

Job Description for Designated Safeguarding Lead



Job Title	Designated Safeguarding Lead
Responsible For	Dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies.
Job Purpose	The Designated Safeguarding Lead (DSL) must be an appropriate senior member of staff, from the school leadership team. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies. The Designated Safeguarding Lead need not be a teacher but must have the status and authority within the management structure to carry out the duties of the post. Whilst deputies can carry out delegated activities, the ultimate lead responsibility remains with the designated safeguarding lead. The lead responsibility cannot be delegated.
Duties	<p>Manage referrals</p> <ul style="list-style-type: none"> • refer cases of suspected abuse to the local authority children's social care as required; • support staff who make referrals to local authority children's social care; • refer cases to the Channel programme where there is a radicalisation concern as required; • support staff who make referrals to the Channel programme; • refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and • refer cases where a crime may have been committed to the Police as required <p>Work with others</p> <ul style="list-style-type: none"> • act as a point of contact with the three safeguarding partners • liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations; • work closely with the School Business Team to ensure all processes and procedures with regard to safeguarding and safer recruitment are in place and adhered to; • as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member; • liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and act as a source of support, advice and expertise for all staff. <p>Raise Awareness</p> <ul style="list-style-type: none"> • ensure the school's child protection policies are known, understood and used appropriately; • ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this; • ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and • link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements. • help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with teachers and school

	<p>leadership staff. The role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.</p>
Training	<p>Training should be updated at least every two years.</p> <p>The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.</p> <p>Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:</p> <ul style="list-style-type: none"> • understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements; • have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so; • ensure each member of staff has access to, and understands, the school child protection policy and procedures, especially new and part time staff; • are alert to the specific needs of children in need, those with special educational needs and young carers; • understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations; • understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners; • are able to keep detailed, accurate, secure written records of concerns and referrals; • 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; • are able to 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 online at school; • can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online; • obtain access to resources and attend any relevant or refresher training courses; and • encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.