



JOB TITLE: Safeguarding and Mental Health Officer (DDSL)
SCHOOL: Longdendale High School
RESPONSIBLE TO: Deputy Head Culture
GRADE: NJC Grade H
HOURS: 36 Hours per week – TTO Plus 15 days

Responsibilities and Key duties

- Support the Head of School and Deputy Headteacher for Inclusion in ensuring that Safeguarding culture and practices are robust and both support and promote the welfare of all students
- To deputise for the Designated Safeguarding lead in their absence.
- Act as a champion of the school's safeguarding policy and procedures by supporting all staff in having access to and understand them.
- Contribute to the school safeguarding policy and review process
- Have strategic and operational oversight of CPOMS for the recording and tracking of matters relating to student welfare
- Engage relevant external agencies to support effectively and efficiently in response to safeguarding concerns
- Ensure the effective delivery of relevant training for staff and that effective monitoring and evaluation is on-going and responsive to emerging priorities
- Ensure that effective training is delivered to all staff in relation to safeguarding and MHWB, including through the induction process
- To work effectively as a member of the senior pastoral leadership team to ensure excellent leadership and management of the school
- Ensure that robust systems are in place to monitor, track and report all safeguarding matters and that appropriate robust actions are in place
- To lead the student and staff wellbeing and mental health strategy
- Oversight of the Inclusion Team in relation to safeguarding.
- To assist the Deputy Headteacher for Inclusion in the design, implementation and evaluation of strategies to improve student safeguarding and MHWB, both in classrooms and around the school
- To be a point of advice and expertise for the pastoral team in responding to instances of safeguarding and MHWB
- To work with the Inclusion Team to ensure that students with social, emotional and behavioural difficulties are identified so that they may be treated with equity and receive the support that they need in order to succeed.
- Be a visible, proactive presence around the school, promoting positive behaviour and ensuring the smooth day-to-day running of the school
- Engage actively with parents and carers, to ensure that they are able to play a full role in supporting student welfare and positive attitudes
- linking with EWO and welfare visits
- Training and signposting support for parents
- Safeguarding audit
- Support with DSL with fluid emerging needs and linking into year groups for assemblies etc.
- Maintaining Inclusion updates, EHA overviews and reviews
- Link for LAC

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Reporting and responding to safeguarding concerns:

- Triage referrals from staff and notify the DSL of cases that require immediate action
- Recognise how to identify signs of abuse and when to make a referral.
- Respond appropriately and promptly to disclosures or concerns relating to the well-being of a child.
- Refer allegations or cases of suspected abuse to the relevant higher-level investigating agencies, ensuring they have access to the most relevant up to date information.
- Refer cases to the police as and when necessary.
- Liaise with the DSL to inform them of any issues and ongoing investigations.
- Assist the DSL with the tracking and accurate up to date record keeping for students under Social Care, Child Protection, Looked After or Vulnerable with external agency intervention
- Ensuring that meetings are held in accordance with the regulations that are laid out by Child Protection plans and then chasing the appropriate documentation once these meetings have been completed
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Be an administrator along with the DSL for CPOMS and staff online training delivery and organise the setting of passwords, queries and audits etc. Ensure renewal of above courses are completed within relevant timescales.
- Assist the DSL in creating training resources for safeguarding to be used by the staff and the students
- Supporting the Pastoral Team with home tuition including medical tuition managing the process from initial referrals, completing paperwork, providing medical evidence and liaising with parents and medical professionals.
- Assist with the distribution of information on safeguarding to staff
- Assist with the upkeep of safeguarding notice boards and displays, website and safeguarding literature
- Support staff induction and inset training in safeguarding procedures including; caretakers, cleaners, support staff and external partners.
- Offer advice to staff with regard to routine safeguarding issues and take appropriate action.
- Maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals
- Supporting SLT and HoY and Pastoral Managers with children experiencing multiple barriers and complex needs to find effective solutions for diverse vulnerable groups of students
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- 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 Inclusion team and SEND team 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 head of school 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
- 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 or reasonable adjustments to help these children reach their potential

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Agency working

- Establish links with relevant external agencies
- When the DSL is unavailable attend and contribute effectively to Child Protection conferences, attend Emergency Strategy Meetings, Child in Need meetings, Early Help, and planning and review meetings; including those taking place out of normal working hours.
- Liaise with the LA and follow up any referrals made.

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; and 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 them put appropriate support in place.

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.

