

## Post Specification

<b>Date</b>	<b>May 2025</b>
<b>PG Number</b>	<b>PG8589</b>
<b>Post Title</b>	<b>Senior Social worker for DSLs in Schools</b>
<b>Job Family</b>	<b>People Care &amp; Development</b>
<b>Job Family Role Profile</b>	<b>PCD12ii</b>
<b>Final Grade</b>	<b>Grade 13</b>

**To be read in conjunction with the job family role profile**

### Service Area description

The Virtual School has an overarching role to promote the educational outcomes of all children with a social worker giving them maximum opportunity to reach their full educational potential.

There are three distinct areas that underpin the work of the virtual school:

1. Cared for Children: The Virtual School team act as educational advocates that parents are for others, this involves: ensuring that all young people gain swift access to appropriate educational provision, are well supported to make good progress and participate in activities, and gain the skills and qualifications needed to make a successful transition to adult life. The Virtual School support Cared for Children from pre-school to 18 years old.
2. The Virtual School team should provide advice and information for the purpose of promoting the educational achievement of previously looked after children (adoption, special guardianship or child arrangement order)
3. Children with a Social Worker(CSW):The Virtual School headteacher has a strategic leadership role to champion the educational attendance, attainment and progress of children with a social worker. This job role sits within this area and enhances the working relationships between social care and education.

### Purpose of this post

To offer reflective safeguarding Supervision to primary and secondary schools across Cumberland in relation to all areas of safeguarding of children and their families including children who have either no Plan, Early Help Plans, Targeted Early Help Plans, CIN or CP Plans, and children who are Cared For, and including whole school safeguarding practices.

To offer Education advice and support to Cumberland Social Care Teams for children and families they are working with and support and enhance good partnership working between Social Care and Education colleagues for the benefit of child wellbeing and safeguarding.

### Key job specific accountabilities

- To develop trusting relationships with Cumberland Schools and be a beacon of good practice, supporting DSLs to see their strengths but also to recognise when changes may be needed in the plans that support children.
- To encourage early and robust interventions by school DSLs and partners to prevent worries escalating and to consider the impact of trauma on children and their families.
- To support schools to have and use various tools around a variety of areas of practice – child development and behaviour, trauma, neglect, domestic abuse, sexual abuse, child on child abuse and risk assessment of children with Harmful Sexualised Behaviours.
- To be knowledgeable and confident in providing advice and guidance in relation to school safeguarding practices such as compliance with KCSIE and WTSC.

- To support DSLs to self-reflect on their own wellbeing and their values, manage their workload and learn new knowledge and skills.
- To support, through Supervision with schools and Education advice to Social Workers, improvements in wellbeing in school for all Cumberland children.
- To support schools in preparation for Ofsted Inspection in relation to their safeguarding; supporting them to understand Social Care processes and decision-making with the aim of improved relationships between sectors, and an increased quality of safeguarding and Early Help work in schools, helping to reduce demand on statutory services.
- To provide appropriate challenge to DSLs and Social Workers in relation to children's experiences of school and escalate any worries around practice or culture.
- To contribute to training needs analysis within the LA and CSCP around what schools and Social Workers need, to do their roles effectively in relation to education and education safeguarding.
- Use internal data reporting systems and feedback to evaluate the delivery of Supervisions around key areas such as increased DSL wellbeing, or better quality Single Contacts by schools amongst other criterion.
- To attend and contribute to relevant forums: The DSL Network Meetings, sharing good practice examples and key safeguarding messages coming from schools and partners and within the LA.
- Contribute to partnership projects around children's Healthy Relationships and suicide prevention.
- Support DSLs to have new ideas around promoting good school attendance and the safeguarding of children not attending school. Use internal processes to identify children at risk of exclusion and poor attendance and discuss them with schools.

**Please note annual targets will be discussed during the appraisal process**

#### **Key facts and figures of the post**

<b>Budget Responsibilities</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Staff Management Responsibilities</b>	<ul style="list-style-type: none"> <li>• Supervision delivery to around DSLs and DDSLs across Cumberland schools</li> </ul>
<b>Other</b>	

#### **Essential Criteria - Qualifications, knowledge, experience and expertise**

- Social Work England Registration
- Social Work Degree CQSW/CSS/DipSW or equivalent
- Evidence of continuing professional development in social care/social work post qualification.
- Knowledge and understanding of relevant policies, statutory guidance and legislation relating to Children in Need, Child Protection, Looked After Children, KCSIE, WTSC
- Understanding of the role and responsibilities of leadership and management.
- Demonstrate significant understanding of relevant research evidence that highlights effective intervention with families.
- Knowledge of Child sexual Abuse
- Experience of providing high quality reflective, restorative supervision.
- Must have experience of effective Safeguarding Supervision.
- Working in statutory partnerships.
- Experience of working effectively with schools.
- Experience of working with EH, CIN, CP, CLA.
- Experience of working with children who have been sexually abused, including peer on peer abuse and child exploitation.
- Ability to use IT appropriately to support supervisory function.
- Robust knowledge and post qualifying experience of all aspects of child safeguarding.
- Knowledge and experience of school safeguarding and/or partnership working with schools preferable.
- Good understanding of trauma and Neglect and working in a trauma informed response

<ul style="list-style-type: none"> <li>• Experience of helping to develop new strategic responses to a variety of issues in school safeguarding and other areas of safeguarding.</li> <li>• An ability to record and analyse data.</li> <li>• A robust understanding of the impact of school non-attendance on children's overall wellbeing.</li> <li>• Must be confident to challenge partners where appropriate.</li> <li>• Must understand Early Help processes and planning and understand the local landscape around service provision.</li> <li>• Must have a sound understanding of GDPR and when to share information.</li> <li>• Must have a basic understanding of issues affecting children with SEND and experiencing deprivation.</li> </ul>	
<b>Disclosure and Barring Service – DBS Checks</b>	
<ul style="list-style-type: none"> <li>• This post requires a DBS check.</li> <li>• The level of check required is: <ul style="list-style-type: none"> <li>○ DBS Enhanced - Children &amp; Adults</li> </ul> </li> </ul>	
<b>Job working circumstances</b>	
<b>Emotional Demands</b>	<ul style="list-style-type: none"> <li>• Significant</li> </ul>
<b>Physical Demands</b>	<ul style="list-style-type: none"> <li>• Normal</li> </ul>
<b>Working Conditions</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Other Factors</b>	
<ul style="list-style-type: none"> <li>• Must be able to travel across Cumberland both North and West, with occasional travel to individual schools, when necessary, across Cumberland.</li> </ul>	