

Role profile

Job Title:	Lead Education Child Protection Practitioner	Grade:	13
Department:	People	Post no.:	
Directorate:	Children and Families	Location:	Southall MACPTeam

Role reports to:	MACPT Team Manager with supervision from Virtual School Head.
Direct reports:	NA
Indirect reports:	NA

Job description

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Disclosure and Barring Service (DBS) check.

Purpose of role

- An exciting opportunity to shape and design practice across the families first partnership (social care reforms) The Education Lead Practitioner is based within the Multi-Agency Child Protection Team (MACPT) who are responsible for overseeing all cases where children are in need of help and protection both intra- and extra-familial. This is a full- time role with the expectation of 2 or 3 days each week to be office based.
- The Multi-Agency Child Protection Team provide consultation and advice to a range of staff to enable them to make decisions and apply threshold criteria in creative and proportionate ways. They initiate and undertake child protection investigations to assess whether a child has suffered or is likely to suffer significant harm. Where the threshold of significant harm is met, the team manage the child protection and conference process and support any legal proceedings.
- The Education Lead Practitioner role requires knowledge, experience and skills in managing safeguarding processes in an Education setting. This post holder will possess the confidence, and experience to build strong effective working relationships with DSLs and across the network that works in support of children and families. This experience will mean that the post holder can make autonomous decisions in supporting and challenging colleagues managing complex family situations.
- This is a role that requires the post holder to have safeguarding and education specific experience. Understanding the nuance and approaches across educational settings is essential. Working in partnership with education settings and across children's services to understand the integration of systems and services is an essential aspect of this role. The post holder will foster working relationships

between MACPT, education providers and the wider education service within children's services.

Key accountabilities

- The Education Lead Practitioner will contribute to decisions on the threshold to trigger a strategy discussion, initiate a Section 47 investigation, progress a case to an Initial Child Protection Conference and, where needed, attend the conference. To do this effectively, the Education Lead Practitioner will liaise with the child's education provider and the Designated Safeguarding Lead (DSL) and secure specific information regarding the family's history with education. This will include gathering information about the child and their family, as well as ensuring that the education practitioners involved with the child are aware of their roles and duties in the section 47 process.
- The post holder will be skilled at working with education provisions and experienced and knowledgeable so that they are able to collate, analyse and distil complex information in an often-changing context to best effect.
They will have the resilience and skill necessary to collaborate with and work effectively in partnership across education providers to ensure that any barriers that may arise in the education space can be overcome.
- The Education Lead Practitioner will ensure that the Designated Safeguarding Leads (and their teams) are already supporting the child and partnering with the Family Help lead professional to inform the single assessment. The purpose of this work is to deliver the care plan without delay, and to ensure that the DSL, with the Education Lead Practitioner, become effective members of the team around the family.
- When the Multi-Agency Child Protection Team agrees that the threshold for significant harm has been reduced and children are not subject to a Child Protection Plan, the Education Lead Practitioner will step away from the team around the family. However, the Education Lead Practitioner may need to consult education providers when they have concerns relating to child protection
- The Education Lead Practitioner will report to and be supervised both within MACPT & the Virtual School
- The post holder will represent education in the Multi-Agency Child Protection Team, ensuring any decisions and actions taken are consistent and within the Council's legal responsibilities towards the child. They will perform statutory functions set out in the Children Act 1989, 2004, and Working Together 2026.

