



JOB DESCRIPTION

JOB TITLE: Deputy DSL & Student and Families Welfare Officer

Purpose:	<ul style="list-style-type: none">• To engage with vulnerable students, families, and external agencies in order to formulate a package of support to remove barriers to learning and improve outcomes.• Under guidance from the Designated Safeguarding Lead, to implement robust safeguarding and child protection policies, procedures, and practices as a key member of the schools safeguarding team.• To Deputise for the Designated Safeguarding Lead as needed• Promote a culture of confident and proactive safeguarding in our school community to ensure policies are effectively implemented.
Reporting to:	Designated Safeguarding Lead
Responsible for:	Students and families at risk or a concern regarding welfare or safeguarding Students identified as L4
Liaising with:	<ul style="list-style-type: none">• Educational Welfare Officer / DDSL• Teaching/Pastoral Staff including Senior Progress Coordinators, Year Leads• Support Staff including inclusion team, PP Lead, Safeguarding administrator, attendance administrator, Hub Classroom Lead, Assistant Heads of Key Stage• External Agencies
Working Time:	37 hours a week Term time plus 10 days Equivalent to 40 weeks
Salary/Grade:	Grade 7 Scale 20 to 25 £25,991 to £29,577 per annum pro rata (subject to April 22 increase) Actual salary £22,779-£25,992
Disclosure level	All positions are subject to an enhanced DBS check as standard practice.
Date	July 2022



MAIN (CORE) DUTIES

The specific duties and responsibilities pertaining to the Student and Family Welfare Officer/ DDSL are to be read in conjunction with the School's Safeguarding Policy, Attendance Policy, Behaviour Management Policy and related Protocols which should be complied with at all times.

DDSL: Safeguarding Role

- Act as Deputy Designated Safeguarding Lead;
- To complete/Maintain County accredited safeguarding training at DSL L3
- To attend operational safeguarding meetings;
- To attend Strategy meetings, Child Protection conferences, core groups and other professional meetings as required;
- Respond promptly to disclosures or concerns relating to the wellbeing of the student;
- Ensure information is shared with the DSL in a timely way, liaising on complex or urgent safeguarding concerns to ensure all measures are taken to safeguard students.
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- Help promote educational outcomes by sharing information with teachers and about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing
- Have a clear understanding of the risk factors of poor attendance, substance misuse, ACES, Discrimination, and community context on safeguarding children. Recognise signs of abuse and when to make a referral
- Act as a point of contact with the safeguarding partners
- 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 partner agencies following concerns raised, including the Channel Programme, Local Authority Children's services, Social Care, health or Police so that children's needs are considered holistically. Have a strong working knowledge of Levels of intervention and local services and support, referral procedures and informed consent for information sharing and referral.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- 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
- Keep detailed, accurate, secure written records of concerns and referrals
- Make sure records include:
 - A clear and comprehensive summary of the concern
 - Details of how the concern was followed up and resolved
 - A note of any action taken, decisions reached and the outcome



	<ul style="list-style-type: none"> Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners. Provide comprehensive written reports for external agencies, when and if required;
Support for Staff	<ul style="list-style-type: none"> To contribute to strategic discussions concerning vulnerable students and their progress and outcomes; To contribute to staff training; To advise staff on strategies to support vulnerable students; To work alongside YLs and LMs to improve outcomes for vulnerable students; To model best practice in terms of developing effective relationships with vulnerable students; To work in partnership with the Behaviour Lead Officer in making appropriate in-school provision for vulnerable students; To liaise closely with the Educational Welfare Officer and Attendance administrator, to develop strategies, along with their families, to improve attendance of vulnerable students; To encourage students to interact with others and engage in activities led by the Teaching staff.
Support for Students and families	<ul style="list-style-type: none"> To act as a point of contact in school for students and families in need of support; To signpost support for students and families and liaising with the appropriate professionals including the Education Inclusion Service and Early Help, when pupils may be in need of additional support. To build effective relationships with vulnerable students and families; To provide opportunities for students to engage with the school by sourcing or/and initiating support and learning opportunities; To establish good working relationships with students, acting as a role model and setting high expectations; To provide consistent support to all students, responding appropriately to individual student needs; To promote inclusion and acceptance of all students; To promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure; To draw on specialist skills/training/experience to support students; To support students returning to lessons with restorative practices; To support resolving incidents involving vulnerable students and encourage them to take responsibility for their own behaviour in line with established school policy; To complete joint home visits if needed with EWO or PP Lead, to support students or families who are struggling with attendance, Mental or physical health. To be available to support students during the lunch/break period to help them in resolving issues and developing and responding to personal, social, and emotional issues; To support students' emotional, social and personal well-being to ensure they are ready for learning; Encourages a culture of listening to children and taking account of their wishes and feelings in terms of what the school does to protect them;