Mental Health and Wellbeing:

- Developing a whole school approach to support mental wellbeing
- Contribute to the planning of the teaching about mental health and wellbeing through a programme of PSHE
- Playing a key part in identifying emerging mental health needs of students by:
- Making sure staff can recognise signs and symptoms of mental health needs in students and know what to do should they have a concern
- Referring those students on to health professionals for appropriate specialist support and treatment by:
- Having a clear process to follow where a concern is raised about a student's mental wellbeing
- Developing links with specialist mental health services
- Knowing what local and national help and support is available in order that these can be signposted to students and their families to access help and support
- Supporting and managing students with mental health needs in the school environment and in their learning by:
- Ensuring staff are equipped with the skills to support and manage students with mental health needs in their learning
- Where appropriate, sharing information about students who are experiencing any mental health issues with those who work with them in school so that they can be supported in the school environment
- Attend senior mental health lead training to acquire new knowledge and maintain an accurate understanding of the landscape of best practice in school mental health and wellbeing

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- Oversee the development of effective mental health and wellbeing provision in line with the government guidance for senior mental health leads
- Identify gaps in our mental health and wellbeing strategy and source relevant external expertise in response to these gaps where no feasible internal solutions exist
- Work closely with other members of school leadership team on the development and implementation of school's approach to mental health and wellbeing. Where necessary linking the approach to other policies and processes, for example safeguarding, behaviour, attendance and attainment
- Develop and lead an effective early intervention and prevention strategy that enables all students to access support for their mental health and wellbeing
- Coordinate the school's provision for student's mental health needs, including oversight of interventions where they are being delivered by staff
- Oversee the mental health and wellbeing interventions that take place in school. In practice, this could mean; developing pathways to support for more vulnerable young people with mental health or other needs; coordinating the delivery of specialised interventions within a school or college and liaising with external agencies such as local CAMHS, Mental Health Support Teams or local community provision.
- Evaluate the outcome of interventions on students' wellbeing and attainment to understand what is working and make any necessary changes to ensure effective support is provided.
- Develop cross curricular approaches that support students through the promotion and protection of wellbeing.
- Develop training and teaching tools to aid in the delivery of our mental health and wellbeing objectives and responsibilities to staff members, ensuring a consistent school wide approach
- Work collaboratively with a team of key staff members who can support the implementation of whole school mental health and wellbeing.
- Champion and always promote staff wellbeing. Including providing staff wellbeing training or support where necessary.
- Gather input from key stakeholders on what advice they would value and what their specific concerns may be.
- Maintain a publicly visible policy that sets out how the school supports students' mental health and wellbeing.
- Develop and implement embedded processes that increase positive mental health and wellbeing
- Assess staff mental health needs confidentially through staff surveys, feedback and by maintaining clear channels of communication.
- Create and implement a policy that sets out how the school promotes wellbeing for its staff, and address the areas of school culture that impact on staff wellbeing.

Key Skills

- Versatility and flexibility of own leadership style, having an awareness of different styles and in which circumstances it is appropriate to adopt an alternative approach
- Strong interpersonal, written and oral communication skills
- Strong organisational skills, including; The ability to delegate, the use of effective time management and the ability to prioritise
- Genuine passion and belief in the potential of every student
- The ability to demonstrate unconditional positive regard towards young people
- Strategic thinking and the potential to adopt an entrepreneurial approach to the role
- An educational vision aligned with the school's high aspirations and high expectations of themselves and others
- Confident and effective presentational skills during public speaking
- Deliver excellent assemblies and open evenings / parents' evenings
- Skilful management and maintenance of working relationships with parents and other stakeholders
- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of under performance

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- Up to date knowledge of key legislation and the ability to disseminate effectively as required
- Highly motivated and positive individual that is passionate about positive mental health and wellbeing
- Experience in leading school change programmes and initiatives
- Empathetic individual who can work alongside others in a compassionate and non-judgemental manner
- Committed to their own ongoing learning and development
- Clear communicator who can work alongside stakeholders in many different contexts.

GDPR

To adhere to GDPR and Data Protection Regulations, whilst maintaining confidentiality.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time

General responsibilities

- To work consistently to uphold the school's vision and values and those of the Trust.
- To work in a cooperative and appropriate manner with all stakeholders
- To work with students and parents in a courteous, positive, caring and responsible manner at all time.
- To work with visitors to the school in such a way that it enhances the reputation of the school.
- To seek to improve oneself and others
- To present oneself in a professional way that is consistent with the values and expectations of the school.
- Comply with policies and procedures relating to child protection, health, safety and welfare, confidentiality, data protection and safeguarding, reporting all concerns to an appropriate person.
- Be aware and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/works/aims of the school
- To act as an ambassador of Stamford Park Trust and Longdendale High School.

Other specific duties

- To promote the safeguarding of children and follow all safeguarding and child protection related policies.
- To play a full part in the life of the school community to support its mission and values and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the School's Health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by the Headteacher not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

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The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Progress on all aspects of the job will be reviewed on a regular basis with targets identified and agreed within the performance management process.

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 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 Academy will expect to revise the job description from time to time and will consult with the post holder at the appropriate time.

Suitable training will be provided to develop specific qualities which will emerge as the post holder starts the job.

Stamford Park Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.