



Job Description

Name:

Post: Safeguarding Officer – Behaviour

Reporting to: Safeguarding / Pastoral Lead

Salary Scale: Grade 7

Date: September 2026

Purpose of the Job

The purpose of this role is to provide inclusive, whole-school behaviour support within a SEND setting, enabling pupils with complex academic, physical and emotional or behavioural needs to engage positively throughout the school day.

The postholder will work flexibly with pupils on an individual, group, and class basis, promoting participation, wellbeing and positive behaviour, while acting as a key link between home and school where behaviour impacts welfare, attendance or learning.

As a Deputy Designated Safeguarding Lead (DSL), the role plays an important part in promoting and safeguarding the welfare of children, working in line with the school's aims, values and policies to ensure a safe, supportive and consistent environment for all pupils.

Key Accountabilities

- Establish supportive, caring and secure relationships with pupils, promoting respect, self-esteem and a positive, inclusive whole school ethos.
- Develop knowledge and understanding of the specific academic, physical and emotional/behavioural needs of individuals and groups of children within the school and respond to them effectively.
- Encourage and support positive behaviour by acting as a positive role model and responding to behaviours that challenge in accordance with school policies and following appropriate training.
- To work with individual pupils and groups to support behaviour regulation and engagement.
- To proactively support staff in understanding behaviour as communication, including links to trauma, attachment and safeguarding.
- To support behaviour reactively in liaison with the AHTs.
- To prepare and provide in class behaviour support across the school.
- To be a Securicare Physical Intervention trainer and lead or support training for staff.
- To proactively work with class teams to manage, understand and plan for behaviours.
- Coach teams in positive behaviour management strategies.
- To attend class team meetings before and after school and therefore be able to be flexible with working hours, between agreed limits.
- To use Arbor and analyse data to support classes.
- To be a link between the Pastoral and Behaviour Team and attend Behaviour Team meetings.
- Liaise with the rest of the Pastoral Team, Behaviour Team and phase AHT's on behaviour and safeguarding issues that may impact pupils at school.

- Be a trained Deputy Designated Safeguarding Lead, working under the direction of the Safeguarding and Pastoral Lead to support safeguarding processes across the school.
- Respond to and triage safeguarding concerns raised by staff, to determine appropriate next steps, ensuring they are recorded, reviewed and escalated appropriately via CPOMS in line with school policy.
- Recognise when behaviour may indicate a safeguarding concern and ensure this is appropriately recorded and escalated.
- As directed by the leadership team, liaise with outside agencies, parents and carers where appropriate, in respect of individual children and safeguarding concerns.
- Provide guidance and support to staff around behaviour needs and where these may become safeguarding risks.
- Maintain strong positive relationships with external agencies, professionals and organisations in regard to safeguarding.
- Act upon concerns and issues shared by staff with support from the DSL team, in partnership working with external agencies.
- Support any referrals to Early Help, Jigsaw and Social Care and follow up outcomes/actions.
- Attend Child Protection and Child in Need meetings having liaised with class teachers and being fully briefed on the current context.
- Support the collation of information required for Child Protection Conferences.
- Assist with general school duties. These may include:
 - Supervision of children during playtimes and lunchtimes.
 - Supervision of children entering and leaving school premises.

Supporting the school

- Support the aims, values, mission and ethos of the school and participate in a team approach to all aspects of school life
- Take responsibility for safeguarding following the agreed policies at all times, be aware of confidential issues linked to home/child/school and keep confidences appropriately
- Be aware of health and safety issues and act in accordance with Health and Safety policies
- Ensure implementation and promotion in employment and service delivery of equal opportunities policies and statutory responsibilities

Other duties

The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar and he/she has appropriate qualifications or receives appropriate training to carry out these duties.

Signed:

Date:

Person Specification

Post: Behaviour & Safeguarding Officer (SEND)

ESSENTIAL	DESIRABLE
Qualifications	
• Willingness to undertake relevant training, including safeguarding. • Commitment to ongoing professional development.	• A good level of education to at least NVQ Level 3 (or equivalent), with a GCSE Grade C in English and Maths. • Securicare Physical Intervention training and trainer status • Paediatric First Aid Training • Trained Designated Safeguarding Lead
Experience	
• Experience of working with children or young people with SEND, including complex emotional and behavioural needs, in a school, education, community or support setting. • Experience of supporting behaviour that challenges in an educational or care setting. • Experience of working with pupils on an individual, group and/or class basis. • Experience of working collaboratively with colleagues and external professionals. • Experience of building positive relationships with pupils, families and colleagues • Experience of maintaining accurate, confidential records and handling sensitive information appropriately.	• Experience of working in a specialist SEND or SEMH setting • Experience of supporting safeguarding processes and working alongside DSLs • Experience of attending or contributing to multi-agency meetings (e.g. Early Help, CIN, CP) • Experience of delivering or supporting staff training or coaching.
Knowledge, skills and abilities	
• Strong understanding of behaviour as communication, including links to trauma, attachment and neurodiversity. • Knowledge of safeguarding responsibilities and child protection procedures. • Ability to recognise when behaviour may indicate a safeguarding concern and follow appropriate processes. • Ability to record and share information accurately and confidentially. • Strong communication skills, including the ability to work sensitively with parents and carers. • Ability to support staff with behaviour strategies and consistent practice. • Ability to remain calm, reflective and solution-focused in challenging situations. • Ability to work well as a member of a team. • Ability to work on own initiative and organise own workload. • Ability to communicate information and ideas effectively to a range of audiences, through good written and oral communication skills. • ICT skills to a good standard.	• Knowledge of CPOMS or similar safeguarding recording systems. • Ability to analyse behaviour data to inform support strategies. • Knowledge of Early Help and Children's Services processes and thresholds. • Knowledge of local support services and community resources.

Equality, inclusion and safeguarding issues

Ability to integrate equality policies into service delivery
Commitment to safeguarding
Responsible for following the schools health & safety policy, practices and procedures
Awareness of and commitment to confidentiality

Personal Qualities

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| <ul style="list-style-type: none">• Empathetic, approachable, and trustworthy, with a genuine commitment to supporting families.• Calm and resilient when working with families experiencing stress or crisis.• Resilient, adaptable and able to manage emotionally demanding situations.• Professional, reflective and committed to continuous improvement.• Confident working both independently and under direction.• Ability to maintain appropriate professional boundaries.• Proactive, flexible, and solution-focused in supporting pupils and families.• Able to work independently while also contributing effectively as part of the wider pastoral, behaviour and safeguarding teams.• Commitment to equality, inclusion, and the values and ethos of the school. | <ul style="list-style-type: none">• Confidence in offering advice and signposting parents/carers to external services. |
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