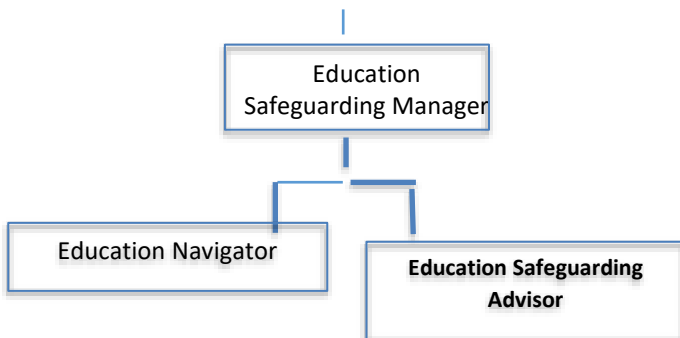


## Job Description

<b>Department:</b>	Education
<b>Division/Section:</b>	Education Safeguarding Team
<b>Job Title:</b>	Education Safeguarding Manager
<b>Post No:</b>	B2811
<b>Grade:</b>	NJC Grade 14
<b>Reports to:</b>	Jane Bellamy Deputy Safeguarding Lead
<b>Organisation Chart:</b>  Show immediate manager and any jobs reporting to this post.	 <pre> graph TD     A[Education Safeguarding Manager] --&gt; B[Education Navigator]     A --&gt; C[Education Safeguarding Advisor] </pre>
<b>DBS Check</b>	This post is subject to an Enhanced DBS check with Barred List. Basic <input type="checkbox"/> Standard <input type="checkbox"/> Enhanced x <input checked="" type="checkbox"/> None <input type="checkbox"/>
Line Management Responsibility	Number of direct reports: 2
Size of Budget	£75214.00

<b>Job Purpose:</b>	<p>To be the Education Safeguarding Manager and Prevent Lead for all Peterborough education establishments and provide guidance, support and training for all those that come into contact with children at those establishments, ensuring all education settings fulfil their statutory duties.</p> <p>To investigate and respond to complaints of a safeguarding nature raised by Ofsted or the Education Skills and Funding Agency.</p>
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	<p>To support the Director of Education with complex allegation investigations that meet Local Authority Designated Officer threshold.</p> <p>To provide line management for the MASH Education Navigator</p>
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## Main Duties and Responsibilities

To be the Local Authority Lead Officer for Safeguarding and Prevent in Peterborough

### Leadership Advice

- Provide professional crisis support on complex safeguarding matters for Headteachers/ Designated Safeguarding Leads facing complex safeguarding concerns.
- Provide professional guidance on working within procedural and legal frameworks and contributing to policy development at a strategic level.
- Ensuring statutory policies and guidance documents within schools are appropriately embedded across all educational establishments across the Local Authority.
- Carry out complex safeguarding investigative work on behalf of the Directorate and Schools
- To represent Education within inquiries undertaken by Local Authority Designated Officer (LADO), with a role in supporting both LADO and School Leaders during allegation inquiries.

### Safeguarding

- Review and align all relevant safeguarding policies, guidance and procedures between Cambridgeshire and Peterborough.
- To support and monitor Ofsted safeguarding standards and provide guidance for schools and colleges to enable them to fulfil their statutory duties.
- To carry out safeguarding reviews, incorporating Single Central Record Checks, ensuring all are compliant and meeting statutory duties.
- To support schools and colleges with safeguarding elements following Ofsted Inspections
- To provide frontline support to Head teachers, Senior Leaders, and Local Authority Officers in dealing with complex safeguarding issues

### Support to Multi Agencies and Local Authority services

To be the strategic lead and representative for Education as a key partner, on the Safeguarding Children Partnerships Board, and other relevant inter-agency groups and forums including.

Leading and undertaking Child Safeguarding Practice Reviews (CSPR), Rapid Reviews, Domestic Homicide Reviews involving Peterborough schools and colleges as directed by the Safeguarding Board

Represent the Education Directorate at the Missing and Criminal Exploitation (MACE) Group and Channel (Prevent) Group

### To oversee the management of safeguarding case escalations in relation to schools and when concerns are raised by CSC.

