



HILLINGDON

LONDON

JOB TITLE:

GRADE: POC

POST NO:

JOB TIER: 6

DBS CHECK: Enhanced

DIRECTORATE: Children's Services

SERVICE: Education

REPORTING STRUCTURE

Reports to: Head of Access to Education

Direct Reports: up to 5

Indirect Reports: 0

ROLE PURPOSE:

To act as the specialist education safeguarding lead within the Multi-Agency Child Protection Team, ensuring that educational information, expertise and statutory responsibilities inform all child protection decision-making and contribute to improved safety, engagement and outcomes for children at risk of significant harm.

Job Description

1. Resident & Community Contribution

- Champion the safety, educational engagement and outcomes of children and young people at risk of significant harm by ensuring education plays a full and effective role in child protection decision-making.
- Promote inclusive, equitable educational practice for vulnerable children, including those with disrupted education, exclusions, attendance concerns or elective home education, recognising education as a key protective factor.
- Ensure safeguarding, equality, diversity, inclusion and data protection responsibilities are upheld in all aspects of the role.
- To demonstrate understanding of the Council's *Customer Care Standards* and ensure that these standards are met in order to deliver the Council vision of 'putting our residents first'.

2. People Management

- To be responsible for maintaining a safe and healthy working environment in line with Health & Safety at Work Act (1974).
- Provide professional leadership and supervision (where applicable) to education staff contributing to MACPT activity, ensuring clarity of roles, accountability and high-quality practice.
- Contribute to multi-agency group supervision, reflective practice and learning within MACPT, supporting practitioner development across agencies.
- Provide professional supervision, coaching and safeguarding oversight to education staff contributing to MACPT activity, including supporting Designated Safeguarding Leads (DSLs) and deputies to discharge their statutory responsibilities.

3. Operational Service Delivery

- Act as the education safeguarding lead within MACPT, providing timely, authoritative education advice to inform strategy discussions, Section 47 enquiries and child protection conferences, drawing on direct experience of how safeguarding operates inside schools and colleges (e.g. DSL or senior safeguarding roles).
- Represent the local authority's education function at multi-agency meetings, ensuring education information is accurate, analysed and outcome-focused.
- Liaise with education settings to obtain, quality-assure and interpret safeguarding information, including attendance, exclusions, SEND, EHE and vulnerability indicators.
- Ensure education fulfils its statutory safeguarding duties under Keeping Children Safe in Education and Working Together to Safeguard Children.

- Audit and review school/college safeguarding systems and practice against Keeping Children Safe in Education and local policies, identify non-compliance, and drive remedial actions with senior leaders and governors.
- Where a school or setting cannot attend, represent the education perspective at strategy discussions and conferences, ensuring the voice of the child and the education provider is fully captured and tested.
- Contribute to and help lead on the effective implementation of child protection plans.

4. Service Planning & Development

- Contribute to the development and embedding of MACPT operating models, ensuring education is fully integrated into multi-agency child protection arrangements.
- Support strategic planning for children with a social worker, aligning MACPT activity with Virtual School and education inclusion priorities.
- Identify emerging safeguarding risks and patterns related to education and contribute to service responses and planning.
- Work with the Virtual School, Inclusion services and DSL networks to align MACPT priorities with attendance, exclusions, alternative provision and EHE improvement plans, ensuring safeguarding and education objectives are integrated.

5. Financial & Resource Management

- To ensure all purchasing and procurement is conducted in line with the corporate guidelines with appropriate use of the Council's financial systems.
- Ensure work is delivered efficiently and represents value for money, making effective use of available resources.
- Use and maintain specialist resources and IT equipment responsibly in line with Council policies.
- Ensure efficient use of education resources by prioritising activity that mitigates risk, prevents escalation and supports sustained educational engagement.
- Contribute professional advice to commissioning and resource decisions impacting vulnerable learners, ensuring value for money and effective outcomes.
- Work within delegated budgets and resource frameworks, escalating risks or pressures appropriately.

6. Service Improvement

- Participate in single- and multi-agency audits, case reviews and QA; lead thematic audits of school safeguarding practice (e.g. attendance escalation, early help step-up/step-down, safer culture) and translate findings into time-bound improvement actions for settings and partners.

- Share learning from MACPT activity with education services and settings to strengthen early identification and intervention.
- Contribute to continuous improvement in MACPT effectiveness, including threshold decision-making and information-sharing practice.

7. Contacts

- Primary contact will be with other officers within the Council, and service users / residents and their representative bodies.
- In addition, the postholder will have regular contact with:
 - Social Care, Police and Health professionals within MACPT
 - Headteachers, senior leaders and Designated Safeguarding Leads
 - Designated Safeguarding Leads, Deputy DSLs and safeguarding governors/trustees across schools, colleges and alternative provision
 - Virtual School and education inclusion services
 - Safeguarding partnership boards and operational groups

8. Additional Responsibilities

- Maintain up-to-date expertise as a DSL-level practitioner, including regular advanced safeguarding updates and annual DSL-equivalent refresher learning.
- Complete other reasonable tasks in order to fulfil role purpose or as instructed by management.
- Maintain up-to-date professional knowledge of legislation, guidance and best practice relating to behaviour, inclusion and early help.
- Participate in supervision, appraisal and continuing professional development.
- This profile/JD is not intended to be exhaustive list of duties the post holder will carry out. Other reasonable duties commensurate with the level of the post.
- Contributing to and delivering training to internal staff and partners.

