



JOB TITLE:	SCHOOL SOCIAL WORKER AND TRUST SAFEGUARDING ADVISOR		
REPORTS TO:	Assistant Head Teacher	Grade:	10
1.	MAIN PURPOSE OF JOB <ul style="list-style-type: none"> To act as the designated safeguarding advisor for the 5 schools of the South York Multi-Academy Trust and oversee the day to day work of safeguarding students and to promote the well-being of all students, with particular focus on the needs of the most vulnerable, within Fulford School. To develop and maintain links between the school, families and external agencies and to work closely within the pastoral and inclusion teams to maximise the attendance, behaviour for learning and academic achievements of students in the school. To act as a point of referral and source of support for other schools in the MAT in relation to safeguarding, attendance and support for children who are looked after, who are designated Child In Need (CIN) and who are on Child Protection (CP) Plans. 		
2.	CORE RESPONSIBILITIES, TASKS & DUTIES: <ul style="list-style-type: none"> To assist the Designated Safeguarding Lead (Fulford) in being a main point of contact for all Safeguarding and Child Protection issues and to work in liaison with this postholder to ensure all matters are dealt with appropriately. To lead the development of safeguarding and child protection policies, training and procedures and guidance for the South York MAT, ensuring that the Child Protection Policy is reviewed annually by the relevant Local Governing Bodies. To be responsible for the accurate maintenance of the Single Central Record. To make, receive and coordinate referrals and reports for identified students to external agencies, including Children's Social Care, arranging action and reviewing services for children and families. To maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection within Fulford School and to ensure all disclosures are followed up in line with school and national requirements. To ensure the Designated Safeguarding Lead (DSL) is informed of all disclosures and referrals and that all CP and safeguarding records are forwarded to any new school the child may attend from Fulford School and that any safeguarding and CP records are obtained for new starters to Fulford School. To support and monitor, in conjunction with pastoral staff and the inclusion team, students who are: open to social care, identified as CIN, referred to CAMHS, diagnosed with mental health problems, students/families with a CAF, students showing signs of 'low-level mental' health problems e.g. anxiety and depression, students who self-harm, students who have experienced a loss/had a life changing experience/experienced a traumatic event, and any other vulnerable students. 		