To facilitate effective working together between schools and colleges and partner agencies involved in safeguarding in Peterborough.

To support the School Improvement Team/Advisors in relation to safeguarding concerns and to contribute to strategic meetings relating to both Primary and Secondary schools within Peterborough in an advisory capacity.

To ensure effective communication across the Education Directorate in respect of all safeguarding matters.

To offer strategic and operational support to the MASH groups and to be a key partner in developing and progressing the strategic plan relating to responses from the front door.

To undertake bi-monthly multi-agency audits as part of support for the MASH.

### Management

To provide line management for the Education Navigator within the Multi-Agency Safeguarding Hub (MASH) and to attend all associated strategic meetings relating to the MASH (as detailed above)

To line manage an Education Safeguarding Advisor and to oversee and delegate all associated tasks.

**Emergency Management**

To be the point of contact for all agencies relating to the death of a child, with reporting responsibilities to the Child Death Overview Panel

**Complaints**

To respond to and investigate Ofsted complaints, direct liaison with Ofsted and LADO where required.

To provide assistance with prevention, conciliation and support for Headteachers and Governors when detailing with safeguarding complaints and allegations.

**Training**

To ensure the provision and quality of relevant safeguarding training for Peterborough schools and colleges, enabling them to operate in compliance with statutory requirements.

To support and develop training packages for Head teachers and Designated/Deputy Safeguarding Leads in order for them to achieve best practice.

To develop and deliver appropriate safeguarding training under a traded offer.

To develop and ensure delivery of an education safeguarding team service plan.

**Generic Responsibilities:**

To carry out all responsibilities with regard to the Council's Equalities Policy and Procedures and Customer Care Policy.

To comply with all Health & Safety at work requirements as laid down by the employer.

The Council is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.

**Flexibility Clause:**

Other duties and responsibilities express and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organisation's other sections or departments.

**Variation Clause:**

This is a description of the job as it is constituted at the date shown. It is the practice of this Authority to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the appropriate manager in consultation with the postholder.

In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the Head of Service reserves the right to make changes to your job description following consultation.