- The post holder will promote the values of the council and our brighter futures practice model.
- The post holder will have an applied understanding of safeguarding matters and be able to work confidently with a range of colleagues to ensure that children are supported by an appropriate range of services at the right time for them.
- They will work collaboratively and proactively with multi-agency practitioners, building partnerships and collaboration with schools and other education provisions. This work will build an accurate and comprehensive understanding of a child's daily life and family. The post holder will consider a wide range of evidence from multiple sources to establish the likelihood of significant harm and ongoing risks. They will respect the opinions, knowledge, and skills of multi-agency colleagues and engage constructively in their challenges. Consequently, the post holder will have a strong ability to network effectively and interface confidently with a broad range of partners and agencies. This includes working collaboratively to support the local authority's system convening role, particularly in relation to reform activity and cross-system change.
- The post holder will have the skills to share their thinking and insight into the child and adults involved in the case. The post holder will share ideas and contribute to conversations to help create solutions for children and families. This means that the post holder will have highly effective communication and engagement skills, encompassing both in-reach and outreach activity. This includes the ability to engage meaningfully with professionals, partners, and communities, ensuring clear, consistent, and purposeful communication.
- The post holder will have the ability to analyse trends and patterns across a wide range of quantitative and qualitative metrics relating to education, health, and social care. This analysis should support informed decision-making and provide clear input into strategic development, service improvement, and forward planning.
- The post holder will be responsible for contributing to discussions within the Multi Agency Child Protection Team regarding what action to take and how to proceed following the child protection investigation, ensuring decisions are made based on the multi-agency discussions and informed by the voice of the child. This will include informal discussions and strategy meetings.
- The post holder will ensure they have a visible and consistent presence within Family Hubs to actively support multi-agency working. This includes strengthening relationships and improving connectivity with schools, partners, and local communities to enhance joined-up practice.

- Well-rounded and up-to-date knowledge of SEND, with a clear understanding of how SEND interfaces with a range of other disciplines across education, health, and social care.
- Strong depth of knowledge in relation to SEMH and attendance, alongside a keen awareness of triangulation across safeguarding, behaviour, and SEND. This reflects and aligns with key areas of focus and priority for schools.

Child Protection Conferences

- Where it is appropriate for the child to attend the child protection conference at the same time as the parents, the post holder will support the planning around the child's attendance through liaison between the education establishment and the Multi-Agency Child Protection Team.
- The post holder will ensure the appropriate education setting practitioner (eg DSL) shares a report in advance of the conference, with both the family and the professional network. Where necessary, the post holder will consult, support and quality assure the report to ensure it is to a high level and reflects information which has been obtained about the child's developmental needs, and the parents' capacity to respond to these needs to ensure the child's safety and promote the child's health and development within the context of the wider family and environment.
- The post holder will maintain oversight of the child protection process, providing advice and consultation to the education practitioner (eg DSL) involved who will attend the conference. Where there is no named education establishment / practitioner and the child is of age to access education, the post holder will attend representing the educational perspective.
- The post holder will ensure the representative from education at the conference presents information about their understanding of the child's needs, parenting capacity, family and environmental factors (including extra-familial contexts) and evidence of how the child has been abused, neglected or exploited and its impact on their health and development.
- The post holder will ensure that the representative attending a conference, from an education setting, will bring the views of the safeguarding matter from the perspective of their organisation. Where necessary, the post holder will support representative in their presentation and so ensure that there is clear professional dialogue in the conference that informs decisions about actual or likely significant harm to the child.
- Actions and planning that arise from the conference are to promote the welfare of the child subject to the conference discussion. Where the conference is to be attended by an education practitioner (eg DSL) from the child's education establishment, the

post holder will provide consultation and advice before and after the conference to deliver this expectation.

- The post holder will support the education practitioner (eg DSL) to make a recommendation upon which category of abuse or neglect the child being considered at a child protection conference has suffered or is likely to suffer. The category must indicate the primary concerns present when the child became the subject of a child protection plan.
- The post holder will oversee the delivery of and participation in all child protection plans, ensuring actions are completed by education providers. Consultation, advice and support will be provided to education provisions where necessary.
- The post holder will maintain and monitor the effectiveness of child protection conference, progression of the Child Protection Plan and education role within the arrangements determined in each case.

Key performance indicators

- Effective and timely education input into strategy discussions, Section 47 investigations, and child protection conferences.
- Evidence-based contributions that influence proportionate, child-focused safeguarding decisions.
- Quality and timeliness of education reports and contributions to child protection conferences.
- Positive feedback from education providers and multi-agency partners regarding consultation, support and professional guidance.
- Compliance with statutory safeguarding duties and council procedures.
- Demonstrable impact on partnership working between MACPT, education providers and children's services.
- Clear evidence that the voice of the child is reflected in decisions and planning.

