

<b>Group Member:</b>		Luminate Group Services	
<b>Job Title:</b>		Safeguarding Training Officer	
<b>Reports to:</b>		Safeguarding Training and Development Coordinator	
<b>Job Grade</b>	LEG C	<b>Department</b>	Student Life

### ROLE SUMMARY:

The safeguarding Training Officer will bring passion and commitment along with a restorative approach based on high challenge and high support, working with the Safeguarding Training and Development Coordinator to ensure safeguarding throughout the Luminate Education group is beyond effective. This will include a specific focus on the review, development and coordination of safeguarding and related training throughout the group along with bringing together all areas of the group to share good practice and embed consistent quality assurance processes throughout the group.

### SPECIFIC ROLE RESPONSIBILITIES:

1. Work with human resources and organisational development teams to monitor compliance with mandatory safeguarding training with specific reference to the Statutory Guidance Keeping Children Safe in Education, Prevent Duty and Local Safeguarding Partnership protocols
2. Support with the development, implementation and monitoring of a group wide annual training offer on the range of safeguarding topics including the Prevent agenda and contribution to the evaluation, review, design and delivery of safeguarding related training.
3. Maintain current online training resources ensuring they are updated annually to reflect any changes to statutory guidance and local safeguarding arrangements.
4. Design and develop new online and face to face training resources with a focus on contextual safeguarding topics, collaborating with external agencies and continuously updating personal CPD to ensure content remains current, credible, and aligned with local and national guidance and policies.
5. Analysing data to inform any specific intervention required in terms of any patterns of concerns that could be addressed/supported through additional training
6. Develop content for safeguarding updates aimed at both staff and students

7. Proactively engage with parents/carers through different communication channels on all aspects of safeguarding informing them of current themes and any emerging risks and trends whilst offering advice and further sources of support and information.
8. Maintain up to date knowledge and training around all aspects of safeguarding including accessing opportunities for train the trainer courses in relevant topics

#### **CORE RESPONSIBILITIES:**

1. Build strong, collaborative relationships with staff across all Luminate organisations to promote and share best practices in safeguarding. Work closely with the Safeguarding Training and Development Coordinator to ensure staff understand their statutory responsibilities in accordance with current legislation and local procedures.
2. Drive the quality of CPOMS recording by delivering ongoing training, providing targeted coaching, and supporting individual staff members to improve their safeguarding practices.
3. Develop and plan group-wide contextual safeguarding training for staff by analysing departmental trends, patterns, and Training Needs Analysis (TNA) data to identify and address specific training requirements across all aspects of safeguarding.
4. Assist the Safeguarding Training and Development Coordinator in ensuring the quality assurance of safeguarding practices across the group by supporting the completion of CPOMS audits and reviewing compliance with safeguarding arrangements.
5. Support the delivery of core group-wide training, including safeguarding induction sessions and Designated Safeguarding Officer training. Provide pre- and post-training administrative support, such as managing attendance registers and distributing pre and post-training resources.

#### **GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:**

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

**Kindness**

*Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them*

**Ownership**

*Using our robust business planning model to allow areas to have clear ownership over their vision and performance*

**Enjoyment**

*Fostering environments that enable staff and students to be brave, interact and have fun*

**Collaborative**

*Proactively seeking opportunities to create synergies and positive outcomes for all*

**Passion**

*Encouraging all to have aspiration and passion in everything they do.*

**Creative**

*Always hungry to learn and looking ahead so we can be responsive*

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The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it is an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

<b>Qualifications and Attainments</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
D	Q1. Degree or equivalent higher-level qualification or significant experience delivering training	A
E	Q2. Appropriate professional qualification or portfolio demonstrating significant experience of training coordination and delivery within a safeguarding context.	A
E	Q3. English and Maths at Level 2	A

<b>Experience and Knowledge</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	EK1. Able to work on multiple projects in a complex organisational environment to deliver to agreed deadlines.	A / I

E	EK2. In depth knowledge and understanding of the full range of safeguarding issues in education and the society at large	A / I
E	EK3. Experience of communicating and promoting collaboration in complex organisations	A / I
E	EK4. Experience of engaging and influencing others to achieve improved outcomes	A / I
E	EK5. Extensive experience of planning, coordinating, delivering and evaluating training	A / I
E	EK6. Experience of developing and leading use of digital communications using creative and innovative approaches to ensure key messages and information are easily accessible	A / I
E	EK7. Experience of carrying out audit and quality assurance of safeguarding systems and supporting develop action plans.	A/I

<b>Skills and Competencies</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	SC1. Ability to engage and communicate with staff and students verbally and using social media, digital and written communications	A / I
E	SC2. Exceptional relationship builder, skilled negotiator and solutions focused.	A / I
E	SC3. Ability to establish effective working relationships, within and across teams in a range of settings	A / I
E	SC4. Ability to restoratively question and challenge established procedures and policies to deliver the best possible outcome	I
E	SC5. Strong time management, ability to work under pressure and to deadlines	A / I
E	SC6. Initiative, self-motivation and the ability to persuade, influence and motivate others.	I

E	SC7. A willingness to work flexibly both independently and as part of a team	I
E	SC8. Competence to analyse and interpret data to identify patterns and trends to steer training delivery	A / I
E	SC9. Emotional intelligence, an ability to develop effective, resilient relationships with students, college staff and other stakeholders.	I

<b>Behavioural, Values and Ethos</b>		
<b>Essential (E) Desirable (D)</b>	<b>Criteria</b>	<b>Method of assessment</b>
E	Support and promotion of equality, diversity and inclusion	I
E	Promotion of a safe environment for children, young people and adults at risk to learn in	I
E	Commitment to the PREVENT agenda	I
E	Self-motivating and determined to overcome barriers to success. Commitment to professional standards	I
E	Restorative, strengths based practitioner demonstrating commitment to restorative practice approaches	I