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**Designated Safeguarding Lead**

**Recruitment Pack**

**WELCOME FROM OUR PRINCIPAL**

Dear Applicant,

I am excited to introduce myself as the Principal at The Grange Academy. We are a flourishing, mixed, non-selective secondary school and sixth form, based in Bushey, Hertfordshire, welcoming students from ages 11 to 18.

As part of the **Future Academies** family of schools, we share a commitment to high standards of excellence. With the support of our sponsors, we engage with the best teachers, leading universities, and prominent employers across the country to ensure our students are equipped with the **knowledge, aspiration, and respect** to achieve libertas per cultum — “freedom through education.”

Thank you for your interest in the **Designated Safeguard Lead** role. This is an exciting opportunity for an enthusiastic and dedicated individual to join our team and contribute to the continued success of The Grange Academy. In this role, you will play an essential part for ensuring the safety and well-being of all students as well as supporting vulnerable individuals within the Academy.

**Future Academies** is passionate about diversity and inclusivity. We welcome applications from individuals who have the skills and experience to fulfil the requirements of the job description and whose values align with the ethos of our academy. We encourage applications from candidates of all backgrounds, regardless of any protected characteristic.

If you believe you have the skills, experience, and qualities we are looking for, we strongly encourage you to apply. We look forward to meeting you and learning more about how you can contribute to our vision.

If you would like to discuss the role in more detail, please do not hesitate to contact **Danny Bryant via email jo.smith@thegrange.futureacademies.org**

Thank you for your interest, and we look forward to receiving your application.

We look forward to receiving your application.

Danny Bryant

Principal

**JOB DESCRIPTION**

**JOB TITLE:**  Designated Safeguard Lead

**LINE MANAGER:** Principal of the Academy

**HOURS:** 37 hours per week

**SALARY:** NJC Support Scale – PO1 – NJCH27 – NJCH30 (£37,035.00 - £39,513.00)

**PLACE OF WORK:** The Grange Academy

**RIGHT TO WORK:** This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations will be required in accordance with the statutory guidance

**HOLIDAY ENTITLEMENT:** Support staff – this is a term time role; therefore, your holiday entitlement and pay are incorporated into your salary.

**STAFF BENEFITS:** Future Academies recognises its employees as the most important asset and critical to its success. To demonstrate this all staff are offered the following benefits:

* A supportive ethos and concern for the well-being of all colleagues.
* Excellent CPD opportunities and career progression.
* Employer Contributions to Local Government or Teachers Pension Scheme.
* Mintago – employee benefits platform.
* Employee Assistance Programme.
* Access to a Virtual GP
* Eye Care Voucher scheme.
* Partnership with YellowNest -Salary sacrifice childcare.

For further information regarding our staff benefits, please visit our [website.](https://www.futureacademies.org/Work-With-Us/)

**PROBATION PERIOD:** The post holder will be required to complete a 6-month probation period

**MAIN RESPONSIBILITIES AND TASKS**

* The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety and understanding the filtering and monitoring systems in place).
* They will take part in strategy discussions and inter-agency meetings and contribute to the assessment of children.
* They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.
* Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

# **Duties and responsibilities**

Managing Referrals

* Refer cases of suspected abuse and neglect to the local authority children’s social care
* Support staff who make referrals to the local authority children’s social care
* Refer cases to the Channel programme where there is a radicalisation concern
* Support staff who make referrals to the Channel programme
* Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a
* child
* Refer cases to the police where a crime may have been committed

Working with Staff and Other Agencies

* Act as a source of support, advice and expertise for all staff
* Act as a point of contact with the safeguarding partners
* Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
* Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
* Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
* Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
* Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
* Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
* Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experience
  + Identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school

The above includes:

* Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
* Supporting teaching staff to provide additional academic support and/or reasonable adjustments to help these children reach their potential

Managing the Child Protection File

* Ensure child protection files are kept up to date
* Keep information confidential and store it securely
* Make sure records include:
  + A clear and comprehensive summary of the concern
  + Details of how the concern was followed up and resolved
  + A note of any action taken, decisions reached and the outcome
* Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
* Where children leave the school (including in-year transfers):
  + Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE
  + Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help it put appropriate support in place

Raising Awareness

* Ensure each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part-time staff
* Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
* Ensure the child protection policy is available publicly and parents and carers are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
* Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
* Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

Training

* Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the ‘Training, knowledge and skills’ section of annex C
* Undertake Prevent awareness training
* Refresh knowledge and skills at regular intervals and at least annually

Providing Support to Staff

* Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
* Deliver (or facilitate) appropriate safeguarding and child protection training, including online safety, and staff responsibilities in relation to filtering and monitoring
* Support staff during the referrals process
* Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

Understanding the Views of Children

* Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
* Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and Sharing Information

* Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
* Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
* Keep detailed, accurate, secure written records of concerns and referrals

Filtering and Monitoring

* Understand the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified
* Make sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning
* Review filtering and monitoring provision at least annually

Other Areas of Responsibility

The DSL will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person but can also be via phone or video call in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

