



**WESTCOUNTRY**  
SCHOOLS TRUST



Hele's School



## **Designated Safeguard Lead (DSL) Non-Teaching Candidate Pack**

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Principal: Emma Clapham

 @HelesSchool



## Application Procedure



### Designated Safeguard Lead (DSL) Non-Teaching

<b>Salary:</b>	NJC Grade H, SCP 30-34 (£40,777 - £45,091 FTE) per annum
<b>Basis:</b>	Permanent
<b>Hours:</b>	37 hours per week x 52 weeks per annum (all year round)
<b>Location:</b>	Across the Trust (based at Hele's School currently).
<b>Required to start on:</b>	ASAP or 1 <sup>st</sup> September 2026 if unable to start immediately.

This is an exciting opportunity to join Hele's School and Westcountry Schools Trust. Hele's is a supportive, friendly and oversubscribed learning community with a very good reputation. We wish to appoint an exceptional candidate, who possesses energy and creativity. If you are motivated by the prospect of being part of 'Team Hele's' and by working alongside others who share a passion and determination to provide the very best opportunities of our young people, then we would very much welcome your application.

If you would like to join us and feel you could thrive in a collegiate and positive atmosphere, then we'd love to hear from you!

Please click the link to submit your application form. Please note – we do not accept CVs. Completed applications should be submitted prior to the closing date.

The closing date for this application is **9.00am Friday 22<sup>nd</sup> May 2026**

Shortlisting will take place **as soon as possible**.

Interview date is **Friday 5<sup>th</sup> June 2026**. If you have not heard from us by this date, you should assume that your application has been unsuccessful. Prospective candidates are welcome to telephone the school for additional clarification if they wish.

With 31- strong cross-phase MAT we are regularly looking for passionate people to join our teams. If there are no vacancies currently, but you would like to register your interest for future vacancies, please join our talent pool and we will be in touch as soon as we have a suitable position.

#### Equality Statement

Hele's School affirms its opposition to unfair discrimination and commits itself to a comprehensive policy of equal opportunity. At Hele's we regard all members of our school as being of equal value and that each person has the right to equality of opportunity. We aim to create an atmosphere, which actively explores and counters myths, fears and prejudices that can work against equality of opportunity. No individual or group should be discriminated against on the grounds of their racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity or political affiliation. Bullying and harassment will not be tolerated. Sexual and racial harassment, including persecution on the grounds

of sexual orientation (i.e. homophobic bullying), are disciplinary offences and relevant policies will be followed in such circumstances.

*Hele's School is committed to safeguarding and promoting welfare of children and young people and expect all staff and volunteers to share this commitment; therefore, all posts will be subject to a satisfactory DBS Enhanced Disclosure.*

## Welcome from the Westcountry Schools Trust



Welcome to Westcountry Schools Trust (WeST) and thank you for considering a career with **Westcountry Schools Trust (WeST)**. This is an exciting time to join us. Our Trust brings together **31 schools across South Devon, Plymouth and Cornwall**, with plans for further growth in the years ahead.

Each school proudly retains its local identity, yet we are united by one mission: **Empowering ALL children to make a positive impact on society**. Our vision is simple but powerful: **Every child achieving in a great school**.

### Why Work With Us?

At WeST, we strive for **academic excellence** because we know that great outcomes create life chances and opportunities for young people. High expectations are at the heart of our work, and inclusivity remains central to everything we do.

We are moving towards a **clustering model**, enabling schools to retain their autonomy and distinctiveness while benefiting from the collective strength and support of a wider family. This interconnectedness is the backbone of how we work: quietly providing essential support so schools can focus on what matters most—**enabling teachers to be excellent in the classroom**.

### Our Values

What binds us together is not uniformity, but a shared set of values:

**Collaboration, Aspiration, Integrity, Compassion, and Respect** — showing due consideration for the thoughts, feelings and beliefs of others.

