

JOB DESCRIPTION – CHILDREN & FAMILY OFFICER & DEPUTY DESIGNATED SAFEGUARDING LEAD

School: The Friars Primary School

Grade: 3B (25-27)

Directly responsible to: Headteacher, School Business Manager and Senior Children and Family Officer

Directly responsible for: DSL Duties, Welfare assistants under supervision from the Children & Families Lead

Hours of Duty: 36 hours per week (term time only), 8am – 3.50pm two days a week & 8.10am – 4.30pm three days a week (1-hour lunch)

Primary Purpose of the Job:

To work with the Headteacher, Senior Leadership Team & Children & Families Officer in addressing the needs of children who need help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential. To support the management of the team of welfare assistants. To be the responsible person for identifying, supporting and monitoring the care of pupils with medical conditions throughout the school. Being a Deputy Designated Safeguarding Officer. Managing and supporting high levels of punctuality and attendance

Main Duties and Responsibilities/Accountabilities:

- To lead and manage the welfare assistants for a portion of lunchtime and to provide lunchtime support. To develop the skills and practice of the Welfare Staff
- To be the school's 'Getting Help'* champion taking a lead role in co-ordinating a 'Team around the child', working with school staff, SENCo, Families and external agencies e.g TAF meeting. (* phrase taken from the section in the Salford Safeguarding Partnerships)
- To take a lead role in developing and implementing whole school safeguarding policies including sharing the role of named person for Safeguarding with the Headteacher
- To organise programmes focussed on early intervention and prevention with responsibility for developing family support and family learning
- To work as part of a 'Team around the child', working with school staff, SENCo, Families and external agencies
- To be jointly responsible for writing and implementation of the schools attendance policy working alongside the LA and to implement action plans that aim to improve pupil's punctuality and attendance. To act as the 'first response' for children who are absent.
- To work alongside the attendance lead to provide administration, reports, analysis and governor information where required
- To maintain regular contact with families/carers of children receiving support and to encourage positive family involvement in the child's learning
- Provide a support service to families/carers within the local community
- Support the school in developing a range of strategies for promoting parental support to aid children to learn, improve their emotional well-being, encouraging positive behaviour and good attendance, including helping to develop cluster-wide policy and practice
- Work with school staff and other professionals to develop parent's skills and confidence in being able to support their child's learning at school and at home, to manage their child's behaviour and attendance, and promoting emotional well-being
- Support families with a range of learning, emotional, behavioural or attendance needs

- Design, develop, deliver and assist with workshops for parents and groups of children to address their academic, emotional, behavioural or attendance needs
- To lead forest schools sessions in KS1/KS2
- To build up a full knowledge of the range of support available for pupils (e.g. activities, courses, opportunities, organisations) that could be drawn upon to provide extra support
- To provide office administration duties when required.
- To liaise with secondary schools and other educational establishments to support those children that may require further support after transferring to secondary school or other educational establishment, delivering transition programmes where appropriate
- To develop and maintain effective communication between key staff groups within the school and between the school and wider community
- To lead an appropriate team in securing external validation of various aspects of well-being e.g. Emotional Friendly Settings status
- To network with other professionals and share good practice with other agencies (e.g. Team Around the Family, Thrive in Education, LA training)
- To run clubs/pastoral sessions within the school and on three days after school
- To carry out home visits/delivery of children to support services in order to completely fulfil the main roles and responsibilities contained within the whole job description
- Develop constructive relationships and communicate with other agencies/professionals.
- To develop and maintain effective communication across the school.
- When required, to be the first point of contact for all customer enquiries and promote a welcoming environment to all visitors and callers.
- To be clear and polite to visitors, respecting their diverse needs, maintaining the confidentiality and sensitive nature of all enquiries

SAFEGUARDING RESPONSIBILITIES ALL STAFF

- The postholder must be aware of child protection issues and the need for confidentiality and to identify to the named child protection colleague in school, concerns in respect of individual children
- To be aware of and 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 support the protocols and systems that are in place to address the needs of children with special educational needs and 'children in need' as defined by the Children Act
- To ensure child protection procedures and processes are followed across the school

Review Arrangements:

The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the council will expect to revise this Job Description from time to time and will consult with the postholder at the appropriate time.

Job description prepared April 2026 by the Headteacher

Agreed by Postholder:

Signed Headteacher:

Signed Postholder:

PERSON SPECIFICATION

- Ability to relate well to children and adults and demonstrate very good communication skills both verbally and in writing and through the use of ICT.
- Evidence of ongoing Safeguarding Training
- A commitment to ongoing professional development including Designated Safeguarding Lead training, Forest School training and Mental Health Training
- Be able to analyse and present a variety of data
- Manage projects including timescales
- Knowledge of and ability to use in-school systems such as CPOMS & Arbor
- Proven ability to negotiate and work collaboratively with a wide range of people including children, parents & carers, school staff, the voluntary sector and other professionals
- Qualification or equivalent experience of current safeguarding procedures and practices
- In depth knowledge of all relevant legislation including the 1989 Children Act, Children Act 2004 Keeping Children Safe, Working Together to Safeguard Children 2013, Keeping Children Safe in Education 2025
- Experience of working with a range of multi agency professionals
- Ability to formulate ideas and solutions, generate innovative practice and present them effectively to Headteacher
- Ability to persuade, motivate, negotiate and influence
- Able to respond flexibly and adapt to changing and challenging circumstances
- Ability to maintain strict confidentiality of information received and processed as part of the job role
- Support the Headteacher in the management of change and improvement in pursuit of Key Functions
- Prioritise, plan and organise direct and co-ordinate the work of others; build, support and work with high performing teams
- In depth knowledge of a range of interventions and strategies to address academic, social, emotional, behavioural and attendance needs
- Work as part of a team
- Devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out set standards and provide a role model for pupils and staff
- Seek advice and support when necessary
- Deal sensitively with people and resolve conflicts
- Commitment to equal opportunities
- Open-minded and receptive to new ideas, approaches and challenges