	<ul style="list-style-type: none"> • To provide support and guidance to carers and to provide planned interventions as part of agreed plans for children. This may involve providing emergency support outside school hours and in school holidays. • To ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions assigned by setting from planning and intervention meetings are successfully carried out and monitored. • To support the care of children where their living arrangements are at risk of breakdown (including Local Authority placements). • To liaise with the Headteacher/Deputy / Assistant Headteacher to inform them of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations. • To line manage designated staff in providing well-being support and advice to students with social/emotional/ health issues and those at risk of harm. • To provide training, information and support for staff as required to enable them to complete their roles in safeguarding all students, improving attendance and removing all barriers. • To act as a source of advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. • To monitor the progress, attendance and behaviour of key cohorts of 'vulnerable' students identified by the school and to work with key staff to ensure that students achieve at least expected progress. • To ensure that the South York MAT is always presented positively within and beyond the schools and to encourage a culture of listening to children and taking account of their wishes and feelings on any measure the school might have taken to protect them. • To work closely with Children and Families Social Workers along with developing links with and utilising resources of the community as part of agreed plans for children. • To attend and participate in Child Protection Conferences and planning and Review meetings whilst working closely with colleagues in Children's Services as required, some of which may take place out of normal working hours. • To plan and complete professional assessments of need and risk in respect of parents and carers, contributing to Single Assessments and the Local Authority report for Case Conferences using the criteria for children in need and significant harm. • To take the lead responsibility to coordinate the multi-agency approach to prevent and address child protection issues and children in need in liaison with the Assistant Headteacher. • To contribute to service development, including responsibility of the delivery of new staff induction package and arrangements for all staff training. • To liaise and co-ordinate with colleagues within own setting and outside organisations regarding the Family Early Help Assessment (FEHA) and to coordinate and monitor all referrals and recommendations within the setting. • To identify vulnerable children within the setting and ensure that all staff are made aware of who these children are. • To undertake appropriate Child Protection Training annually to: <ul style="list-style-type: none"> ○ Understand the assessment process for providing Early Help and intervention, e.g. through locally agreed common and shared assessment processes such as early help assessments FEHA's. ○ Have a working knowledge of how the LA conducts Child Protection Case Conferences and be able to attend these effectively when required to do so and present accurate reports. ○ Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and Procedures, especially new and part time staff.
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	<ul style="list-style-type: none"> • To offer advice and support and to contribute towards policy and procedures within pastoral care and to discuss concerns relating to individual students to assist the development of pastoral intervention plans in line with best practice. • To complete the safeguarding audit tool annually. • To complete an annual Safeguarding report for governors. • To develop knowledge and best practice via training and by attending events organised by the Children's Services, the Virtual School or local Designated Teachers cluster groups, cascading training to school staff as appropriate. • To develop the schools policies and intervention to ensure excellent attendance across the school. Including the completion of regular audit checks in relation to attendance. • To support the South York MAT as required all on aspects of safeguarding and attendance, including the coordination of, and participation in, meetings with the South York MAT schools. • To maintain confidentiality at all times. • To carry out day-to-day administrative tasks including maintaining case files and statistical returns.
3.	SUPERVISION / MANAGEMENT OF PEOPLE No. reporting - 2
4.	CREATIVITY & INNOVATION <ul style="list-style-type: none"> • Innovation and creativity is essential on a day to day basis to allow the job holder to provide responsive and effective service that is personally focused on the needs and circumstances of students. • The Job Holder will carry out direct work, in partnership with school staff, students and parents / carers. • The job holder will develop, adapt and co-ordinate a range of evidence based interventions that will address the presenting behaviour and assessed need. • The ability to demonstrate initiative and reflective practice is crucial in the planning, facilitation, reviewing and evaluation of student interventions. The Job Holder needs to be able to respond sensitively to the individuals they work with and unforeseen/unexpected situations and complexities that might occur. • The Job Holder will need to demonstrate effective communication and interpersonal skills in order to advocate on behalf of students with other agencies – while acting (within safeguarding parameters) in the best interests of the student and their family/carers. • The Job Holder will be involved in developing new ideas and adapting or improving policy, practice and procedure. • A high level of creativity and innovation is essential to co-produce bespoke personalised support plans to deliver positive outcomes for students.
5.	CONTACTS & RELATIONSHIPS The School Social Worker will: <ul style="list-style-type: none"> • Work in partnership with colleagues on issues of Child Protection and Safeguarding, to ensure the safety and well-being of all students. • Collaborate with teachers to link intervention and support with progress of identified students. • Provide updates on key students and offer specialist advice and support at the weekly Inclusion Group meetings. • Meet weekly with the school nurse to share information. • Meet weekly with designated staff to monitor student referrals and to oversee the support students are receiving from in-school and external services. • Undertake home visits as necessary, following school procedures and guidelines to encourage parental participation in their children's educational development and to give information regarding their child's development and well-being. • When necessary escort parents/carers/guardians to school for meetings.

	<ul style="list-style-type: none"> • Support parents/carers/guardians in their understanding of issues relating to their child's safety, well-being and educational development. • Where appropriate advise parents/carers/guardians to ensure they are receiving appropriate support e.g. benefits, health etc. and signposting them to the relevant external agencies. • Liaise with designated staff to discuss and review student case management and support/resources required for staff/students. • Liaise with other professionals and agencies to ensure students receive appropriate and timely interventions. • Be compassionate in meeting the needs of children, young people and their parents/carers. • Promote effective partnership working with multi-agency and multi-disciplinary colleagues. • Act as a key point of contact and will establish and promote positive working relationships with families, parents/carers of students with emotional, social and mental health problems. • Network effectively with community and school-based staff to support the safety, well-being, educational achievement and attendance of students. • Promote a collaborative flexible and creative approach to problem-solving. • Promote and maintain the safety, privacy and dignity of all children and young people acting in line with safeguarding and legal requirements to share information where required.
6.	DECISIONS – discretion and consequences <ul style="list-style-type: none"> • To use judgement when delivering interventions and support to determine the best course of action and when to escalate issues to more senior staff or outside agencies in relation to key safeguarding concerns/issues.. • Responsible for the maintenance of an up to date and accurate single central record for Fulford School and the Trust that meets all statutory requirements. • To ensure Safer Recruitment protocols are followed during Fulford School staff recruitment. • To identify students who require intervention to improve their progress and well-being. • To plan effective intervention and appropriate action which will improve outcomes for students. • Responsible for the line management and performance management of designated staff. • Write risk assessments for identified students, as requested by the DSL or Head and as required, and share these with staff and parents whilst taking into account confidentiality. • Monitor and update all risk assessments on a rolling cycle whilst taking advice from agencies involved. • To be aware of their own limitations and scope of practice. • The post holder will abide by school and relevant statutory codes of practice. • The post holder is responsible for organising / time management of their workload. • The post holder is accountable to the Assistant Headteacher for day-to-day practice.
7.	RESOURCES <ul style="list-style-type: none"> • Responsible for the health and safety of office equipment used in the work setting.
8.	WORK ENVIRONMENT – Work Demands <ul style="list-style-type: none"> • Largely office based with some movement across the school site. Will involve off site meetings and home visits on occasions. • The Job Holders work is subject to pressure and he/she has to deal with conflicting demands, changing deadlines and statutory requirements.