Key relationships (internal and external)

Internal:

- Multi-Agency Child Protection Team colleagues
- Virtual School
- Family Help Teams and Lead Professionals
- Children's Services teams
- Conference Chairs and safeguarding leads within Children's Services

External:

- Schools, academies, colleges and other education provisions
- Designated Safeguarding Leads and safeguarding teams
- Multi-agency safeguarding partners including health and police
- Other professionals involved in the team around the family

Authority level

- Operates with professional autonomy to assess, analyse and advise on safeguarding matters within education.
- Authorised to contribute to statutory safeguarding decisions, including thresholds for significant harm, Section 47 enquiries and child protection planning.
- Provides professional challenge to education providers and partner agencies where required, in the best interests of the child.
- Escalates concerns through appropriate management and safeguarding pathways where risks are identified or actions are not progressing.

Person specification

Candidates please address the criteria marked with () only in your application. Please give examples**

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Essential knowledge, skills and abilities

1. **Ability to manage complex cases and assist colleagues in decision making.
2. Ability to undertake professional duties to comply with statutory responsibilities within the framework of the Council's Policies and Procedures, Working Together 2026 London Procedures and the Children Act 1989.
3. **Ability to develop strategies to support children at risk of harm and to take appropriate action to formulate plans for intervention.
4. Ability to oversee and review child protection plans.
5. **Ability to communicate effectively in a manner that is clear, fluent, concise and jargon free and in a courteous, calm and professional manner, both written and verbally.
6. **Ability to support colleagues in data recording, in line with the Integrated Children's System (LCS).
7. Ability to prepare complex court reports and attend and give evidence and support colleagues in court.
8. Ability to use resources effectively within current constraints, working to agreed threshold and eligibility criteria.
9. **Ability to work as part of a team to develop and promote good practice, monitor and evaluate one's own work and contribute to the evaluation of the practice of others.
10. Ability to be office-based and colocated as part of a multi-disciplinary team.
11. Ability to work flexibly to meet the required service hours

12. **Ability to liaise with professionals, parents and children and collaborate effectively so that reports are accurate, high quality and produced within timeframes.
13. A growth mindset and aptitude that builds professional relationships across teams and organisations.
14. **Sound knowledge of legislation and relevant guidance.
15. Progressive knowledge of current research and evidence-based practice, particularly about child protection.
16. **Knowledge of work in educational provisions that supports children at risk of harm and their families.
17. Knowledge and understanding of equality and diversity issues
18. **Understanding of the Keeping Children Safe in Education statutory guidance

Essential qualification(s) and experience

1. Professional qualification in education: Qualified Teacher Status (QTS), HLTA qualification or similar
2. Evidence of continuing and recent professional development in education
3. Level 3 Safeguarding Children
4. Further or Higher education qualifications in education, safeguarding, multi-agency work.
5. 5 Years minimum Teaching experience or Education support role working in an Education Setting
6. **Experience working in an education setting with parents and carers
7. Experience supporting pastoral and wellbeing needs of students
8. Experience of Working as a Designated Safeguarding Lead or Deputy Safeguarding Lead

Values and behaviours

Improved life for residents	Trustworthy	Collaborative	Innovative	Accountable
• Is passionate about making Ealing a better place • Can see and appreciate things from a resident point of view • Understands what people want and need • Encourages change to tackle underlying causes or issues	• Does what they say they will do on time • Is open and honest • Treats all people fairly	• Ambitious and confident in leading partnerships • Offers to share knowledge and ideas • Challenges constructively and respectfully listens to feedback • Overcomes barriers to develop our outcomes for residents	• Tries out ways to do things better, faster and for less cost • Brings in ideas from outside to improve performance • Takes calculated risks to improve outcomes • Learns from mistakes and failures	• Encourages all stakeholders to participate in decision making • Makes things happen • Acts on feedback to improve performance • Works to high standards