Safeguarding and Wellbeing Officer (Intensive Support)

**Job Description**

*(This is a description of the job as it is as present constituted. It may be necessary, from time to time, to update job descriptions to ensure that they relate to the job as then being performed. Therefore, management reserve the right to make changes to your job description, commensurate with your grade/level in the organisation, after consultation with you).*

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| **Post Title:** | **Safeguarding and Wellbeing Officer (Intensive Support)** |
| **Reports to** | **Strategic Lead for Safeguarding and Wellbeing** |
| **Department** | **Student Services – Intensive Support** |
| **Grade** | **SCP027 – SCP029** |
| **Contract** | **Full Time, Permanent** |
| **Location** | **Any College Campus** |

**ROLE PURPOSE**

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| The Safeguarding and Wellbeing Officeris central to the delivery of the College’s Safeguarding and wellbeing offer and the core work of the Student Services function. The post holder will be  required to provide support to individual students and to assist these young people to  meet their learning and personal needs in order that they engage in education, training or  employment and achieve their full potential.  The role offers individual support that is tailor made for students who are  experiencing personal, wellbeing and social issues that could impact on their lives and cause barriers to progression. Factors contributing to issues students face may come from home, the local  community, worry about transition or change. Whatever the root cause, Officers will work in a  child-centred way to bring solutions.  This post is a Designated Safeguarding & Prevent Officer and the post holder will have  considerable expertise and practitioner skills in safeguarding. |

**KEY ACCOUNTABILITIES**

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| * Provide safeguarding and wellbeing interventions and support for students. * Work with the wider Student Services teams, tutorial staff, curriculum staff and external   agencies to provide a range of engagement opportunities across the academic year which aim to promote student well-being and reduce the risk of harm.   * Work closely with Curriculum, Pastoral Support and Learning Support to ensure that students’ needs are identified and appropriate support and risk assessment is put in place and reviewed. * Contribute to the planning and delivery of a range of awareness activities to promote key   college strategies such as Prevent, fitness to study, anti-bullying, stress, and positively  promote equality and diversity and celebrate difference   * To keep informed of National, Local and Institute legislation, policies and procedures with   regard to Safeguarding Vulnerable Adults and Children and cascade the information  accordingly.   * Ensure appropriate support plans are in place and monitored for all vulnerable students and action plans are shared with relevant staff, where appropriate. * Communicate with college staff and students regarding safeguarding and child protection. * To complete the Strengthening Families Assessment (CAF) & TAF Action Plans, where   necessary, and liaise with the Safeguarding Children’s Board upon completion.   * Establish and maintain contact with local statutory agencies on behalf of the young person. * Maintain confidential records of reported cases, take action and liaise with statutory   agencies, ensuring that they have access to records.   * Represent the College at multi-agency meetings e.g. Child Protection Case Conferences/   Child In Need, MASH meetings, reviews as appropriate.   * Make appropriate referrals to outside organisations and support and monitor referrals made by other members of staff to ensure appropriate action and follow up. * Work with partner organisations and key external agencies to ensure vulnerable students   are identified at an early stage and effectively supported and to enhance and develop  safeguarding provision.   * Support safeguarding policy development, procedure and implementation. * To provide wellbeing support, interventions, resources and activities for students on campus. |

**GENERAL RESPONSIBILITIES**

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| * To work at any of the College sites on a temporary or indefinite basis. * To undertake such duties as are reasonably allocated, appropriate to the grade of the post * Comply with College Policies and Procedures and the Staff Code of Conduct which can be accessed via SharePoint. * To take appropriate responsibility for PREVENT and the safeguarding and promotion of the welfare of children and/or vulnerable adults. * To uphold British Values, the college values and responsibilities with regard to equality and diversity. * To understand and adhere to college Health and Safety polices and guidelines ensuring compliance with statutory legislation. * To invigilate during examinations if and when requested. |



