**Job Description for Children's Welfare Officer**

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| Job Title: | **Children's Welfare Officer** |
| Contract Information: | Permanent<br>37 hours per week<br>Working hours are Monday – Friday 8:00 – 16:00 (with a 30-minute unpaid lunch break and 30-minute early finish once a week)<br>Term time plus two weeks |
| Responsible to: | Headteacher |
| Responsible for: | Family Worker |
| Terms & Conditions: | NJC, Support Staff Terms and Conditions |
| Salary Range: | NJC Grade 7 Scale Point 25 – 29 (Actual salary between £33,634 - £36,870) |
| Other: | 2 months' notice period. |

**Background & Vision:**

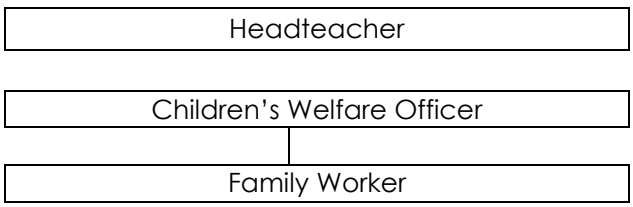
Lowerplace Primary Academy is a three form entry school, transitioning to become a two form entry school by 2030. The school has recently joined the Hollingworth Learning Trust.

The vision for Lowerplace is Inspire and Achieve Together. We believe that learning should be engaging, developing a sense of curiosity and wonder that inspires our children to both develop a lifelong love of learning and the determination and resilience to achieve their full potential.

**Purpose of the Job:**

- To be the named Designated Safeguarding Lead / DDSL for the school.
- To be an integral part of the School Leadership Team (SLT).
- To act as lead professional, under the supervision of the Headteacher, SLT and the Governing Board, in all matters relating to Children's Welfare, including safeguarding and child protection.
- To represent and make informed and measured decisions on behalf of the Headteacher on matters relating to child welfare, including those at Child Protection Conferences and meetings, and during Court proceedings.
- To provide, or signpost, effective programmes of work for and with children and families within the school.
- To manage workloads effectively and efficiently, prioritising and responding to urgent need.

**ORGANISATIONAL CHART**



**CONTROL OF RESOURCES**

**Personnel:** **Family Worker**

**Financial:** **None**

**Relationships (internal and external):**

Internal:
1. Teaching and support staff within the academy
2. Users of the academy
3. Voluntary helpers
4. Student

External:
1. Parents/Carers
2. Visitors to the Academy

**Health & Safety**
The post-holder is responsible for their own health, safety and welfare and that of others within their care, in accordance with the academy's policy and the Health and Safety at Work Act, 1974.

**Training and Development**
The post-holder will be responsible for assisting in the identification of and undertaking his or her own training and development requirements, in accordance with the academy's Performance Management framework.

**Equipment/Materials**
To be responsible for the safe use and maintenance of equipment/materials used by the post-holder. To adhere to rules and regulations relating to the use of ICT, email and internet/intranet access.
The operation of general office equipment, ICT systems and the orderly storage of stationery and office supplies.

**KEY DUTIES AND RESPONSIBILITIES:**

- Alongside the Headteacher and Deputy Headteacher, take a lead in the protection of children from abuse and evaluate the risk of abuse, neglect, failure to protect and harm to self and others.
- To provide a regular summary to the Headteacher, Deputy Headteacher, SLT and Governing Board on all matters relating to safeguarding and Child Protection.
- To be the Designated Safeguarding Lead / DDSL in school, taking responsibility on a daily basis for all matters relating to children's welfare.
- Following analysis and assessment of need, plan and implement targeted intervention programmes of agreed work with children/young people aged 3-11 and their families.
- To deliver, and signpost, programmes of work, open to all families around matters such as children's behaviour and support for learning.
- To provide a range of effective services to children/young people and their families, be this advice and information; working with them directly, and/or signposting them to accessing a range of resources from other agencies.
- To manage and maintain all records relating to children and family welfare, ensuring confidentiality and that these are fully compliant with legally binding guidance and directives, determined nationally and locally.
- To keep abreast of, and adapt own and school practice, according to legal frameworks and legislation relating to children's welfare, including attendance, child protection, safeguarding and admissions.
- To prepare, deliver and lead training to all school staff as required, on issues relating to children's welfare, sharing own 'expert knowledge'.

- To prepare and present reports of a written and verbal nature, for a variety of audiences including: courts and legal action; Child Protection Case Conferences, and Governing Board meetings.
- To act as a Lead Professional on CAFs, as required.
- To operate within networks, developing and sustaining effective working relationships with staff within other agencies.
- To liaise with, and work collaboratively with, other service and agency colleagues.
- To establish, form and sustain relationships with families, carers and children, interacting with individuals, families, carers, groups, the community and others to affect and achieve positive change and address problems that impede the welfare of children and their subsequent development.
- To take the lead on promoting good (and better) attendance. Keeping a record of pupils arriving late and those being collected late. Meet regularly with the Headteacher regarding attendance and hold attendance panels with parents.
- To be the Designated Safeguarding Lead / DDSL in school and to undertake the following tasks in line with the Keeping Children Safe in Education Guidance.

**Managing referrals:**

- Refer all cases of suspected abuse to Rochdale Children's Social Care or
- The LADO for child protection concerns (all cases which concern a staff member),
- The Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- The Police (cases where a crime may have been committed).
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

**Training:**

- The Designated Safeguarding Lead / DDSL should receive appropriate training carried out every two years in order to:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- 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's child protection policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- 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.