### What We Offer

- A strong central school improvement team to support colleagues at the chalk face.
- Shared services that lift the heavy load of background activity, allowing schools to focus on teaching and learning.
- Opportunities for collaboration across teaching, curriculum design, staff development, finance, HR, estates, governance, and wider school improvement.
- Partnerships beyond our boundaries with the South West Regions Group Director, Teaching School Hub Council, Higher Education Institutions, Local Authorities, and employers.

### Join Our Community

As part of WeST, you will help shape the Trust's future direction, work alongside expert colleagues, and join a cross-phase family committed to giving children the very best start in life. There can be no greater privilege than working with such wonderful pupils and dedicated staff, whose passion drives everything we do.

This post presents a fantastic opportunity to work at Hele's School; a dynamic, ambitious school and a tight-knit team of dedicated staff, governors and trustees committed to providing the very best experiences and support for the young people in our care. The Pupil Admission Number at Hele's increased from 210 to 240 students in September 2019, and each intake since has been over-subscribed at that number with a waiting list, such is the popularity of the school.

Nat Parnell  
Chief Executive Officer, WeST



## A message from Emma Clapham, Principal



I take great pleasure in welcoming you to Hele's School! We are a school with a tradition of academic excellence, high aspirations and a big heart. A school that students and staff are proud to attend. A school where we never compromise our insistence that everyone is valued, learns, enjoys and achieves. Expectations for staff and students are unapologetically high, and very simple; be kind and work hard, both to do things right and to do the right thing...*even when no one is looking!*

Our mission is to support and challenge everyone, adult or child, to continually get better. We have a 'no excuses' philosophy which reinforces our belief that all of us can improve, and nothing is impossible. Quite simply, it isn't about being 'the best' at something, as being 'the best' is temporary. Instead, we seek to ensure we get better each day – that's permanent growth and ensures we never stop aspiring. It is for this reason that recognising and celebrating endeavour, as well as achievement, is something we hold dear, for staff and students alike.

We work hard at providing an inclusive, calm, and purposeful learning environment, with students committed to excellence, and aim to ensure all students have opportunities to enrich their learning and discover new skills and interests through a breadth of curricular and extra-curricular opportunities to excite and engage young people. In short, we are what we believe school should be.

Having been a Senior Leader at Hele's for the past decade, I am extremely proud to now lead the dedicated and enthusiastic team of staff who are passionate about working with young people and are committed to ensuring that those entrusted in our care get the best life chances possible. Everything we do is shaped by our determination to ensure that each and every child has a positive and memorable experience of school and leaves with every opportunity open to them to ensure they can choose their path through life. We look to shape young people who thrive, flourish and, crucially, are happy.

In terms of curriculum, we offer a traditional and broad offer across Key Stages 3, 4 and 5. We focus on opportunities to develop teaching and learning at every turn and, importantly, teachers at Hele's have a resolve to be the best they can be in the classroom. Our extended pastoral team ensure our core purpose to keep children safe and remove barriers to learning is fulfilled so that young people can be inspired, can aspire and can achieve. In return we expect a buy in to our belief that we all have an active role to play in making our school a great place to be, which manifests itself in every child displaying the highest standards of commitment to learning, pride and care.

Hele's is a community committed to personal and professional growth of all, with dedicated staff, supportive families and committed students. I have no doubt that the right candidate will be happy, supported and fulfilled being part of Team Hele's and will take great pride in what we can achieve together for our community and for each other. I do hope you are inspired to apply for this post, and I look forward to reading your application.

Thank you in advance for the time and emotional investment that I know you will commit to this process.

With very best wishes,

Emma Clapham  
Principal

## About Hele's School

Hele's School is a larger than average 11-18 comprehensive school in Plympton, Plymouth. Plympton sits at the northeastern edge of the city, bordering the South Hams area of outstanding natural beauty.

The school makes use of the closeness of Devon's countryside and moors and Plymouth's waterfront with a thriving Cadet Corps and Duke of Edinburgh Scheme. Our Combined Cadet Force (CCF), incorporating Army, Royal Navy and Royal Air Force corps, is one of our unique selling points, providing a visible presence both in the school and the wider community and opening countless opportunities for our students around leadership, teamwork and personal presentation, outdoor pursuits, to name just a few.

