
William Perkin Church of England High School

Job Description

Job Title:	Inclusion Officer (Deputy Designated Safeguarding Lead)
Grade:	Grade 8, points 26 - 28
Line Manager:	WSLT Safeguarding & Inclusion
Hours:	Full Time (35 hours/week, 52 weeks/year*) Core hours are 08.00am – 3.30pm Plus 1 hour per day accrued time (3.30pm – 4.30pm)

Main purpose of the job

1. To act as the Deputy Designated Safeguarding Lead for the school
2. To support the DSL in ensuring that the leadership of all Safeguarding policies and procedures are effective in ensuring students' safety
3. To support the Head of Safeguarding & Inclusion in co-ordinating other mentoring and counselling services provided by the school, in partnership with SEN.
4. To deliver mentoring services to identified students, including group work.

Main responsibilities and tasks

- 1. To act as the Deputy Designated Safeguarding Lead (DDSL) for the school:**
 - Act as the first point of contact for staff, students, and parents in the absence of the DSL regarding safeguarding concerns.
 - Receive and record safeguarding referrals, ensuring they are processed promptly and in line with statutory guidance.
 - Maintain accurate, confidential, and up-to-date records of safeguarding cases using the school's safeguarding system.
 - Escalate cases to external agencies (e.g., social care, police) where appropriate and ensure timely follow-up.
 - Attend safeguarding meetings and case conferences, representing the school where necessary.
 - Provide advice, support, and guidance to staff on safeguarding issues, including child protection disclosures.
 - Ensure safeguarding files are transferred securely when students move schools.
- 2. To support the DSL & Head of Inclusion in ensuring that the leadership of all safeguarding policies and procedures are effective in ensuring students' safety**

- Assist in the development, review, and implementation of safeguarding and child protection policies in line with statutory requirements.
- Support the delivery of safeguarding training and induction for staff, governors, and volunteers.
- Monitor the effectiveness of safeguarding practices across the school, reporting concerns and recommendations to the DSL
- Contribute to the creation of a safeguarding culture, promoting awareness of child protection across the school community.
- Support compliance checks and audits related to safeguarding and ensure actions are followed up.
- Help to ensure the school's safeguarding procedures are fully aligned with Keeping Children Safe in Education (KCSIE) and local safeguarding partnership guidance.
- Provide updates and reports to the DSL and senior leaders regarding safeguarding cases, patterns, and risks.

3. To plan, co-ordinate and promote a mentoring service to at-risk students

- Working with other relevant staff members, to identify those students who would benefit most from intervention and mentor support.
- In conjunction with the Head of S&I and SEN, develop and run a defined programme of daily mentoring to promote inclusion for at-risk students who need support to overcome barriers to learning, both inside and outside school, in order to achieve their full potential.
- To support the Head of S&I to maintain an effective record of all students receiving mentoring.
- To support the Head of S&I to develop and maintain a clear system of record keeping that all mentors use.
- To support the Head of S&I to develop links with the mental health service to support students with anxiety, stress and mental health disorders.
- To evaluate the impact of mentoring.
- To co-ordinate and oversee the 6th form peer-mentoring programme and to support the 6th formers to run it successfully.
- To arrange parent and professionals' meetings as necessary.
- Attend each Vulnerable Groups meeting when required.
- To link with external agencies, as needed.
- To identify gaps in knowledge to inform staff training.
- To be aware of & comply with policies & procedures relating to child protection, health & safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.

4. To deliver mentoring services to students, including group work

- To manage a personal case-load of individual students being mentored.
- To identify common needs amongst at-risk students and deliver group-work interventions as appropriate.
- To evaluate the impact of aforementioned interventions.

Key measures of success

- Alongside the DSL, ensuring that the leadership of all Safeguarding policies and procedures are effective in ensuring students' safety
- Provision of an intervention and mentoring service to students within the context of inclusion and intervention, widely recognised and understood by staff, pupils and parents, and demonstrating tangible benefits in terms of student outcomes.
- 90% of students at pastoral stages 0-1.
- Exclusions stable.

- 75% of students receiving intervention from the L&I team on track at each quarter.

Person Spec

Education and Qualifications	Essential	Desirable
GCSE passes at 'C' grade or higher in English and Maths, or equivalent NVQ level 2	✓	
'A' levels or equivalent	✓	
Qualification in mentoring or equivalent		✓

Knowledge and Experience	Essential	Desirable
Proficient ICT skills	✓	
Experience, knowledge and understanding of mental health issues, in particular anxiety and depression	✓	
Experience and understanding of safeguarding	✓	
Experience and understanding of at-risk students	✓	
Experience and understanding of teenage children	✓	
Experience of working with outside agencies	✓	
Experience of working within a school environment	✓	
Experience and evidence of working in a safeguarding role	✓	

Personal Qualities	Essential	Desirable
Professional attitude and approach to work	✓	
Willingness and ability to manage own time and take full responsibility for work	✓	
Ability to organise, plan and prioritise work, paying attention to detail	✓	
Enthusiasm for working with staff and students	✓	
Ability to communicate clearly and effectively with different audiences, orally and in writing	✓	
Able to demonstrate discretion, confidentiality and commitment	✓	
Patience, kindness, flexibility, good humour and the ability to work as part of a team	✓	
Excellent attendance and punctuality	✓	

Key Terms and Conditions

Pay:

The Full Time Equivalent salary for Grade 8 points 26 - 8 is

Starting salary is on the lowest scale point in the grade; increments are then paid to staff with more than 6 months service in April of each year until the highest scale point in the grade is reached. Payment is by bank transfer on or by 26th of each calendar month.

Hours of work:

8:00am-3:30pm with one hour TOIL until 4:30pm

Pension Scheme:

You will be entitled to join the Local Government Pension Scheme. Details of the scheme are found here: www.lgps.org.uk

The Twyford Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undergo the child protection screening appropriate to the post, including an enhanced disclosure from the DBS (Disclosure and Barring Service) and references from previous employers. For more information about the DBS please see <https://www.gov.uk/disclosure-barring-service-check>

The post-holder will also be expected to read and adhere to the Trust's Child Protection Policy, and any other Safeguarding documents stated within this.