**PERSON SPECIFICATION**

|  |  |  |
| --- | --- | --- |
| The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application. | | |
| **Criteria** | **Essential** | **Desirable** |
| **Training, Qualifications and Experience:** On their application form, candidateswill demonstrate that they have the following training, qualifications, and school experience: | | |
|  | * GCSE (or equivalent) in English and maths * Degree * Previous experience in a DSL role * Level 3 DSL training |  |
| **Personal and Professional Qualities and Attributes:** In their statement of suitability and during the selection process, candidates will demonstrate the ability to: | | |
|  | * **Empathy & Compassion** – Understanding the emotional and physical impact of abuse or neglect on children and vulnerable individuals. * **Strong Communication Skills** – The ability to communicate effectively with children, parents, staff, and external agencies. * **Approachable & Trustworthy** – Someone who children and staff feel comfortable approaching with concerns. * **Knowledge of Safeguarding Legislation & Policies** – Understanding key frameworks such as Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children, and local safeguarding procedures. * **Resilience & Emotional Strength** – The ability to manage distressing situations and remain professional under pressure. * **Confidence & Assertiveness** – Being able to challenge decisions, advocate for children, and ensure concerns are taken seriously. * **Discretion & Confidentiality** – Handling sensitive information responsibly while maintaining professional boundaries. * **Patience & Active Listening** – Taking the time to listen carefully to children and adults when they disclose concerns. * **Analytical & Decision-Making Skills** – The ability to assess situations, identify risks, and make informed decisions quickly. * **Leadership & Training Ability** – The confidence to lead safeguarding initiatives, train staff, and promote a strong safeguarding culture. * **Attention to Detail** – Accurately recording and documenting concerns, following up appropriately. * **Collaboration & Multi-Agency Working** – Working effectively with social services, law enforcement, health professionals, and educational staff. * **Crisis Management** – Staying calm and decisive in high-pressure situations, ensuring the best outcomes for children. |  |
| **Additional Requirements:** In their statement of suitability and during the selection process, candidates will demonstrate that they can meet the following requirements | | |
|  | * Experience of managing safeguarding in a school or other relevant organisation, including: * Building relationships with children and their parents, particularly the most vulnerable * Working and communicating effectively with relevant agencies * Implementing and encouraging good safeguarding practice throughout a large team of people * Experience of handling large amounts of sensitive data and upholding the principles of confidentiality | * Successful leadership and management experience in a school or other relevant organisation * Demonstrable evidence of developing and implementing strategies to help children and their families |

**WHAT WE OFFER YOU?**

**1**

**Colleagues who care about the children they serve and each other.**

**2**

**A curriculum that is centrally resourced and locally owned.**

**3**

**An evidence-based hybrid CPD offer, striking balance between central input and local tailoring to context.**

**4**

**Bespoke leadership development opportunities with the chance to be involved in a year-long programme including executive coaching.**

**5**

**A thoughtfully crafted staff benefits offer through our partner, Mintago, including tax-free childcare, cycle to work vouchers, virtual GP access and much more.**

**6**

**A two-week October half term with no reduction in holidays elsewhere.**

**7**

**Integrated instructional coaching through StepLab, enabling feedback, which is timely, developmental, and low stakes.**

**8**

**Access to a generous enrichment fund, outside of the school funding envelope, through a bidding process to our charity sponsor, Future.**

**9**

**We lean into the size of our MAT. With ten schools, we are small enough for you to know everybody, and big enough for you to lean on them for support.**

**10**

**We treasure staff voice and use SchoolSurveys to get benchmarked data on how our staff feel and what they think. 83% of staff feel their line manager make them do their job better, against a contextual benchmark of 69%.**

**APPLICATION PROCESS**

1. **Applying for the role**

* To apply for the post, please visit our website.

[Vacancies - FaceEd (face-ed.co.uk)](https://futureacademies.face-ed.co.uk/vacancies)

* Applicants should complete the online application form via FaceEd. Applicants should also complete the ‘Personal Statement’ section of the online form to the best of their ability and use this section to demonstrate how they meet the requirements set out in the person specification. Please ensure specific examples are included.
* Applications must be received no later than **[date]** Applications after this date will not be considered.

1. **Interview Process**

* The interview process will take place as soon as possible after shortlisted has been completed. The interview will include a formal interview and may include practical tasks related to the knowledge and skills required for the role.

1. **Notification & Feedback**

* Candidates that have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached.
* Unsuccessful candidates will be given the opportunity to receive professional feedback.

1. **Taking up the post**

* The successful candidate will take up the post as soon as possible.

1. **Additional information**

* For further information please email [HREnquiries@futureacademies.org](mailto:HREnquiries@futureacademies.org) and a member of the HR team will contact you.

1. **Safeguarding**

* As an educational trust, Future Academies is committed to the safeguarding and promotion of the welfare of all children and young people. Therefore, the Trust expects all members of staff and volunteers to share in this commitment. An ‘Enhanced Disclosure and Barring Service’ check and a ‘Barred List’ check is required for this role.