

Job Description

Designated Safeguarding Deputy/ Family Worker Grade 5 21 hours per week

The postholder will report to the Designated Safeguarding and Attendance Lead, Inclusion Manager and the Headteacher. Apart from other colleagues in the school, the main contacts of the job are Designated Safeguarding Lead, Headteacher, Inclusion Manager, teaching staff, other support staff, pupils, children, parents, members of the community and other visiting staff.

Main Purpose of the Job:

To support the Designated Safeguarding and Attendance Lead in facilitating the development of safeguarding and child protection policies, training and procedures and guidance for the setting, ensuring that the CP Policy is reviewed annually by the Governing Body. To oversee the attendance of all pupils across the school, identifying patterns of absence and vulnerable groups and providing support and challenge for families. To be knowledgeable about the support that is available to families and to support and signpost those in need.

Main Duties and Responsibilities

Safeguarding role:

1. To regularly undertake appropriate Child Protection Training in order to:
 - a. Understand the assessment process for providing Early Help and intervention, e.g. through locally agreed common and shared assessment processes such as early help assessments.
 - b. Have a working knowledge of how the LA conducts Child Protection Case Conferences and be able to attend these and contribute effectively in the absence of the Designated Safeguarding Lead.
 - c. Ensure each member of staff has access to and understands the school's Child Protection Policy and Procedures, especially new and part time staff.
2. Under the direction of the Designated Safeguarding Lead, to receive and coordinate referrals, arranging action and reviewing services for children and families.
3. To maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection. Ensuring that all records are forwarded to any new school the child may attend.
4. 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.
5. To support the care of children where their living arrangements are at risk of breakdown (including Local Authority placements).
6. To provide support and guidance to carers and provide planned interventions as part of agreed plans for children.

7. To ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions assigned by setting from planning and intervention meetings are successfully carried out and monitored.
8. To liaise with the Headteacher to inform them of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
9. To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
10. To ensure that the setting is always presented positively within and beyond the setting and to encourage a culture of listening to children and taking account of their wishes and feelings on any measure the school might have taken to protect them.
11. Work closely with commissioning Children and Families Social Workers along with developing links with and utilising resources of the community as part of agreed plans for children.
12. Attend and participate in Child Protection Conferences and planning and Review meetings whilst working closely with colleagues in Children's Services as required, some of which may take place out of normal working hours. This will include negotiating between child, family and commissioning worker to identify the support package required.
13. Plan and complete professional assessments of need and risk in respect of parents and carers using the Department of Health and the Local Authority criteria for children in need and significant harm.
14. To maintain confidentiality at all times.
15. To contribute to service development, including supporting the delivery of new staff induction package and arrangements for all staff training.
16. Identify vulnerable children within the setting and ensure that all staff are made aware of who these children are.
17. To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
18. To support the completion of the annual Section 175 Audit.
19. To converse at ease and provide advice in accurate spoken English is essential for the post.

Attendance role:

1. Ensure daily attendance registers are accurate and complete, and follow up with staff members about any incomplete data.
2. Follow up on any unexplained absences with parents/carers, escalating issues as appropriate in line with school procedures.
3. Initiate and oversee the administration of absence procedures, for example letters home, attendance clinics and engagement with local authorities/other external agencies and partners.

4. Manage the process of issuing penalty notices to parents.
5. Maintain accurate records of communications with parents/carers and relevant interventions.
6. Build and refresh knowledge of the school's MIS and other relevant systems.
7. Produce and interpret attendance reports for school leaders, identifying key statistics, reasons for absence and any patterns of concern.
8. Track attendance of vulnerable groups of pupils and share information with school leaders.
9. Identify pupils that need additional support to improve their attendance.
10. Work with school leaders to identify appropriate interventions to improve attendance for particular groups or individual pupils.
11. Work with school leaders to develop and revise the school's attendance policy.
12. Implement children missing education (CME) procedures when appropriate.
13. Coordinate meetings with pupils and parents/carers to implement interventions and track progress.
14. Build positive relations with parents/carers to encourage family involvement in their child's attendance.
15. Identify, and where possible, mitigate potential barriers to attendance in partnership with families.
16. Carry out home visits, where necessary, to address attendance concerns for individual pupils.