	<ul style="list-style-type: none"> • Support life chances of disadvantaged students.
Administration	<ul style="list-style-type: none"> • To ensure record keeping in accordance with the policies and procedures in place in school, including case studies and paperwork for case conferences; • To keep detailed, accurate and secure written records of concerns confidentially and separately from student records on the EduKey platform. These should include a chronology of concerns, referrals, meetings, phone calls and emails. • Supply professional reports to external agencies when required; • Ensure that relevant, detailed, and accurate written records, referrals, and concerns are shared with the DSL and securely archived.
Other related duties	<ul style="list-style-type: none"> • To maintain high standards of confidentiality • To provide opportunities for families to engage with the school before their child begins to establish support during initial visits when possible; • To maintain regular contact with families of children receiving support to encourage positive family involvement in the child's learning; • Respond to MASH enquiries; • Understand the referral and assessment process for Early Help, Graduated Pathway and intervention; • To remain aware and work within all relevant school working practices, policies and procedures • To establish constructive relationships with parents/carers of vulnerable students and communicate information signposting appropriate support provision as required.
Essential Skills & Qualification	<ul style="list-style-type: none"> • A comprehensive working knowledge and understanding of all aspects of safeguarding practice including and not restricted to Level of Need thresholds, recognising the different forms of presenting safeguarding needs; • Experience and exposure to the challenges of children/student mental health in an educational setting; • Knowledge of support mechanisms from the Local Authority included CIN, CPP Looked After and Care Leavers; • Ability to communicate with young people, both individually and in a group setting; • Ability to motivate and engage young people to address the difficulties they are experiencing at home/school that affect their ability/willingness to learn; • Ability to assess the needs of young people and their families and to work with other agencies to formulate packages of support; • Coaching and counselling skills and/or attributes; • Able to build constructive relationships with parents and carers; • Able to develop and maintain close links and work effectively with staff both within and beyond the school; • Able to gather information and produce reports; • Confident basic user of ICT. Must be numerate and well organised; • Good planning and organisational skills and a flexible approach to the management of work;



	<ul style="list-style-type: none"> • Excellent communication skills both written and oral and the ability to communicate effectively with staff and students; • Ability to prioritise own workload.
Essential personal attributes	<ul style="list-style-type: none"> • Ability to work as part of a team and on own initiative and with resilience; • Self-motivating with the ability to multi-task; • Good interpersonal skills, and the ability to enthuse and motivate others; • Good interpersonal skills and ability to work with people at all levels; • Flexible and adaptable.
Practical Skills	<ul style="list-style-type: none"> • To carry out administrative tasks associated with all of the above duties. • Ability to communicate with young people, both individually and in a group setting; • Able to build constructive relationships with parents and carers; • Able to develop and maintain close links and work effectively with staff both within and beyond the school; • Able to gather information and produce reports; • Confident basic user of ICT. Must be numerate and well organised; • Good planning and organisational skills and a flexible approach to the management of work; • Excellent communication skills both written and oral and the ability to communicate effectively with staff and students; • Ability to prioritise own workload. • Ability to assess the needs of young people and their families and to work with other agencies to formulate packages of support. • Coaching skills
Staff Development	<ul style="list-style-type: none"> • To take part in the school's staff development programme by participating in arrangements for further training and professional development; • To engage actively in the Performance Management Review process.
EMPLOYEE RESPONSIBILITIES: <ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example; • To promote actively the school's corporate policies; • To comply with the school's Health and Safety Policy and associated working procedures, undertaking risk assessments as appropriate; • To comply with the School's Equal Opportunities and Diversity Policy and to ensure that it is implemented within the service area of the post; • To comply with the School's Data Protection Policy and Code of Practice within the service area of the post; • To support the school in meeting its legal requirements for worship; • To show high expectations of all students and staff; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising educational achievements; 	



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

HEALTH AND SAFETY

To ensure that all health and safety instructions are followed and that all reasonable care is taken not to do anything that might endanger the postholder or others; to report to the line manager, or person in authority any dangerous situations in the workplace or any perceived shortcomings in health and safety arrangements.

Chosen Hill School operates a No Smoking policy.

SPECIAL CONDITIONS

This job description sets out the duties of the post at the date when it was drawn up, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Some flexibility in the pattern of hours worked is required with a willingness to potentially undertake working outside of the normal daily hours to meet the school needs.

The actual dates that the “plus days” attached to this position will be worked should be agreed following discussion and agreement with the Line Manager.

Chosen Hill School is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

VERIFICATION

I agree that this job description conveys an accurate description of this job.

Agreed : _____ (Postholder) **Date:** _____

Agreed : _____ (Line Manager) **Date :** _____

Agreed : _____ (Assistant Head, Resources) **Date :** _____



July 2022
