

JOB DESCRIPTION

Post Title	Safeguarding Administrator
Salary Scale / Grade	Scale 4, point 7-11
Hours / Weeks per year	37 hours per week; Term time plus 1 day only
Responsible to	Lead Safeguarding Officer

Purpose:

This role is key to developing an effective safeguarding culture across the school. Supporting the lead safeguarding officer in the administration associated with all safeguarding and child protection matters arising at the school and supporting all other staff with the administration for any child protection concerns that arise.

Key functions

- Provide a confidential, full and responsive secretarial and administrative support service to include such things as producing standard letters, taking telephone messages, email correspondence, making diary appointments and making arrangements for visitors in relation to Safeguarding and pastoral matters.
- Provide administrative support in meetings with the Designated Safeguarding Leads as and when required.
- Maintain computerised systems for student data, logging relevant data etc. and create reports for student tracking.
- To maintain systems for cross referencing this data and assist the DSL in analysing it for Safeguarding purpose.
- Maintain specific Safeguarding student records, ensuring all information is up to date and readily accessible for other colleagues.
- Liaise with primary/feeder schools and external services ensuring that all Safeguarding and pastoral information is received, recorded and shared appropriately
- Forward safeguarding information to other establishments when a student leaves the school.
- Receive and check Safeguarding files for new students arriving in school, including Year 7 cohort in September
- Completing Early Help referrals with input from DSL and parent on behalf of DSL
- Completing referrals to other agencies e.g. school health, CAMHS etc. with input from relevant colleagues
- Note taking and acting as a witness in student interviews
- Preparing student reports ahead of LAC and CIN / CP meetings (for example) and sending these reports to relevant agencies and stakeholders
- Diarising follow up checks with students where appropriate
- Minuting the weekly Team Meetings
- Receiving incoming calls on behalf of the DSL regarding safeguarding cases / issues from:
 - Parents
 - Social workers
 - Local Authority
 - Other schools

- o Other agencies such as police, health, family service etc
- Triage disclosures from staff or students and assign to appropriate DSL using CPOMs
- Uploading to CPOMS, minutes from external and internal meetings and letters received from outside agencies
- Maintain list of students on CIN CP and LAC
- Managing the safeguarding diary
- Track safeguarding training records with Operations Manager and HR
- Ensure new staff are trained on Safeguarding
- Monitoring the IT filtering system and forwarding genuine safeguarding concerns to the DSL
- Carry out any other duty as may be required to ensure the smooth operation and running of the school

Training

The safeguarding team should receive appropriate child protection training every two years (and refresh their knowledge and skills through network meetings, email updates and documents on an ongoing basis, but at least annually) 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
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations.
- Understand the unique risks associated with online safety, and support those responsible for ICT at the school to keep children safe whilst they are online at school.
- Recognise the additional risks faced by children with special education needs and disabilities (SEND), including when online (for example, from bullying, grooming and radicalisation) and be confident they have the capability to support SEND children to stay safe.
- Understand and support the school with regard to the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage and promote 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.

Safer Recruitment

- Undertake safer recruitment training, and support the school in achieving best practice in recruitment and selection of staff.

Audits, evidence and reporting

- Creating and maintaining files of safeguarding evidence, including to support Ofsted inspections.
- Creating reports for SLT, Governors and the safeguarding team from CPOMS when required

Pupil Outcomes

- Maintain a culture of high aspirations for all pupils who are currently experiencing, or have previously experienced welfare, safeguarding and child protection issues.
- Support all staff to identify the challenges that pupils in this group might face and the additional academic support and interventions required to best support these children.

Working with others

- Be a point of contact with Lead DSLs
- Working proactively with the with key staff including SENDCo, Attendance Lead, Thrive Practitioners and any other key staff within the school and on matters relating to safety and safeguarding.

General

- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality, and data protection.
- Be aware that all pupils have equal access to opportunities to learn and develop.
- Participate in training and other learning activities as required and to participate in appraisal and professional development.

Review:

This job description is subject to annual review and / or change at other times in response to identified needs. It is expected that the post holder will undertake additional duties, as required, and in agreement with their line manager, to operate in a flexible environment.

PERSON SPECIFICATION

QUALIFICATIONS AND TRAINING

- GCSEs in English and Mathematics (Grade C/4 or equivalent)
- Currently qualified as a Designated Safeguarding Lead, or previously held an accredited safeguarding qualification
- Additional qualifications demonstrating experience of supporting children and/or their families with additional needs
- Counselling qualification
- Mental health training
- First aid certificate

EXPERIENCE

- Experience of working with or caring for children in a group setting of relevant school age
- Experience of working with children and families in difficulty or crisis
- Experience of working with students with additional needs
- Experience of safeguarding procedures
- Experience of working with staff at all levels to achieve organisational objectives
- Understanding of quality assurance processes and procedures to ensure delivery of a high-quality service
- Experience of working with external agencies
- Demonstrable experience using Google software, including Google Docs and Google Sheets
- Record-keeping and administrative experience
- Experience of working in an educational setting
- Experience of implementing and operating safeguarding policies and procedures
- Experience of handling large volumes of sensitive data and maintaining confidentiality

KNOWLEDGE AND UNDERSTANDING

- Understanding and experience of key safeguarding principles
- Understanding of child development
- Experience of using attendance and safeguarding systems within schools (e.g. CPOMS)
- Knowledge and experience of relevant legislation, policy, practice, guidance, and effective safeguarding practice
- Knowledge of Special Educational Needs and Education Health Care Plans

SKILLS AND ABILITIES

- Ability to keep up to date with legislative, policy, and guidance developments in safeguarding

- Excellent interpersonal, verbal, and written communication skills with adults and children in a range of settings
- Ability to influence and persuade through effective communication
- Good level of ICT competence, particularly Google software including Google Docs and Google Sheets
- Ability to work flexibly and use initiative to achieve objectives
- Ability to prioritise, coordinate, and organise work effectively under pressure
- Conscientious and positive attitude
- Ability to work independently and self-manage
- Ability to work constructively as part of a team, understanding classroom roles, responsibilities, and professional boundaries

PERSONAL QUALITIES AND ATTITUDES

- Ability to maintain high-quality professional relationships with all stakeholders and act as a role model to students
- Enthusiasm for students and their success
- Ability to act discreetly and professionally at all times, maintaining confidentiality
- Calm, approachable, and solution-focused disposition
- Willingness to engage in further training and professional development to enhance knowledge