Provide termly safeguarding briefings for Designated Safeguarding Leads (DSL's) and Head teachers

- Provide single agency training for those who are new to the role of DSL
- Prepare and disseminate monthly school safeguarding newsletters
- Follow up safeguarding concerns from Ofsted

Monitor and evaluate schools' safeguarding and child protection practice

- Monitor and give feedback on Governing Bodies' Annual School Safeguarding Audit (self-evaluation)
- Support and assist schools to deliver actions arising from Ofsted reports
- Act upon safeguarding data available from MASH and feedback from Children's Social Care in relation to joint working with schools

Provide support to schools/follow up issues with schools

- Safeguarding advice/support/supervision for individual schools via Microsoft Teams, telephone and email in line with SSP Guidance including the Escalation Policy
- Support regarding the “Feeling Safe” survey (Primary and Secondary)

Knowledge & Experience

Candidates must have substantial knowledge and experience in the following areas of business and will be required to provide evidence of this:

- Extensive and demonstrable knowledge and understanding of safeguarding legislation procedures and practice as related to education and early years settings including Ofsted inspection requirements.
- Experience of working across a range of schools or settings for example in an advisory or support role
- Experience of successful independent and team working, effective report writing and professional development delivery.
- Successful experience of multi-agency working
- Ability to identify opportunities, initiate new ideas in planning and demonstrate effective partnership working.
- High level of influencing, negotiating, challenge, advocacy skills and fulfilling the role of critical friend.
- Strong IT skills are a requirement for this role. Commitment to the protection and safeguarding of vulnerable children and adults and working knowledge of relevant procedures.
- Ability to organise and prioritise work appropriately and to work flexibly under pressure to both self-determined and prescribed deadlines.
- Excellent communication skills (written & verbal) · Effective listening and interpersonal skills
- Effective prioritisation and organisational skills

Qualifications

- Safeguarding qualifications as relevant
- Level 5 qualification

Decision Making

- Judgements of the effectiveness of school/settings safeguarding practice
- Judgements of school safeguarding audits and providing recommendations for improvement
- Use research skills to identify key policy changes

Creativity and Innovation

- Communicating complex research and evaluation information in a way which is accessible to a wide range of audiences

- Challenging established ways of working and existing procedures and developing innovative solutions to the Council’s approach to use of intelligence
- Devise and contribute to relevant local internal and external training programmes

<u>Job Scope</u>	Budget Holder	Yes/No
Number and types of jobs managed <ul style="list-style-type: none"> • • 	Responsibility	
Typical tasks supervised/allocated to others <ul style="list-style-type: none"> • • 	Asset Responsibility:	

Contacts and Relationships *(how the role relates to the work of others i.e. officers, groups, committees, general public, members, partner organisations, internal and external contacts of the council)*

- The role will involve contacts with Governors and Management Boards, headteachers, senior staff in schools/settings and DSLs.
- The role will involve close working with education, early help and social care staff as needed and required
- The role will involve working with external partners such as the police, community and voluntary sector agencies, Ofsted and others as appropriate.
- Wide range of audiences both internal and external including children, young people, families, front line practitioners, councillors, politicians, senior leaders from within the council and statutory partners including Health, Education and Police.
- Commitment to user-centred restorative/relationship strength based approaches.
- Understanding, commitment and role model for all anti-discriminatory practice.

Other Key Features of the role

(working environment / emotional / conditions i.e. regular outside work, unpleasant or hazardous conditions, practical demands such as standing, carrying or working in constrained positions, potential verbal abuse and aggression from people, or risk of injury).

Employee Signature:	Print Name:
Date:	
Line Managers Signature:	Print Name:
Date:	