

## Safeguarding Officer

The role of a Safeguarding Officer is paramount in upholding the safety and well-being of every child within an educational setting. This critical position is at the heart of ensuring that all children are protected from harm, can develop healthily, and grow up in an environment of secure and effective care. You will be a central figure in implementing robust safeguarding practices, acting as a key point of contact for concerns, and driving proactive measures to create a secure and nurturing space for all pupils.

### Core Purpose

The core purpose of the Safeguarding Officer is to lead and facilitate the highest possible levels of safeguarding and well-being for all pupils. This involves protecting children from maltreatment, preventing impairment of their mental and physical health or development, ensuring they grow up in circumstances consistent with safe and effective care, and taking decisive action to enable all children to achieve the best possible outcomes. You will be instrumental in supporting the Senior Leadership Team to embed a culture of vigilance and care, ensuring that every individual who comes into contact with children understands and fulfils their safeguarding responsibilities.

### Key Areas of Responsibility

#### 1. Case Management and Intervention

- Act as a primary point of contact for all safeguarding referrals, responding promptly and appropriately whether received in person or via digital platforms.
- Make timely and accurate referrals to external agencies, including Children's Social Care (Local Authority Front Door), Police, health services (e.g., NELFT, nursing team), mental health support (e.g., North Kent Mind, counsellors), and other relevant organisations (e.g., NSPCC).
- Complete MASH requests within designated timeframes and provide essential support to students affected by Operation Encompass incidents.
- Play a key role in providing comprehensive support to vulnerable students and adults, including young carers, those with Child Protection (CP) plans, children in need, Looked After Children (LAC), and those identified as at risk.
- Monitor the attendance of vulnerable students, including LAC and those with safeguarding concerns, liaising closely with curriculum staff to provide non-academic support interventions where required.

- Plan and deliver short-term safeguarding interventions and professional development through one-to-one and group work for referred learners on a range of critical issues affecting young people (e.g., Keeping Children Safe in Education, suicide prevention safety plans and risk assessments, consent and healthy relationships, peer-on-peer abuse, e-safety, female genital mutilation, child sexual exploitation).
- Conduct one-to-one well-being sessions with students who are raised as a concern, offering a safe space for support.
- Support with the development and implementation of risk assessments and safety plans for identified vulnerable students.

## **2. Liaison and Compliance**

- Represent the Academy at external multi-agency safeguarding meetings, maintaining and creating robust links with external support agencies to refer students as appropriate or offer expert advice.
- Act as a key liaison for external agencies relating to safeguarding and well-being issues.
- Ensure all safeguarding referrals are meticulously monitored and updated on relevant systems (e.g., Bromcom, Filehound) on the same day, with all relevant logs accurately maintained.
- Write detailed reports on safeguarding concerns, interventions, summaries, or actions, ensuring all entries are reviewed and systems are consistently monitored and updated.
- Refer cases of suspected abuse to the Local Authority children's social care as required, adhering strictly to statutory guidance.
- Refer cases where a crime may have been committed to the Police as required.
- Refer cases where there is a radicalisation concern to the Channel programme as required.
- Act as the key link person and contribute actively to the Academy's Prevent Plan.
- Remain meticulously up-to-date with all current and new statutory legislation, safeguarding briefings, and relevant guidance from the Local Authority.
- Contribute to the School Improvement Plan and lead on safeguarding priorities, driving continuous improvement.

## **3. Training and Development**

- Maintain regular liaison with teaching staff to ensure safeguarding topics are fully embedded within the curriculum and form time.
- Contribute to the provision of guidance and information offered by the Safeguarding and Well-being Team.
- Attend Safeguarding and Practice Development meetings to monitor and standardise practice, share information and good practice, and plan and implement improvements and lessons learned.
- Lead, manage, quality assure, and embed safeguarding practices effectively across the Academy.
- Support the Senior Leadership Team with Ofsted compliance related to safeguarding.

# Person Specification – Inclusion Manager

This section outlines the essential and desirable attributes for the Safeguarding Officer role:

## Qualifications and Training

### Essential:

- Educated to GCSE level standard or equivalent (English and Maths A\*-C grade or equivalent).
- Evidence of continuous professional development related to safeguarding children and vulnerable adults.

### Desirable:

- Accredited training in specific areas such as domestic abuse, child sexual exploitation, or online safety.
- Formal qualification in social work, youth work, or a related field.

## Experience

### Essential:

- Proven experience of working in a safeguarding role, preferably within an educational setting or a similar environment.
- Experience of working with and supporting children and families facing safeguarding concerns.
- Experience of report writing and meticulous case management.
- Experience of communicating effectively and sensitively with children, families, and professionals in complex situations.

### Desirable:

- Experience in conducting safeguarding investigations and assessments.
- Experience in delivering safeguarding training to staff.
- Experience of multi-agency working at an operational level.
- Experience in contributing to policy development within a safeguarding context.

## Knowledge and Understanding

### Essential:

- Comprehensive knowledge of current legislation, statutory guidance, and best practice in safeguarding children and vulnerable adults (e.g., Keeping Children Safe in Education, Working Together to Safeguard Children).
- Understanding of the roles and responsibilities of various agencies involved in safeguarding (e.g., social services, police, health services).
- Knowledge of the impact of adverse childhood experiences (ACES) and trauma-informed practice.
- Understanding of GDPR and Data Protection relating to sensitive information.

- Knowledge of online safety and associated risks.
- Understanding of the PREVENT duty.

**Desirable:**

- Knowledge of specific safeguarding challenges prevalent within educational settings.
- Understanding of the local safeguarding landscape in Kent and SE England.
- Knowledge of specific needs relating to SEND students and safeguarding.

## Skills and Abilities

**Essential:**

- Exceptional communication and interpersonal skills, with the ability to build immediate rapport and trust with children, families, and professionals, often in highly sensitive situations.
- Strong analytical and critical thinking skills, enabling the effective assessment of complex safeguarding concerns and the formulation of appropriate actions.
- Meticulous attention to detail and outstanding organisational skills, crucial for accurate record-keeping and managing multiple cases effectively.
- The ability to work both independently, demonstrating initiative and sound judgment, and collaboratively as part of a dedicated team.
- Excellent IT skills, proficient in using safeguarding management systems and producing detailed reports.
- Proven ability to manage a demanding workload, prioritise urgent tasks, and meet strict deadlines.
- Strong problem-solving capabilities, with a calm and methodical approach to resolving intricate issues.

**Desirable:**

- Proficiency in data analysis to identify trends and inform preventative strategies.
- Advanced negotiation and influencing skills for effective multi-agency collaboration.

## Personal Qualities

The Safeguarding Officer will possess an **unwavering moral compass** and a **profound sense of responsibility** for the welfare of children. They will exhibit **exceptional integrity, discretion**, and the **utmost professionalism** when handling highly sensitive and confidential information. This role demands an individual with **remarkable resilience** and **emotional fortitude**, capable of **remaining objective** and **compassionate** whilst navigating challenging and potentially distressing situations. They will be **meticulously organised** and **possess an acute attention to detail**, ensuring every aspect of safeguarding is handled with precision and care. Above all, they will be driven by an **unshakeable commitment to protecting children**, demonstrating unwavering dedication to ensuring every child feels safe, heard, and supported.

## Safeguarding of Students and Duty of Care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education](#) document ([Department of Education](#)).

## Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.