



Safeguarding & Inclusion Officer

Job Description

Job details

Salary: Grade 12/11 depending on experience

Hours: 8:30 am– 3:45pm with one evening until 4:15pm (34.25hrs per week, 40 weeks of the year)

Contract type: Permanent

Reporting to: Inclusion Lead & SENDCo

Main purpose

The Safeguarding & Inclusion Officer will:

- Take lead responsibility for safeguarding and child protection across the school (including online safety).
- Take the lead to triage safeguarding concerns and associated actions on a day-to-day basis.
- Lead on strategy discussions and inter-agency meetings, ensuring reports are compiled through discussions with appropriate staff members and completed accurately and in a timely manner
- Advise, support and train other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.
- Design and implement training packages based on current staff knowledge and changes to legislation.
- Report to, and work regularly with, the DSL (the Deputy Headteacher).
- Take a lead in managing reportable behaviour in the school in line with our Behaviour Policy.
- Take a lead responsibility for pupil attendance ensuring individualised actions are implemented and clear impact is seen.
- Take a lead in inclusion meetings: identifying strengths and barriers and implementing further support.
- Build positive relationships with pupils, families and colleagues to ensure professional, honest communication and challenge where necessary
- To work collaboratively with pupils and families to promote positive behaviour among all pupils, and to help pupils overcome barriers to learning such as challenging behaviour. To plan, deliver and evaluate the impact of behaviour interventions.
- To work with external agencies as required.

Duties and responsibilities

Safeguarding

Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care or other supporting agencies which may include completing EHAs (Early Help Assessments)
- Refer cases where there is a radicalisation concern
- Refer cases to the police where a crime may have been committed
- Take the lead on identifying additional family support required and ensure referrals are made to all other agencies.

- Take the lead on raising professional differences with Children's Social Care and other agencies. Ensuring all decisions are evidenced and challenged where necessary

Working with staff and other agencies

- Act as a source of support, advice and expertise for all staff
- Take the lead with all safeguarding partners including teams that support Children Looked After
- 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 senior mental health lead and the Inclusion Team
- Lead on 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 headteacher/deputy 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 and contribute to the school's termly Inclusion Meetings
 - 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

Managing Child Protection Records

- Lead to ensure child protection records are kept up-to-date through the use of MyConcern
- Keep all information confidential and store securely
- Analyse and report to SLT and governors on safeguarding termly
- Draw up action plans with the DSL/DDSL where needed to address any areas for improvement. This includes completing the annual Safeguarding Audit and any associated actions.
- 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 all 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 pupils leave or join the school (including in year transfers):
 - Ensure their child protection file is securely transferred within 5 working days, with a receipt of confirmation
 - Contact lead professionals where appropriate to share any additional information, to ensure appropriate support is in place

Support & Training

- Undergo Level 2 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 and any other deemed necessary depending on local safeguarding contextualised factors.

- Lead staff, governor and volunteer yearly training (and regular updates) and to ensure they, understand their role in safeguarding, the school's child protection policy and KCSiE
- Attend Local Authority Designated Safeguarding Lead Update Training termly, disseminate and take appropriate action.
- Take the lead to support and advise staff and help them feel confident on welfare, safeguarding and child protection matters and how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

- Lead on information sharing, both within the school, with other schools on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Complete the annual Virtual Safeguarding Audit and action accordingly

Attendance

- Take the lead to monitor attendance daily and take appropriate action accordingly eg phone calls and home visits
- Work with families and pupils to identify barriers to attendance and support accordingly eg hold attendance meetings
- Lead monthly attendance meetings and prioritise actions for pupils who are considered to be persistently absent or families where attendance and lateness is of concern and ensure the attendance policy is implemented. Maintain appropriate records.
- Make referrals to supporting agencies such as Education Safeguarding Service
- Work with the attendance administrative assistant to co-ordinate effective communication
- Ensure National guidelines are implemented when a child is considered to be CME (Child Missing from Education)
- Promote excellent attendance using rewards such as attendance stickers to ensure school attendance is at least in line with National guidelines for all pupils as well as specific groups such as Pupil Premium
- Monitor and report the impact of attendance strategies to SLT

Behaviour

- Coach, mentor and empower pupils to be able to make informed choices about their own learning, behaviour and attendance, and to understand the links between these
- Build and maintain productive relationships with all pupils, acting as a role model and mentor

- Plan, deliver and evaluate the impact of activities to use directly with pupils with challenging behaviour in a variety of settings, including one-to-one, small group and/or whole-class support. Coach staff to participate in delivering these activities
- Lead the plan of action for pupils suspended or otherwise not working to a normal timetable; support the reintegration of pupils who have been absent due to suspension
- Be the first port of call for staff when a pupil is becoming dysregulated. Support staff in identifying the antecedence and appropriate support moving forward. Ensure appropriate records are kept
- Analyse and report on behaviour incidents termly; draw up action plans with SLT where needed to address any areas for improvement

Work with parents/carers

- Build and maintain positive relations with all parents/carers, particularly those hard to reach, to encourage families to take an active role in pupils' learning
- Liaise with parents/carers to discuss strategies that can help promote positive behaviour
- Design, implement and deliver key contextual safeguarding training to parents and their wider families.

Work with external agencies

- Make referrals and participate in regular meetings with various outside agencies as appropriate, including social services, child mental health services (CAMHS), education welfare and educational psychologists

Other areas of responsibility

- Oversee the maintenance and training programme for the school mini bus

Person specification

CRITERIA	QUALITIES
Qualifications and training	• GCSE (or equivalent) in English and maths
Experience	• Experience of safeguarding in a school or other relevant organisation, ideally including: ○ Building relationships with members of the community, particularly the most vulnerable ○ Working and communicating effectively with relevant agencies ○ Encouraging good safeguarding practice throughout a team of people • Demonstrable evidence of developing and implementing strategies to help children and their families • Experience of handling large amounts of sensitive data and upholding the principles of confidentiality • Experience in an external agency where safeguarding is important such as the police force or children's social care
Skills and knowledge	• Expert knowledge of legislation and guidance on safeguarding and working with young people • Ability to work with a range of people with the aim of ensuring the safety and welfare of children • Awareness of local and national agencies that provide support for children and their families • Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns • Good IT skills, including previous use of word and basic excel • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships with staff and other stakeholders
Personal qualities	• Commitment to ensuring the safety and welfare of children • Commitment to upholding and promoting the ethos and values of the school • Integrity, honesty and fairness • Ability to prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to equality

This job description may be amended at any time in consultation with the postholder.

Last review date: January 2026

Next review date: Spring Term 2028

Headteacher's signature: _____

Date: _____

Postholder's signature: _____

Date: _____