



The role of the Safeguarding Adults Board chair

Introduction

This guide explains the role of the Safeguarding Adults Board chair, including the functions of the role, the knowledge and skills needed and how chairs can develop their knowledge and skills.

It supports adult social care employers and other agencies which are represented on Safeguarding Adults Boards, to develop a chair role (including writing a job description), recruit a chair and support their continuing professional development and learning requirements.

It has been developed by Skills for Care in partnership with the Local Government Association and the Independent Chairs of Safeguarding Adults Boards Network.

It brings together information and documents from local Safeguarding Adults Boards and other relevant bodies. You can find a list of these at the end.

How can you use the guide?

Safeguarding Adult Boards can use the guide to:

- assess potential candidates for the role of Safeguarding Adults Board chair
- inform the selection and appointment of Safeguarding Adults Board chairs
- agree the role of Safeguarding Adults Board chairs
- ensure that other board members have a clear understanding of the role, knowledge, skills and expectations of their chair
- ensure that local Safeguarding Adults Board chairs access the right learning and development to develop the knowledge and skills they need to fulfill their role
- support Safeguarding Adults Boards to carry out effective supervision and give constructive feedback to their chairs (see appendix one for a model of 360 degree feedback for Safeguarding Adult Board chairs).

You can adapt it to meet local and specific needs.

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1. Background

The Care Act 2014 made all I

Safeguarding Adult Boards should include people from different communities and in different roles, to ensure the safeguarding message is widely heard and understood.

They should also use language that is jargon free and work with people who need care and support to ensure that information is easy to understand.

Proportionality

When dealing with abuse or neglect, services should ensure that they think about

this ensures that they take a proportionate and the least intrusive response to the issue.

Safeguarding Adult Boards should involve people who need care and support in their work, including quality assurance, to help them understand balancing and managing risk.

Protection

Organisations must ensure that they know what to do when abuse has happened. For this to happen, the wider community needs to understand what abuse is and how they can support people to report it.

People who need care and support and advocacy groups can help Safeguarding Adult Boards to raise awareness in the community.

Partnership

Organisations should work in partnership with each other and their local communities to prevent, detect and report abuse.

Safeguarding Adults Boards should work with people who need care and support, local people, advocates and community groups in its decision making.

This will ensure effective partnership working built on strong and trusting relationships

Accountability

organisations) should be accountable. This also means that everyone needs to be clear about their roles and responsibilities.

Safeguarding Adults Boards should involve people who need care and support

2. Safeguarding Adults Board chair: Sample job description

2.1 Functions of the chair

The Safeguarding Adults Board chair is required to:

provide effective leadership to the board, ensuring that they complete all tasks and responsibilities to a high standard, in a timely and proportionate manner, and in accordance with the requirements of the Care Act (2014) and other relevant legislation

lead the quarterly¹ board meetings including setting the agenda, approving and distributing minutes and following up on decisions taken by the board

ensure sound governance and due diligence is in place at all times

take the lead in producing and publicising the strategic plan and annual report, and monitoring and reviewing the effectiveness of the plan

where individuals meet the criteria, instigate SARs, ensuring that current guidance and processes are followed and that all learning is appropriately shared

promote collaborative work and a culture of learning, constructive criticism and support within the board

provide advice, support and encouragement to board members and other colleagues

work with any conflicts or concerns within the board, supporting members to reach a positive resolution

contribute to developing a culture where the prevention of abuse and neglect is

champion and promote the prevention of abuse and neglect to adults across all relevant agencies, contributing to the broader safeguarding preventative agenda

act as a spokesperson for the board with other agencies and the media as appropriate

hold regular meetings to update the local authority chief executive and the director of adult social services about the b

ensure that the voices of people who need care and support and their families, are heard and acted upon within the b work

ensure that all partners to the board provide assurance, are accountable and challenge partners if required

ensure that the principles of Making Safeguarding Personal are embedded in all relevant policies, procedures, actions and plans of the board

act as the link between the board and all relevant local, regional or national groups, ensuring that learning and development is shared

ensure that the board has clear policies, processes and appropriate protocols in place to support information sharing and that they are monitored

keep themselves and the board up to date with good practice and act upon developments in national policy, case law and research.

2.2

2.3 Skills requirements of the chair

Organisational management skills

2.4 Personal qualities, values and attitudes

Attitudes

Has a passion for and commitment to the safeguarding agenda locally, regionally and nationally.

Shows a person-centred approach at all times, promoting empowerment and an inclusive attitude.

Is committed to preventing paternalistic and risk-averse cultures.

Enthusiastic about innovation and change where appropriate, whilst preserving existing good practice.

Takes a professional approach.

Personal qualities and values

Creative and innovative -

3. Learning and development needs of chairs

It is important that Safeguarding Adults Board chairs do learning and development to ensure they have the right knowledge and skills to do the role effectively.

They can use section two to assess any gaps in their knowledge and skills, and use the 360 feedback method to monitor and reflect on this annually.

You can download a model of 360 degree feedback for Safeguarding Adults Board chairs in appendix one.

Chairs can do ongoing learning and development through:

- mentoring
- coaching
- working alongside other chairs or groups of chairs
- reading
- attending seminars
- networks
- shadowing opportunities.

Appendix one: Model of 360 degree

To publish an annual report on the effectiveness of adult safeguarding in [location] in delivering the annual plan.
To undertake SARs when required.
To ensure partners work together to improve the wellbeing and safety of adults in [location] and effectively safeguard adults.
To champion the safeguarding adults agenda in the local area.

e.g. Performance management agreement

The competency measures in the feedback form are taken from the performance management agreement with the Safeguarding Adults Board chair. Please tell us to what extent you agree or disagree that the chair has demonstrated them over the past year your responses will form part of the overall evidence about their performance.

The chair is accountable to [insert job title] and we will use your feedback to provide them with an update on their performance1 0 0 1g(d)-3() Tjut en-US eETBT1 0 0 1 310.85 6r31 512.8

performance appraisal, here are some examples of feedback you might want to review.

1. The chair shows evidence of preparing for meetings in liaison with the board manager.
2. The chair ensures that they identify clear actions in order to progress the business.
3. The chair ensures that they and the board clearly agree and follow up actions, decisions and timescales.
4. The chair engages with board members to achieve a balanced and collaborative approach.
5. The chair ensures that the minutes of the board meetings accurately reflect discussions and agreed actions before they are sent out.
6. In consultation with key partners, the chair ensures that the board knows about key national, regional and local issues.
7. The chair maintains good liaison throughout the board structure and visibly supports the work of sub-groups.
8. The chair determines when SARs and other reviews need to be done, with appropriate advice.
9. The chair ensures that the work of the board is focused on improving outcomes for adults who access care and support.
10. There is evidence the chair attends, and where appropriate contributes to, national and regional events.
11. There is evidence the chair attends local groups and activities to help promote and support safeguarding throughout the board partners.
12. The chair contributes to regulation, inspection and corporate assessment processes as required by all agencies within the board partnership.
13. The chair contributes to, and provides leadership on, inter-agency co-operation in safeguarding and meets with individual members when required.

14. The chair ensures the board provides a robust performance framework which extends throughout the partnership, including evaluation of the

3. The chair acts in an open, honest, and inclusive manner respecting other

3. Options for scoring

There are different ways you might ask people to score the feedback. This will depend

4. Comments and open text boxes

You might also want to use open text boxes to ask for additional comments. This could be after each question to ask for additional information, or at the end of the feedback form to ask for any more feedback.

You could ask questions such as: