



DSL/Inclusion Manager

Job Description

Responsible to: Headteacher

Responsible for: Learning Mentors

Overview:

- A. To act as the school's Designated Safeguarding Lead.
- B. To lead and develop the school's Inclusion strategy.
- C. To line manage the Inclusion Assistant and Learning Mentors in main school.
- D. To lead and develop the school's attendance strategy.
- E. School Mental Health Lead

Core Duties:

A: Main purpose

The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety and understanding the filtering and monitoring systems in place).

They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Refer cases to the police where a crime may have been committed

Working with staff and other agencies

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners



- Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
 - Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
 - Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school
- The above includes:
 - Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
 - Supporting teaching staff to provide additional academic support and/or reasonable adjustments to help these children reach their potential

Managing the child protection file

- Ensure child protection files are kept up to date
- Keep information confidential and store it securely on CPOMS
- Make sure records include:
 - A clear and comprehensive summary of the concern
 - Details of how the concern was followed up and resolved
 - A note of any action taken, decisions reached and the outcome
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- Where children leave the school (including in-year transfers): Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE



- Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help it put appropriate support in place

Raising awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents and carers are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually

Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Deliver (or facilitate) appropriate safeguarding and child protection training, including online safety, and staff responsibilities in relation to filtering and monitoring
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication



Holding and sharing information

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals

Filtering and monitoring

- Understand the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified
- Make sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning
- Review filtering and monitoring provision at least annually with the network manager and members of SLT

B

- To effectively manage the CPOMS system by ensuring all levels of access are accurate and the general management of the system is maintained.
- Deliver staff training when relevant to enable staff to fully access and utilise the CPOMS system.
- Ensure mental health support is available, and the caseload is managed for students via the counselling service within school and/or other agency support.
- To meet with parents, students and staff, as required implementing strategies for students whose work ethic, behaviour or mental well-being is a cause for concern.
- To build relationships with parents ensuring they have every opportunity to engage with the school.
- Coordinate additional support and adaptations to students' timetables to ensure they are accessing the curriculum.
- Coordinate outside agency support and complete relevant referrals.
- To work alongside the pastoral team to ensure a coordinated approach to intervention is undertaken.
- To coordinate Our Health 5-19 support for staff training.
- Attend first aid team meetings and liaise with first aiders.
- Coordinate Health Care Plans for students with relevant agencies and parents.
- To coordinate student support from Our Health 5-19.
- To liaise with exams officer and SENCO to ensure co-ordinated provision for vulnerable students.
- To be a point of contact, advice and support for staff, students, parents and other professionals.
- To support heads of year in addressing the PSHE curriculum.
- Attend fortnightly inclusion meetings.



- To coordinate the school's response to 6th day provision.
- Continuously develop own professional practice and keep up to date with relevant developments.
- Coordinate whole school events such as mental health day, PSHE day, school photographs and vaccinations.
- Support the transition process.

C

- To lead and manage the Learning Mentor Department and the Inclusion Assistant
- To conduct and review appraisal for Learning Mentors and the Inclusion Assistant
- To coordinate Learning Mentor response to students allocated to study support.

D

The senior attendance champion is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues with the support of the pastoral team
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Develop, review and implement, the school's policy for attendance and punctuality.
- To have oversight of registration records and ensure they are up to date and accurate.
- To support attendance staff in identifying and implementing relevant attendance codes, including when attendance is unauthorised.
- To conduct and delegate home visits for attendance concerns as necessary.
- To liaise with the Local Authority regarding attendance including protocols for movement on and off roll and register inspections.
- To coordinate Education Welfare Service support including the referral process.
- To be a point of contact, support and advice for staff.
- To meet with parents in liaison with the pastoral team to discuss attendance concerns.
- To advise staff on LOA requests.
- Report on attendance and punctuality concerns to pastoral leaders at inclusion meetings and governors' meetings.
- To ensure that the statutory daily requirements are maintained by the attendance staff



E

- To lead, alongside the pastoral team the school's promotion and response to mental health.
- To meet with students ensuring that constructive and meaningful conversation take place regarding their mental health.
- To act as a source of advice, support and expertise for students, staff and parents on appropriate mental health strategies, intervention and support.
- To act as a mental health first aider.
- To deliver staff training on mental health as and when required.
- To monitor, audit and review whole school mental health.
- To attend relevant mental health training and strategy groups.
- Promote mental health within school and with relevant stakeholders.
- Identify and implement whole school or relevant year group mental health programmes.
- Co-ordinate the provision of counselling both internal and external for all identified students.
- To make accurate, concise and robust referrals to relevant external agencies such as CAMHS.
- To be proactive in identifying risk factors and implementing solutions.
- To liaise with the SENCO and pastoral leads to ensure appropriate interventions are in place for students identified as having additional needs.

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