

JOB DESCRIPTION

Post Title:	Safeguarding and Attendance Officer
Location:	Based in a school/office in London or Norfolk
Department:	Central Team
Salary Grade:	SO2 Point 27 – 29.
Contract:	Permanent, 35 hours per week (Monday – Friday) term time only plus 10 days
Required for:	ASAP
Responsible to:	Head of School Improvement
Responsible for:	Strengthening attendance and safeguarding culture

Purpose of the Job:

- To act as a source of support, advice and expertise for Designated Safeguarding Leads (DSLs), Deputy DSLs and school leaders, enabling the best possible safeguarding and attendance culture in schools.

Main Responsibilities

Attendance

- Effectively analyse absence and persistent absence rates for all pupils, and for different groups.
- Work with schools to develop a clear strategy to improve attendance that focuses on the causes of absence.
- Ensure that records of attendance, including the use of codes, are consistently accurate across all schools.
- Ensure that pupils being absent from education for prolonged periods and/or on repeat occasions is treated as a vital warning sign to a range of safeguarding issues.
- Develop and maintain a strong knowledge of key DfE safeguarding and attendance guidance for schools, as well as the broader knowledge required to be impactful in the role.

Safeguarding

- Support and promote the safeguarding and welfare of all children and young people attending trust schools, working closely with DSLs and DDSLs.
- Monitor schools' recording of safeguarding concerns and actions taken to keep pupils safe and support their wellbeing. Ensure that those responsible for safeguarding in schools are consistently following the trust's Standard Safeguarding Procedures.
- Provide DSLs and DDSLs with high quality content for staff safeguarding training, updates and briefings and deliver some training in partnership with school leaders.
- In partnership with the Head of School Improvement, identify any trust wide improvements to safeguarding and attendance policy, procedure and practice and support with enhancement.
- Support schools with the assessment process for providing early help and statutory intervention, including acquiring knowledge of local criteria for action and local authority children's social care referral arrangements.

In addition:

- The post holder will be expected to operate in line with our values which are: Pride, Passion, Partnership, Professionalism and Positivity.
- The post holder will report to the Head of School Improvement. In the unlikely event that post holder has a concern about the leadership of safeguarding in a school, they should swiftly report this to Head of School Improvement.
- The Safeguarding and Attendance Officer will adhere to all trust policies and procedures. However, they are required to have particularly strong knowledge of the policies most relevant to the post, such as The Safeguarding and Child Protection Policy.
- Four Bridge MAT Schools are in the London Borough of Islington. Two schools are in Norfolk. The post holder will need to visit schools regularly as well as hold remote meetings. Travel cost will be covered in full and the post holder may choose to be based in a school/office in London or Norfolk

Equalities

- Support the Trust's policies on equality and diversity in order to ensure equality of opportunity and practice in all aspects of the Trust's work, and compliance with legislation and good practice.

The above-mentioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change. The post holder will be required to carry out duties as requested by management that are broadly within the level of the post.

PERSON SPECIFICATION

The person specification describes the skills, knowledge and experience required to carry out the job and will also be used in the shortlisting and interview processes.

Experience, Skills and Abilities

Essential

➤ General

- A passionate about making a positive difference to the lives of pupils through strengthening safeguarding and attendance.
- Critical thinking, strategic planning, and problem-solving skills.
- Strong verbal and written communication and organisational skills with the ability to form good working relationships with a range of internal and external colleagues.
- Experience of a role in school, or across several schools, promoting safeguarding and/or improving attendance.

➤ Attendance

- A commitment to a culture of 'listen, understand, empathise and support, but do not tolerate' when working with pupils and their families to improve attendance.
- A recognition that the context of school attendance has changed as a result of the pandemic. Possess the ability to navigate this new context successfully.
- The ability to effectively analyse absence and persistent absence rates for all pupils, and for different groups. A clear strategy that takes account of those causes is needed to improve attendance.
- The ability to identify inaccurate register codes and work with school leaders, teachers and administration staff to ensure registers are consistently accurate.
- The ability to understand and help school leaders overcome the range of factors that may affect attendance, including bullying and behaviour.

➤ Safeguarding

- Understand the additional risks that children with special educational needs and disabilities (SEND) face, and have the capability to support schools to mitigate risks to pupils with SEND.
- Ability to identify risks associated with online safety and support schools to keep children safe online.
- Ability to support Designated Safeguarding Leads (DSLs) and Deputy DSLs with staff training, so that all staff (especially new and part-time staff) have the knowledge and understanding that they need.
- Ability to effectively monitor records of safeguarding concerns to ensure the right action is being taken and the right time to protect children and young people.
- Ability to drive improvement in the school leaders' response to safeguarding concerns and the records of pupils' welfare.

Knowledge

Essential

- A good knowledge of key attendance guidance for schools, including [Working together to improve school attendance](#)
- A good knowledge of key safeguarding publications such as [Keeping children safe in education 2023](#) and [Working together to safeguard children 2023](#)
- A good knowledge of achieving a strong safeguarding and attendance culture in special schools or a interest and willingness to learn.
- Knowledge that pupils being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines
- A good knowledge of General Data Protection Regulation (GDPR), confidentiality, and safe working practices.

Desirable:

- Given our school use or are in the process of implementing CPOMS, experience of CPOMS is desirable but not essential.