| Role Structure | Role Details |
| --- | --- |
| Directorate: | Children & Young People |
| Grade: | Soulbury 9 - 11 |
| Location: | Learning and Achievement |
| Responsible to: | Senior SI officer |

# Job Description

# Education Safeguarding School Improvement Advisor

**Children and Young People**

## Main purpose of the role

To work with the Senior School Improvement lead, Head of Learning and Achievement (and Directorate Team), and the Lead for Safeguarding on all matters related to safeguarding children in education within Herefordshire.

In particular:

To provide a comprehensive safeguarding service to colleagues working in schools and other educational settings including, non-maintained and independent schools, academies, settings, childminders, education support services and further education institutions, in particular to those schools who have purchased a safeguarding service level agreement with the LA. This will include the provision of support, advice and guidance in relation to safeguarding, monitoring and the development and implementation of quality assurance processes across schools, colleges and settings.

| Key Duties and Responsibilities | Frequency of Task |
| --- | --- |
| * To plan their allocation of time and resources to ensure the work involved in allocated investigations and oversight of settings to be monitored is completed to standard and on time within agreed service specifications | * Daily |
| * To write responses to specific safeguarding issues and investigations in schools in liaison with the Early Years’ Service, SEND Service, Education Inclusion Service, Virtual School, Early Help and Children’s Social Care, and Police and Health, where required. | * As required |
| * To support the Education Safeguarding Lead in times of crisis and unexpected critical incidents, for example, attendance at early response meetings – making education contributions to Rapid Reviews, Child Death Reviews, LCSPRs, Domestic Homicide Reviews etc, act as a point of contact for Herefordshire safeguarding partnership for these and other safeguarding communications. * To support the Education Safeguarding Lead to deliver the services set out in the Safeguarding SLA, to include:   Desk top reviews of safeguarding policies, practice and procedures. Audits of safeguarding provision to identify areas of compliance, best practice and improvement. Scrutiny of specific areas of safeguarding such as record keeping, safer recruitment, online safety and pupil voice | * As required |
| * To support other members of the Education Directorate by providing wider specialist knowledge to ensure policies and procedures are followed resulting in robust safeguarding in Herefordshire. Escalate cases within other services to the Education Safeguarding Lead that cannot be resolved using established processes and local discussion, with for example, Heads of Service, in other services | * Weekly |
| * To seek assurances from settings where a safeguarding complaint has arisen and establish assurance that setting leaders are fulfilling their legal responsibility to address the concerns raised | * As required |
| * To contribute to the response and investigate safeguarding complaints investigations as directed by the Education Safeguarding Lead. | * As required |
| * To participate in Quality Assurance processes and ensure work is completed on time and to service standards, reporting to their line manager. | * Weekly |
| * Undertake on-site assurance visits to investigate and review current safeguarding policies procedures and practices, providing written evidence for practice concerns and recommendations | * Monthly |
| * Collaborate with senior leaders in the educational setting to organise and coordinate professionals’ meetings to discuss safeguarding concerns arising in an educational setting as part of case investigation practice. | * As required |
| * Provide Education representation, where required, on key safeguarding groups, for example, the CMIE and Inclusion and Engagement panels | * Monthly |
| * Contribute to safeguarding communication with the local education system to ensure their understanding of education safeguarding and support services at the local authority, including online information and resources |  |
| * To arrange Education safeguarding training and support | * Termly |
| * Attend round table meetings to share appropriate safeguarding information regarding individual education settings | * Termly |
| * To link and work closely with officers delivering the Safeguarding Traded service | * Daily |
| * To provide support and challenge at Child Protection meetings | * As required |
| * Maintain accurate and up to date electronic records in accordance with relevant legislation, policy and procedures and produce accurate timely reports on performance and outcomes. | * Daily |
| * Maintain confidentiality in accordance with the Data protection Act 1998. | * Daily |
| * Undertake education safeguarding related project work as required | * As required |

**Person Specification**

| **Requirements** | **Essential or Desirable** | **Identified by**  **A – Application I – Interview** |
| --- | --- | --- |
| **Qualifications and Training** | | |
| * Educated to degree level | Essential | A |
| * Qualifications in education safeguarding, youth work or teaching (incl further education) | Essential | A, I |
| * Evidence of relevant continued professional development to update skills and knowledge | Essential | A, I |
| * Experience of working with vulnerable children and families in welfare, educational or legal context | Essential | A, I |
| **Experience & Knowledge** | | |
| * Experience of the education system and legislative framework | Essential | A, I |
| * Undertaken the role of Designated Safeguarding Lead in an appropriate setting or extensive experience of working with schools, including work on attendance and related issues. Working with children, young people and families. | Essential | A, I |
| * Experience of effective multi-agency work and working across organisational boundaries and use of influence within multi-agency settings which has led to improved outcomes for children, young people and families | Essential | A, I |
| * Experience of delivering strategies for service development which has led to quality improvement | Essential | A, I |
| **Skills and Abilities** | | |
| * Ability to challenge and use appropriate systems to support necessary action | Essential | A, I |
| * Ability to prioritise and manage time and workload effectively. Able to work to deadlines | Essential | A, I |
| * Ability to deliver presentations and training events | Essential | A, I |
| * Ability to travel to carry out the duties of the post | Essential | A, I |
| * Reporting and record writing skills – ability to communicate clearly, concisely, and logically both verbally and in writing | Essential | A, I |
| * Demonstrates and models a relational and restorative approach, and considers all aspects in a trauma-informed way | Essential | A, I |
| * ICT literate | Essential | A, I |
| * Negotiation skills | Essential | A, I |
| * Political sensitivity | Essential | A, I |
| * Ability to influence corporate strategies and plans | Essential | A, I |

All council staff have a duty to promote the welfare of children, young people, and adults with care and support needs at risk of abuse and neglect who cannot take steps to protect themselves. Ensuring you attend mandated safeguarding children and safeguarding adults training to enable you to recognise the concerning behavior, know how to talk about it, and consent/duty to share information effectively. You will also learn about the legalities and procedures the social care staff can take.

## Our Values and Behaviours

The council’s THRIVE core values are our guiding principles and beliefs that shape our culture and behaviour within the council. ​They help us to achieve our Council Plan vision “do our best for Herefordshire” acting as our DNA and the “way that we do things around here”. We expect all colleagues to act as a role model by living our values and setting an example for others. ​Our values strive to promote a thriving workforce by fostering a culture of trust, being honest and responsible, inclusive, valuing people and resources and leading with empathy.

**Trust -** Developing and maintaining relationships based on a culture of transparency and open communication. Supported by integrity and the confidence that you are reliable and fulfil commitments.

**Honesty -** Demonstrating truthfulness, integrity, and transparency in all communications, decisions, and relationships. Being trustworthy, reliable, and accountable for your actions. Acting with sincerity and fairness, even in challenging situations.

**Responsibility -** Taking ownership of individual and collective actions, decisions, and delivering on commitments. Being reliable, fulfilling obligations and being accountable for outcomes and results. Proactively contributing to the achievement of your own, the team and council goals.

**Inclusivity -** Embracing diversity, equity and inclusion by recognising and valuing the unique perspectives, backgrounds and experiences of our staff, customers and residents. Creating an environment where every individual is valued, respected and can belong.

**Value -** Upholding high standards, ethics and integrity to guide our actions and decisions. Demonstrating commitment to creating and delivering value in our work by recognising and appreciating each other, our resources, processes, customers, community and environment.

**Empathy -** Demonstrating a genuine and caring understanding of others' feelings, perspectives, and experiences. Listening attentively, acting with compassion, supporting with respect and kindness and considering the impact of our actions on others.