

## Senior Designated Person / Deputy Designated Person

### Person Specification & Job Description

#### Knowledge

*The SDP / DDP should have a working knowledge of the following:*

- Legislation and government guidance including:
  - Working Together to Safeguard Children (2015)
  - Keeping Children Safe In Education (2016)
  - Guidance for safer working practice for those working with children and young people in education settings (2015)
  - Prevent Duty Guidance (2015)
  - What to do if you're worried a child is being abused: Advice for Practitioners (2015)
  - Information Sharing: Advice for Practitioners providing safeguarding services (2015)
- Section 175 / 157 of Education Act 2002, Children Act 1989, Children Act 2004, Childcare Act 2006 (Childcare (Disqualification) Regulation 2009) and the Counter-Terrorism and Security Act 2015 and what implications these Acts have for schools
- Local Pan-Cheshire Multi Agency Safeguarding procedures
- Halton specific safeguarding procedures and expectations
- Roles and responsibilities of statutory agencies including the Local Safeguarding Children Board
- Halton Levels of Need framework
- Children's Social Care planning processes – Common Assessment Framework (CAF), single assessment processes (SAP), Section 17 Child in Need (CIN), Section 47 Child Protection Plan, Child in Care (CIC), etc.
- The role of the Local Authority Designated Officer (LADO) & associated procedures
- Serious Case Review (SCR) / Child Death (CDOP) procedures
- Relevant local and national SCR recommendations
- Own establishment's roles and responsibilities
- Own organisation's suite of policies and procedures relating to safeguarding and child protection (including staff behaviour policy, whistleblowing, use of restraint, anti-bullying, etc.)
- Behaviour which is harmful to children in own professional setting – thresholds of poor practice, abusive behaviour, etc.
- The use of appropriate information sharing / multi agency working
- Core values / principles of work with children – paramountcy principle
- Equality and safeguarding issues

#### Skills

*The SDP / DDP should have the following skills:*

- Child focussed approach, incorporating the voice of the child at all times
- Excellent relationships with pupils, parents and staff (including being open and approachable)
- Excellent communication skills
- High level of sensitivity
- Maintain confidentiality as appropriate and required
- Maintain accurate and detailed records
- Analyse information and determine the appropriate course of action
- Can deal with emotionally distressing matters
- Sustain and develop good working relationships with partner organisations
- Can produce a high standard of written reports
- Can contribute effectively to planning / review / strategy meetings
- Can distinguish between fact and opinion and record as such
- Can develop / maintain excellent monitoring systems
- Can offer advice and support to colleagues (at all levels within the organisation)
- Can recognise and challenge inappropriate or poor practice (at all levels within the organisation)
- Can produce guidance and resources for colleagues
- Can deliver Level 2 Basic Awareness in Safeguarding training within own organisation
- Is able to effectively challenge other agencies where there are disagreements about levels of need or decision making

## Tasks

*The SDP / DDP's duties should include the following:*

- Provide support, advice and guidance to colleagues
- Recognise signs / indicators of abuse and decide when referrals to Children's Social Care / other relevant agencies are appropriate. This should include identification of cases where Early Intervention would be appropriate
- Liaise with relevant agencies (where appropriate) to inform the decision on whether to make a referral to Children's Social Care
- Liaise with Head teacher / Principal (where the role is not carried out by the Head teacher) to inform him / her of any issues or on-going investigations. Ensure there is always cover for the SDP role by having a named deputy or team of deputies
- Lead and supervise a team of Deputy Designated Persons if the establishment is large enough to require this (including providing effective support to these colleagues)
- Attend and effectively contribute to Child in Need, Child Protection Conference, Core Groups, Child in Care planning meetings and any other meetings requested by other agencies
- Provide written reports at such meetings using the Local Authority report template
- Ensure that school is always represented at Child Protection Conferences (including cover during school holiday times) and ensure that a written report is always submitted. The details of this report will be shared with the family prior to conference.
- Keep detailed, accurate and secure written records of referrals and concerns. Ensure these records are stored in a locked filing cabinet and are not accessible by staff / students
- Monitor and track the progress of all vulnerable students (including those who are subject to Children's Social Care intervention)
- Provide the Governing Body with an up to date analysis of safeguarding related issues and numbers of vulnerable students to enable them to scrutinise, challenge and support school as necessary
- Ensure the School's child protection and safeguarding related policies are up to date and reviewed annually. Work with the Governing Body / Designated Governor regarding this
- Complete the Section 175/157 Audit as requested by the Local Safeguarding Children Board. Work with the Head teacher and Designated Governor regarding this
- Ensure every member of staff has access to and understands the school's child protection and safeguarding related policies (including whistleblowing, etc.)
- Ensure that parents have access to and have seen the Safeguarding/Child Protection policy which alerts them to the fact that referrals may be made and the role of the school to avoid possible future conflict
- Ensure pupils are aware of the Safeguarding/Child Protection policy (child friendly version of policy)
- Ensure that the Safeguarding/Child Protection Policy is available to download from the school website
- Ensure all staff (including ITT students) have induction training which covers child protection / safeguarding and are able to recognise and report any concerns immediately when they arise, including the fact that there is also the possibility of peer on peer abuse
- Ensure that all staff have Level 2 Basic Awareness in Safeguarding training at least once every three years, and ensure that all staff receive update training on a minimum of an annual basis. Keep accurate records of staff participation in this
- Ensure all staff are aware of and adhere to the school's Staff Behaviour Policy / Code of Conduct. Ensure that this Code of Conduct includes references to online conduct and e-safety and is reviewed on an annual basis
- Attend Level 3 multi-agency Working Together training, and subsequent Refresher training every 2 years
- Continually update safeguarding knowledge by attending appropriate Level 3 multi-agency safeguarding training on a minimum of an annual basis
- When young people leave the establishment, ensure their child protection file is copied and transferred to the new setting (within 15 school days where possible), but separately to the main school file, as per the "Halton Protocol for the Transfer of Child Protection Records between Education Settings".
- Ensure that the school has a suitably trained "Key Adult/s" in order to fulfil its obligations under Operation Encompass
- Ensure that the school's commitment to Operation Encompass is known throughout the school community via the means of staff training, parental letters, posters and the school website
- Ensure safe messages are displayed in reception / visitor areas and that appropriate checks are made on entry to the school. Ensure visitors to the establishment are aware of who the SDP/DDP is and how to share concerns should they arise
- Share and disseminate good practice within own school and within the local area