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|  | | | | **ASSESSMENT METHOD** | | | |
| **PERSON SPECIFICATION – Intensive Support Officer, Ref:** | **Essential** | **Desirable** |  | **Certificate** | **Application Documents** | **Reference** | **Selection Process** |
| **Qualifications** | | |  |  | | | |
| A recognised professional qualification in working with young people such as careers guidance, teaching, youth work or social work or a relevant degree. |  |  |  |  |  |  |  |
| NVQ Level 4 qualification relevant to work with young people. |  |  |  |  |  |  |  |
| GCSE Maths and English Grade A\* - C or equivalent |  |  |  |  |  |  |  |
| Evidence of continuous professional development |  |  |  |  |  |  |  |
| Recognised Safeguarding qualification or willing to work towards |  |  |  |  |  |  |  |
| Wellbeing/Mental Health Qualification |  |  |  |  |  |  |  |
| Counselling qualification |  |  |  |  |  |  |  |
| **Specialist Knowledge** |  |  |  |  |  |  |  |
| A working knowledge of confidentiality, child protection, data protection and anti-discriminatory/oppressive practice |  |  |  |  |  |  |  |
| Knowledge of different techniques and tools when dealing with students in crisis |  |  |  |  |  |  |  |
| Have a good, sound knowledge of national and local strategies and guidance related to Safeguarding and Child Protection, including Prevent, Personal Development Behaviour and Welfare |  |  |  |  |  |  |  |
| Significant experience of safeguarding within the 16+ age range as well as knowledge of safeguarding in the educational setting |  |  |  |  |  |  |  |
| A knowledge of other support provision for students |  |  |  |  |  |  |  |
| **Experience** |  |  |  |  |  |  |  |
| Experience in a post 16 college / university setting |  |  |  |  |  |  |  |
| Experience of working in a team |  |  |  |  |  |  |  |
| Developing working relationships with internal and external agencies successfully |  |  |  |  |  |  |  |
| Ability to deal with situations sensitively and with empathy, both face to face and telephone communication |  |  |  |  |  |  |  |
| Working with the CAF/TAF |  |  |  |  |  |  |  |
| Experience of working with people in a crisis or presenting complex activities |  |  |  |  |  |  |  |
| Experience of using solution focused methods when working with students |  |  |  |  |  |  |  |
| Experience of delivering staff training / delivering teaching or training to students |  |  |  |  |  |  |  |
| Provide and analyse statistical data in a clear, understandable report format |  |  |  |  |  |  |  |
| **Skills and Understanding** |  |  |  |  |  |  |  |
| An understanding of ethical/professional/confidential boundaries |  |  |  |  |  |  |  |
| Ability to use a range of interventions/strategies to help others overcome their barriers |  |  |  |  |  |  |  |
| Ability to carry out assessments e.g. for students at risk |  |  |  |  |  |  |  |
| Ability to keep and maintain accurate and confidential records |  |  |  |  |  |  |  |
| A proficient knowledge of Microsoft Office programmes such as Word and Excel |  |  |  |  |  |  |  |
| Ability to set clear targets and evaluate outcomes |  |  |  |  |  |  |  |
| Good presentational and interpersonal skills and the ability to communicate at all levels within internal and external stakeholders. |  |  |  |  |  |  |  |
| Good time management skills |  |  |  |  |  |  |  |
| **Personal Attributes** |  |  |  |  |  |  |  |
| Suitable to work with children and young people |  |  |  | Criminal records check via DBS |  |  |  |
| Ability to work flexibly to meet service demands |  |  |  |  |  |  |  |
| Ability to work under pressure |  |  |  |  |  |  |  |
| Well organised and self-motivated |  |  |  |  |  |  |  |
| Approachable, open and honest |  |  |  |  |  |  |  |
| To have due regard and take appropriate responsibility for PREVENT and the safeguarding and promotion of the welfare of children and/or vulnerable adults. |  |  |  |  |  |  |  |
| To uphold British Values, the college values and responsibilities with regard to equality and diversity. |  |  |  |  |  |  |  |
| To understand and adhere to college Health and Safety polices and guidelines ensuring compliance with statutory legislation. |  |  |  |  |  |  |  |
| **Other** |  |  |  |  |  |  |  |
| Ability to work occasional Saturdays and evenings where reasonably required |  |  |  |  |  |  |  |
| Ability and willingness to travel between sites and to external meetings as required. |  |  |  |  |  |  |  |