	<ul style="list-style-type: none"> • The Job Holder needs to be able to respond to unexpected or emergency situations. • Must be able to manage a caseload of students and to meet reporting deadlines to their line manager and partner agencies. • Must be able to respond to changes in type or level of the needs presented by students, parents and staff experiencing challenging circumstances and in potential crisis situations. • Regular use of technological devices including ICT devices, sometimes for lengthy periods. <p>Working conditions</p> <ul style="list-style-type: none"> • School based in an office environment. • There is a risk of contagious illnesses. • There is a risk of conflict with some students and parents. Any abuse is likely to be verbal. <p>Physical demands</p> <ul style="list-style-type: none"> • This post requires normal physical effort. • Must be able to accept that in exceptional circumstances a planned finish time for a day may be affected by changes in a presenting situation, which may need an urgent response. <p>Work context</p> <ul style="list-style-type: none"> • This post involves working with vulnerable students and their families/carers and some of this work may involve dealing with unpredictable behaviour. The work involves direct contact with students and parents, some of whom may have complex needs/mental health issues. • There must be flexibility to work irregular hours, on rare occasions, to meet the needs of students and their families. This will involve being available during social times, before and after school for students to discuss any issues/concerns they may have and will require availability during the summer holiday for external meetings and disclosures. • Must have a current driving licence and have a car and to be prepared to travel to meetings and appointments.
9.	<p>KNOWLEDGE & SKILLS</p> <ul style="list-style-type: none"> • Previous experience of working with children and/or adolescents with social, emotional and mental health needs in an education, healthcare or community setting. • Social work qualification and registration with Social Work England. • Detailed knowledge and understanding of Safeguarding including relevant national policies and their application in practice • Understanding of the statutory requirements relating to the maintenance of the Single Central Record, Child Protection and Safeguarding assessments and Safer Recruitment requirements. • Knowledge of educational and adolescent developmental issues for children and adolescents. • Knowledge of psychological/ development issues experienced by young people and of working with families. • Able to work collaboratively with students and their families/carers. • Able to engage with children and young people and work effectively in distressing and challenging circumstances. • Able to promote at all times a positive image of children and young people with emotional and mental health needs and to promote equality, diversity and the rights of individuals and groups. • Experience of using systems to identify underperformance and in implementing appropriate interventions.

	<ul style="list-style-type: none"> • Demonstrates understanding of the importance of sound research/evidence based interventions when planning / delivering interventions for students to prevent/address emotional and mental health needs and well-being to improve progress, attendance and personal development. • Ability to successfully work as a team member across a range of disciplines. • Excellent communication skills and time manager, able to negotiate competing demands and work to tight timescales. • Able to adopt good administrative practices and to complete accurate and precise records in line with Safeguarding and GDPR requirements. • Able to work independently and to respond positively to guidance and direction. • Ability to remain relentlessly positive and to be empathetic.
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10.	Position of Job in Organisation Structure <div style="text-align: center; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Assistant Head Teacher</div> <div style="width: 10px; height: 10px; background-color: black; margin: 0 auto; margin-top: 5px;"></div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">THIS JOB</div> <div style="width: 10px; height: 10px; background-color: black; margin: 0 auto; margin-top: 5px;"></div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Jobs reporting up to this one: 2</div> </div>
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Job Description agreed by:	Name:	Signature:	Date:
Job Holder			
Manager			