**Raising Awareness:**

- The Designated Safeguarding Lead / DDSL should ensure the schools policies are known and used appropriately:
- Ensure the schools child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Board 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 or college in this.
- Link with the local RBSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

- Where children leave the school, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

**General Responsibilities:**

- The post-holder must ensure, full commitment to the Academy/Trust vision, values and key priorities.
- The post-holder must perform their duties in accordance with the academy's Equal Opportunities Policy.
- To comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To be aware of, support and ensure equal opportunities for all.
- To appreciate and support the role of other professionals.
- To contribute to the Academy/Trust ethos, aims and development/improvement plan.
- To attend meetings within the Trust, at its Academies and external events as required.
- To participate in training and other learning activities and performance development as required.
- To recognise own strengths and areas of expertise and use these to advise and support colleagues.
- To assist with the organisation, routines and upkeep of the working environment.
- To support with administrative duties as required.
- To maintain confidentiality always in respect of academy-related matters and to prevent disclosure of confidential and sensitive information.
- Other duties, commensurate with the grade of the post.
- To ensure strict confidentiality in all areas of work.
- To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018.
- To understand and comply with the statutory guidance regarding safeguarding of children, ensuring the safeguarding and promotion of children's welfare at all times and reporting any concerns to the Designated Safeguarding Officer immediately.
- The post-holder will work across the Trust and spend time at each of the Academies, when required.
- The post-holder will be expected to carry out their duties with due regard to current and future Academy/Trust policies, procedures and relevant legislation. These will be drawn to the post-holder's attention during the recruitment process, induction, staff code of conduct, ongoing performance development and through Trust communications.

Lowerplace Primary Academy expect employees to work flexibly within the framework of the duties and responsibilities above. This means that the post-holder may be expected to carry out work that is not specified in the job profile but which is commensurate with the grade of the role within the remit of the duties and responsibilities.

**This job description will be reviewed to reflect the plans, growth and development of the academy.**

**<u>Information for all applicants / post holders:</u>**

Lowerplace Primary Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment.
The successful candidate will have to meet the person specification and will be required to apply for an enhanced DBS disclosure.

We particularly welcome applicants from under-represented groups, including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion.

We follow a strict pre-employment process in line with Safer Recruitment / Keeping Children Safe in Education Guidelines. All appointments are subject to satisfactory pre-employment checks.

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| Signed | *Post holder* | Date |
| Signed | *Line Manager* | Date |

**Person Specification**

**The key for our method of assessment is:**

**Application form = A  Certificates = C  References = R  Interview Process = I**

| **Professional Qualifications / Training** | **Method of Assessment** |
|---|---|
| **Essential**<br>• To possess GCSE English and Mathematics at Grade A*- C or Level 9-4, or an alternative Level 2 qualification in Literacy and Numeracy.<br>• A Level 4 qualification in a relevant discipline (NQF or QCF 2010 or RQF 2015) Or a minimum of 5 years' proven experience of working in a role focused on the welfare and safeguarding of children and young people, such as within the police, education welfare services, social care, a Teaching Assistant at a higher level within a school setting or a related statutory or voluntary sector.<br>• Recent working and demonstrable experience of working with vulnerable children, young people and families; planning and delivering targeted intervention programmes as per needs.<br>• Experience of working within the child protection system.<br>• Experience of multi-disciplinary work with children/young people and their families.<br>• A recent and up to date working knowledge, experience and understanding of legal frameworks and legislation linked to children's welfare, including safeguarding, attendance, school admissions, and SEND.<br>• Have a working knowledge of an effective safeguarding recording system using this for both operational and strategic/analytical purposes. (How Identified: Application Form/ Checking of Certificates)<br>**Desirable**<br>• Experience of leading programmes such as Webster Stratton, Strengthening Families, Incredible Years etc.<br>• Regular and recent professional development in safeguarding and child protection. | **A, I, C for all within this section** |

| **Skills, Abilities and Experience** | **Method of Assessment** |
|---|---|
| **Essential**<br>• Knowledge about methods of effective work with children and families.<br>• Working knowledge of Children's Social Care Services' role and responsibilities to children/young people and their families.<br>• Able to effectively and appropriately engage with children/young people and their families.<br>• Knowledge and understanding about the needs of vulnerable children.<br>• Manage, organise and maintain records relating to individual children and families.<br>• Prioritise, plan and organise own workload, including in stressful situations.<br>• A high level of interpersonal skills used with pupils, adults and professionals.<br>• Excellent verbal and written communication and presentation skills.<br>• Knowledge of CAF process; Children's Social Care Assessment Protocols; School Admissions Code and SEND policies.<br>• Ability to collate and analyse information and data, preparing reports for a number of audiences.<br>• Competent use of Microsoft Word, Excel and other computer packages.<br>• Experience of attending and contributing to Child Protection Case Conferences.<br>• Experience of contributing to Core Groups, Child in Need (CIN) and CAF meetings.<br>• Ability to chair and minute meetings.<br>• Experience of working in a fast paced environment.<br>• A solution focused approach to work.<br>• Skills and Experience of using ICT solutions to support efficiencies across your role.<br>**Desirable**<br>• Knowledge and understanding of Child Development across the Primary Age Phase. | **A, R & I for all within this section** |

Hollingworth Learning Trust expects employees to work flexibly within the framework of the duties and responsibilities above. This means that the postholder may be expected to carry out work that is not specified in the job profile, but which is commensurate with the grade of the role within the remit of the duties and responsibilities.