

**City of Bradford Metropolitan District Council Job Profile**

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| **Reference Number** | **N/A** | |
| **Role Title** | **Education Safeguarding Officer (Training and Reviews) (PO3/4)** | |
| **Directorate** | **Children’s Services** | |
| **Service Area** | **Education Safeguarding** | |
| **Reports to** | **Education Safeguarding Service Manager** | |
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| **Role Purpose** |
| 1. Encourage effective safeguarding practice across schools/education settings by promoting and championing that advocated by the DfE and the Local Safeguarding Children Partnership and in identifying and responding to practice that falls below such agreed standards and policies. 2. To ensure delivery of the Local Authority’s statutory duties in regard to education safeguarding and contribute proactively to wider plans and strategies which promote access to education and pupil wellbeing across the district. 3. Lead in the delivery of education safeguarding functions with a particular focus on coordinating the Local Authority’s safeguarding training and reviews offer. |

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| **Duties and Responsibilities** |
| 1. To act as a source of support, advice and expertise to staff on matters of safeguarding and facilitating communication between Children’s Social Care and schools to improve the effectiveness of safeguarding practice. 2. Work to ensure that serious case review recommendations, pertinent to the work of staff employed in Education and Learning, or any educational setting, are implemented. 3. Ensure that the needs of vulnerable pupils are met through support and challenge to schools, settings and professionals across the district. 4. Support the inclusion of vulnerable pupils across the district, including those at risk of exploitation, those with Youth Justice Service involvement and those not on a school roll. To take a proactive role in policy development, dissemination, reviews and evaluations. 5. Conduct safeguarding reviews, monitoring, responding to Ofsted complaints, support for Elective Home Education, unregistered schools, and supplementary school support, depending on role focus. 6. Develop and maintain relationships with a range of multi-agency groups who are working to support children and young people. 7. Maintain links with regional counterparts for professional development, consistency and adherence to statutory requirements. 8. Provide advice to professionals across the district in relation to complex cases and seek advice where required. 9. To lead on the planning and delivery of safeguarding training to support schools and settings in developing effective safeguarding practice. 10. Use a variety of systems to handle confidential information relating to education safeguarding and share appropriately. 11. Promote positive approaches to diversity and identity within the team and across the department, providing guidance and challenge as required. 12. To provide updates and reports in response to requests often within demanding timescales. 13. To undertake all duties commensurate to the nature and level of the post at initial place of work or at any other venue. |

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| **Dimensions of role** |
| Working hours and conditions reflect that the service is school facing.  Enhanced DBS check required.  The post holder is required to have a useable car available at all times or as advised by the line manager. The post is designated Casual Class 1 Car User status for the better performance of the duties for which the HMRC rate is payable. |

**STRUCTURE CHART**

**Person Specification**

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| **Knowledge/Skill/Experience required** |
| The applicant is required to provide evidence of having previously spoken fluently to members of the public to meet the advanced threshold level outlined under Special Knowledge above.  Extensive experience working in a school-based role, or significant experience within child protection, children’s social care or other professional safeguarding children.  Experience of the child protection and Early Help process  Experience of working in multi-agency and multi-disciplinary environments.  Experience of delivering safeguarding practice related to keeping children safe in education  Carries out the working practices, procedures and basic operations across prevention and family support.  Can ensure delivery of local authority’s statutory duties in regard to education safeguarding and contribute pro-actively to wider plans and strategies which promote school attendance and pupil well-being across the district.  Uses specialist knowledge of relevant legislation, guidance, procedures and regulations, including risk in own area and/or across other areas of work to carry out the statutory responsibilities of the service.  A broad knowledge and understanding of safeguarding/child protection procedures, developments and legislation.  Understand, explain and implement strategies to supports colleges, schools and nursery providers to raise the attendance and well-being of children and young people in Bradford.  Understand the safeguarding responsibilities that schools must comply with in order to ensure the welfare and protection of children.  Able to engage children, young people/adults, developing with them programmes of activity for their participation individually and within groups that will increase their achievement of positive outcomes. |

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| **Key benchmarked competencies, traits and motives required to successfully deliver the role These will support recruitment, succession planning, development and performance management** | | **Essential** |
| **Health and Safety** | Uses knowledge of Health, Safety policies, procedures and regulations including risks in own area of work | x |
| **IT Packages** | Uses a range of complex IT packages relating to area of work  Knows and understands how to analyse, interpret and present complex information from a variety of sources, using a wide range of basic computer applications. | x |
| **Service Improvement** | Ability to adopt a process of continual improvement and suggest ways of working more efficient and effectively to improve service delivery | x |
| **Continued professional Improvement** | Carries out a variety of working practices, applies complex regulations, rules, procedures and processes across a technical /specialist area | x |
| **Communication** | Knows and understands how to use, interpret, handle and communicate, often complex and detailed information, and relay it to service users/stakeholders in writing and/or over the telephone / face to face. | x |
| **Numeracy & Literacy** | Demonstrates a high level of numeracy, literacy and accuracy across a range of activities | x |
| **Relevant Professional Qualification** | Degree and qualification in Education, Adult Training or Social Work.  Recent and on-going CDP which demonstrates a commitment to improving safeguarding practice. | x |
| **Carries out performance management** | Covers the employees’ capacity to manage their workload and carry out a number of specific tasks accurately and to a high standard. | x |
| **Communicates Effectively** | Covers a range of spoken and written communication skills required as a regular feature of the job. This includes exchanging information/building relationships, giving advice and guidance, counselling, negotiating and persuading and handling private, confidential and sensitive information. | x |
| **Carries Out Effective Decision Making** | Covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. This includes planning and organising, self-effectiveness and any requirements to quality check work. | x |
| **Undertakes Structured Problem-Solving** **Activity** | Covers a full range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. This includes creative and critical thinking, developing practical solutions, applying problem solving strategies and managing interpersonal relationships. | x |
| **Operates with Dignity and Respect** | Covers treating everyone with respect and dignity, maintains impartiality/fairness with all people, is aware of the barriers people face. | x |
| **Practices Appropriate Leadership** | Our managers motivate their staff to exceed expectations through raising their awareness of goals and moving them beyond self-interest for the sake of the team or service. They consider serving the District in all that they do. |  |
| **Operates with Strategic Awareness** | Our managers work with corporate priorities and policies in a joined up way with others, internally and externally. Works democratically, transparently and accountably. | x |
| **Delivering Successful Performance** | Our managers monitor performance of services, teams & individuals against targets & celebrate great performance. They promote the District’s vision & work to achieve Council’s values & agreed outcomes. |  |
| **Applying Project and Programme Management** | Our manager’s work to ensure that outcomes and objectives are achieved within desired timescales, make best use of resources and take a positive approach to contingency planning |  |
| **Developing High Performing People and Teams** | Our managers coach individuals and teams to achieve their potential and take responsibility for continuous improvement. They champion the Council’s values and goals. |  |

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| **Applicants with disabilities are only required to meet the essential special knowledge requirements (clearly marked)** |
| Due to the Governments Fluency in English Duty for posts where employees speak directly to members of the public the postholder is required to meet  the Lower threshold level.  You should be able to demonstrate that you can use a wide range of simple words and a standard English sentence structure to express and maintain a flowing conversation even though you pause to think of the correct words with the ability to express and make yourself understood (this will also be tested during the interview). |

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| **Completed by:** | **Danielle Wilson- May 2021**  **Updated Sep 2025 – Kate Hopton** | **Date:** |  |
| **Quality checked:** | **July 2021**  **Update Benchmarked Sep 2025 – Ian Poppleton (HRBP)** | **Date:** |  |