9. Key Performance Indicators

- Timeliness and quality of education input into MACPT decision-making.
- Evidence of improved safeguarding practice and compliance within education settings.
- Effective attendance and engagement of education in multi-agency processes.
- Positive feedback from MACPT partners on the contribution of education expertise.
- Audit outcomes demonstrating strong education safeguarding practice.
- Proportion of MACPT cases where education analysis (attendance/SEND/EHE/exclusions) demonstrably influences threshold and planning decisions.

- Completion and impact of school safeguarding audits (e.g. % actions closed on time; reduction in repeated/comparable concerns).
- Timeliness and quality of education reports to strategy discussions/CP conferences, measured via QA framework.

Person Specification

This person specification will be used for recruitment to this vacancy in LBH. It will form the basis of the application form, and candidates will be also assessed against aspects of this person specification at interview.

1. QUALIFICATIONS (list)	ESSENTIAL ✓	DESIRABLE ✓
Degree-level qualification or equivalent professional experience in education, safeguarding, children's services or a related discipline	✓	
Recognised safeguarding and child protection training at an advanced level	✓	
Evidence of continuous professional development relevant to safeguarding, education and vulnerable children	✓	
Teaching qualification or qualified teacher status		✓
Professional qualification related to safeguarding, leadership or inclusion		✓
Accredited DSL (or Deputy DSL) training completed within the last 2 years		✓
2. STATUTORY or ROLE SPECIFIC REQUIREMENTS (describe)	ESSENTIAL ✓	DESIRABLE ✓
Enhanced DBS	✓	
Willingness to work flexibly to meet the demands of a safeguarding service, including attendance at multi-agency meetings	✓	
Ability to exercise professional autonomy and accountability within a statutory safeguarding framework	✓	
Ability to work in accordance with Working Together to Safeguard Children, Keeping Children Safe in Education, and Section 175 of the Education Act (2002), including familiarity with LA safeguarding audits and school compliance duties	✓	
Willingness to undertake/refresh DSL-level learning in line with local policy	✓	
Experience of working within a statutory multi-agency safeguarding environment (e.g. MACPT, MASH, child protection teams)		✓
3. EXPERIENCE (describe)	ESSENTIAL ✓	DESIRABLE ✓
Substantial experience in education safeguarding/child protection at a professional or advisory level, including making and defending critical decisions in complex cases to ensure statutory responsibilities are met	✓	

Direct experience working within a school or college with responsibility for safeguarding practice (e.g. DSL, Deputy DSL or senior safeguarding lead)	✓	
Leading or contributing to safeguarding audits/reviews of schools/colleges and driving completion of actions.	✓	
Experience of working multi-agency, contributing to safeguarding decision-making alongside social care, health and police	✓	
Experience of providing specialist advice, consultation and support to education settings or professionals	✓	
Experience of analysing complex cases and presenting findings to inform planning and intervention	✓	
Experience of representing education at: Strategy discussions Section 47 enquiries Child Protection Conferences		✓
4. KNOWLEDGE & SKILLS (list)	ESSENTIAL ✓	DESIRABLE ✓
In-depth knowledge of safeguarding legislation, statutory guidance and thresholds	✓	
Strong understanding of education's statutory role in child protection and safeguarding	✓	
Knowledge of key education-related safeguarding risks, including: Attendance and persistent absence Exclusion and suspension SEND Elective Home Education (EHE)	✓	
Ability to analyse complex information and assess risk within the education context (attendance patterns, exclusions data, SEN/EHCP, EHE indicators, alternative provision transitions) to inform MACPT decision-making	✓	
Highly developed written and verbal communication skills, including the ability to produce clear, professional reports	✓	
Ability to provide constructive challenge, professional advice and guidance within a multi-agency setting	✓	
Strong organisational skills and ability to manage competing priorities in a high-risk environment	✓	
In-depth, applied knowledge of DSL-level responsibilities in school/college settings, including referral pathways, threshold decision-making, children's voice, record-keeping, safer working practice and safeguarding governance	✓	
Capability to audit and review school/college safeguarding systems (policies, training, culture, recording, escalation), identify non-compliance,	✓	

and negotiate/secure corrective action with senior leaders and governors		
Practical understanding of multi-agency safeguarding operations (MACPT/MASH/strategy discussions/Section 47/conferences) and the interface with school safeguarding.	✓	
Knowledge of Virtual School functions and the Children with a Social Worker agenda		✓
Understanding of integrated safeguarding models and system reform		✓
Ability to contribute to training, guidance or policy development		✓

Our values

Respect

We appreciate what makes us different and include everyone.

- We recognise that we all have unique talents, skills and experiences.
- We provide a professional service to our residents and colleagues and lead by example.
- We celebrate diversity and ensure our working practices are inclusive.

Collaborative

We believe in the power of working together.

- We work collaboratively as one council.
- We promote creativity and innovation to improve outcomes for all.
- We recognise the strength of sharing knowledge and experience.

Efficient

We deliver the best possible outcome by carefully managing our resources.

- We are empowered to deliver the most efficient outcome.
- We harness new technology and tools to deliver our services efficiently.
- We look after our finances and maximise value for money for residents.

Integrity

There is no gap between what we say and do.

- We choose what is right over what is easy.
- We trust and support each other to get the job done.
- We are responsible and accountable for our actions, both good and bad.

Open and honest

We are transparent in the actions and decisions we take.

- We provide a safe space to have truthful discussions in a positive way.
- We encourage constructive feedback without fear of judgement.