Family Support Worker role:

1. To act as the lead point of contact for the parents/carers of pupils receiving additional support.
2. Maintain regular communication with specific parents/carers and provide personalised support for families through issues as they arise.
3. Put interventions in place to encourage parents/carers' involvement in supporting pupils' development and progress.
4. Support families on the cusp of requiring the involvement of statutory services through the Early Help Assessment process.
5. Keep up to date on the latest services available in the local area so you can promote and signpost parents/carers to these via a range of communication channels (e.g. social media, newsletters, in meetings, etc).
6. Carry out home visits, where required.
7. Implement and monitor progress of action plans, working with parents/carers to make adjustments to support as necessary.
8. Provide personalised support for parents/carers to help manage transition for their child.

9. Take a lead role in the planning and delivery of weekly Stay and Play sessions for pre-school children and their parent/carers.
10. Take a lead role in the planning and delivery of weekly Young Carers sessions.
11. Support parents/carers through the application process for accessing local services and help them attend relevant meetings.
12. Attend local network meetings as necessary.

Where the postholder is disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable job redesign will be pursued.

Person Specification

Designated Safeguarding Deputy/ Family Support Worker Grade 5

For this job we are looking for:

Experience of working with parent/carers, children and young people and/or schools and settings.

Experience, knowledge and understanding of appropriate current relevant legislation, policy and guidance documents, including the Common Assessment Framework, Child Protection, Children's Acts, Youth Matters etc.

Excellent oral and written communication skills.

Demonstrable problem solving, decision making, influencing and analytical skills.

Experience working with children / young people with additional needs (e.g. special educational needs (SEN) and disabilities, behavioural needs, mental health needs)

Experience of working openly and collaboratively with parents/carers, multi-agency colleagues and professionals and understanding of the issues around confidentiality.

Knowledge of the barriers to learning that pupils may face

Excellent facilitation skills for meetings with individuals and groups.

Demonstrable ability to deal calmly with confrontation and to recognise and clarify misunderstandings.

Competent IT skills, including word processing and database use.

Ability to plan, prioritise and organise own work efficiently and effectively in order to meet deadlines.

Ability to create good relationships with children, staff, parents and external agencies

Ability to manage a range of tasks and multiple priorities with confidence.

Ability to travel to various sites.

Knowledge of available support services in the local area

The role holder must have a command of spoken English which is sufficient to enable the effective performance of the role, including the ability to speak with confidence and accuracy and the ability to listen and respond appropriately dependent on the audience.

Personal Style and Behaviour

Tact and diplomacy in all interpersonal relationships with the public and colleagues.

Ability to establish and maintain positive relationships that generate confidence and respect.

Self-motivation and personal drive to complete tasks to required timescales and quality standards, with an appropriate awareness of confidentiality.

Ongoing commitment to inclusive education practices and equality of opportunity.

The flexibility to adapt to changing workload demands and new organisational challenges, (including flexibility with time in emergency situations.)

Drive, tenacity, good time management, and an ability to maintain focus, objectivity and sound judgement to achieve desired outcomes.

Ability to work under pressure and prioritise effectively.

Personal commitment to ensure services are equally accessible and appropriate to the diverse needs of pupils.

Personal commitment to continuous self and service development.

Team player with a positive attitude and the ability to inspire and motivate.

A positive commitment to the implementation of Equal Opportunities through all aspects of work.

Committed to safeguarding, equality, diversity and inclusion.

Willingness to comply with all school policies and uphold the ethos of the school.

Willingness to consent to and apply for an enhanced disclosure check.