## Person Specification

**JOB TITLE** Education Safeguarding Manager -  
Peterborough

**POST NO:** B2811

**GRADE:** NJC Grade 14

**DEPARTMENT:** Education

**HOURS** 37

**DIVISION:** Education Safeguarding Team

**DIRECTOR:** Chris Baird

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• All relevant guidance/procedures/protocols related to safeguarding/ child protection - Statutory guidance documents: Working Together; Keeping Children Safe in Education Sep 2023; Inter-agency Child Protection Procedures for Peterborough and Cambridgeshire and all subsequent protocols and guidance on specialist areas; Government guidance such as 'What to do if you are worried a child is being abused'.</li> <li>□ The legal framework <ul style="list-style-type: none"> <li>- Children Act 1989</li> <li>- Children Act 2004</li> <li>- All relevant Education Acts</li> <li>- Human Rights legislation</li> <li>- Data Protection legislation</li> </ul> </li> <li>□ Current working practices re: child Protection in Peterborough and Cambridgeshire <ul style="list-style-type: none"> <li>- Through continuing professional development and liaison with relevant personnel</li> </ul> </li> <li>□ Relevant research in the field of child protection <ul style="list-style-type: none"> <li>- e.g. The impact of abuse on children</li> <li>- Domestic Violence</li> <li>- Child exploitation</li> <li>- Sex offending behaviour</li> <li>- Children who show harmful sexual behaviour etc</li> </ul> </li> <li>□ Knowledge of best training practices <ul style="list-style-type: none"> <li>- Knowledge of sound pedagogy re the teaching and learning of adults.</li> </ul> </li> <li>□ Knowledge of sound management practice</li> </ul>	<ul style="list-style-type: none"> <li>• A knowledge of the outcomes of recent research in child protection and related fields <ul style="list-style-type: none"> <li>- This would include a thorough understanding of the research related to how sex offenders operate; causative factors in relation to abuse; risk factors; training methodologies which are most effective; attachment theory; best practice in inter-agency working etc</li> </ul> </li> <li>• Best practice <ul style="list-style-type: none"> <li>- Knowledge and understanding of best practice elsewhere in the country in respect of the safeguarding children</li> </ul> </li> <li>• Local Area Knowledge <ul style="list-style-type: none"> <li>- Schools, academies and further education providers</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- Knowledge and understanding of all relevant procedures, e.g. performance management systems, diversity, recruitment and selection</li> <li>- Managing change</li> <li>- Embedding practice</li> </ul>	
<b>SKILLS &amp; ABILITIES</b>	<ul style="list-style-type: none"> <li>● Planning and organisation <ul style="list-style-type: none"> <li>- The ability to look and plan and keep high-priority tasks in focus in the face of other conflicting pressures and priorities</li> </ul> </li> <li>● Strategic thinking <ul style="list-style-type: none"> <li>- The ability to assimilate information from multiple sources, identify options, assess impact and potential risk and make clear, objective recommendations</li> </ul> </li> <li>● Communication and media handling <ul style="list-style-type: none"> <li>- Excellent communication skills both written and oral, with proven experience of report writing, making presentations and chairing meetings together with the ability to deal confidently with media enquiries and interviews</li> </ul> </li> <li>● Information handling <ul style="list-style-type: none"> <li>- The ability to understand, interpret and synthesise complex information and government regulations in a clear and concise form together with good basic numeracy skills</li> </ul> </li> <li>● Negotiation <ul style="list-style-type: none"> <li>- Highly developed skills in negotiation and shaping/influencing and persuasion</li> </ul> </li> <li>● Interpersonal Skills <ul style="list-style-type: none"> <li>- The ability to form and maintain positive working relationships with a wide range of people within the organisation, with schools, academies, other education providers and external partners</li> </ul> </li> <li>● Problem-solving and creative thinking <ul style="list-style-type: none"> <li>- The ability to solve complex problems and to foresee and take appropriate, corrective action to address potential problems</li> </ul> </li> <li>● Leading and motivating <ul style="list-style-type: none"> <li>- The ability to lead and motivate staff and colleagues</li> </ul> </li> <li>● ICT - Proven general ICT skills</li> </ul>	

<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Safeguarding in schools and colleges – have held the post of Designated Safeguarding Lead <ul style="list-style-type: none"> <li>- A sound/demonstrable knowledge of how schools and colleges operate and how safeguarding can be incorporated.</li> </ul> </li> <li>• The day-to-day operation of schools and colleges <ul style="list-style-type: none"> <li>- A sound/demonstrable knowledge of the organisation and management of schools and colleges including the responsibilities of governing bodies</li> </ul> </li> <li>• Partnership working and engagement at a strategic level <ul style="list-style-type: none"> <li>- Evidence of recent experience of: <ul style="list-style-type: none"> <li>- developing effective working relationships and partnerships with other agencies to support vulnerable children and young people</li> <li>- working with head teachers, school governors and multi-academy trusts</li> </ul> </li> </ul> </li> <li>• Delivering training <ul style="list-style-type: none"> <li>- Evidence of recent experience of successfully delivering training and presentations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>□ Staff management <ul style="list-style-type: none"> <li>- Evidence of recent experience of staff management, including undertaking supervisions and appraisals</li> </ul> </li> <li>□ Leadership <ul style="list-style-type: none"> <li>- Leadership responsibility within schools or colleges</li> </ul> </li> <li>□ Budget management <ul style="list-style-type: none"> <li>- Evidence of recent experience of managing budgets and resources effectively</li> </ul> </li> </ul>
<b>Safeguarding</b> <i>(include for roles working with children/vulnerable adults)</i>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the safe working practices that apply to this role.</li> <li>• Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults.</li> <li>• Able and willing to travel</li> <li>• Able and willing to work outside normal office hours (governing body meetings and training sessions are usually held in the evening)</li> </ul>	
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Key Skill Level 4: Bachelor's degree; HNC; HND NVQ level 4 or equivalent; including professional qualification</li> </ul>	Higher Degree; Master's degree; Bachelor's degree + qualification; NVQ level 5 or equivalent; including all chartered professions and postgraduate qualification
<b>EQUALITY</b>	Candidates must demonstrate understanding of, acceptance and commitment to the principals underlying equal opportunities.	
<b>CUSTOMER CARE</b>	Knowledge and understanding of effective customer care	