In recent years, the Pupil Admission Number has increased to 240 in each year group and a period of capital investment to meet this growth is being planned. There are 1350 students in the school, which includes a thriving Sixth Form of 210, based in specialist accommodation.

Hele's has a proud and long history as a caring school with a strong reputation for excellence and providing opportunity. It enjoys the support of an active parent body, who share our determination to provide the highest quality of education and pastoral care for their children. Students' attitudes to learning are good; they are well behaved, and attendance and punctuality are excellent. In short, the young people entrusted to our care want to learn and are delightful to teach.

Our pastoral system is organised around year groups with an 8-form entry and leadership from a teaching Head of Year and a non-teaching Pastoral Support Manager for each year group. There is a 30-minute tutor period each morning with a Guided Reading Programme and a strong programme of Personal Development in this time, supported by weekly assemblies. The pastoral leadership team and tutors remain with the tutor group and take them through from Year 8 to Year 11 so that the relationship between tutor and students is deep and sustained, and family connections with school become trusted and embedded. Year 7 remains as a separate year team of specialist tutors and Head of Year so that we can ensure an exceptional start to secondary school for every child.

Post-16 has a mix of Year 12 and Year 13 students in each Tutor group. We use every opportunity to harness the expertise and interest of our Post-16 learners to act as leaders and mentors to younger students in all manner of ways, including having a visible Junior Leadership Team (JLT) to act as an important conduit for student voice and school improvement.

An excellent professional body of teachers and a hardworking and effective team of associate staff is a hallmark of the school and Hele's is fully staffed in all areas with specialist teachers. Middle Leaders form an active and effective Joint Leadership Group (JLG) with Senior Leaders, and the JLG is the driving force behind school improvement.

The curriculum structure is currently based around a 2-year KS4, with GCSE options ordinarily taken in the spring term of Year 9. We operate a 2-week timetable with 50 lessons a fortnight, each of 1-hour duration. The school day runs from 8.40am to 3.10pm, allowing plenty of time for the well-developed and rich extra-curricular provision, which includes a mix of academic, sporting, performance and personal development opportunities, as well as a newly-implemented Guided Reading Programme that runs for all year groups (except for Year 11 and Year, which have an intervention programme) in Tutor time.

Hele's plays its part fully in the Westcountry Schools Trust, in Plymouth and beyond; the Principal has a passion and commitment for Hele's to be outward-facing, and the school and trust regularly contribute to national, regional and city-wide initiatives on a range of fronts, maintaining a strong relationship with the Local Authority, the Regional Directors, and other organisations across the country.

## History of Hele's School

Elize Hele was born in Brixton in about 1560 and although he lived most of his life at Fardell, Cornwood, on the outskirts of Plympton, his final resting place is in St Andrew's Chapel in Exeter Cathedral. Having no heirs, Elize left his wealth to be used for "pious uses". A number of schools in the South West were founded out of his estate by his trustees, including the grammar school at Plympton, which was, until its temporary closure at the end of last century, known as Hele's School, Plympton.

The old grammar school building, which still stands in Plympton St. Maurice, was completed in 1671. Next to it stood the Schoolmaster's house in which Sir Joshua Reynolds was born. It is a surprising fact that the old grammar school produced four distinguished artists: Sir Joshua Reynolds, the first President of the Royal Academy; James Northcote; Benjamin Haydon and Sir Charles Eastlake, President of the Royal Academy and the first Director of the National Gallery.

The school faced many difficulties in the latter part of the nineteenth century and was eventually forced to close in 1903, before it was reconstituted by Devon County Council as a co-educational grammar school in 1921 called Plympton Grammar. The school grew and prospered and moved to its present site on Seymour Road in 1937.

New extensions were opened from 1970, and in 1983 refurbishment took place in preparation for reorganisation into an 11 – 18 mixed comprehensive school and it reverted to its old name of Hele's School.

In the decade from 2000, Hele's benefited from three specialisms - Languages, Maths & Computing and Applied Learning - and enjoyed national acclaim as a Language College. This strength continues, despite the change to national policy and the subsequent removal of funding, and international links and internationalism remain important.

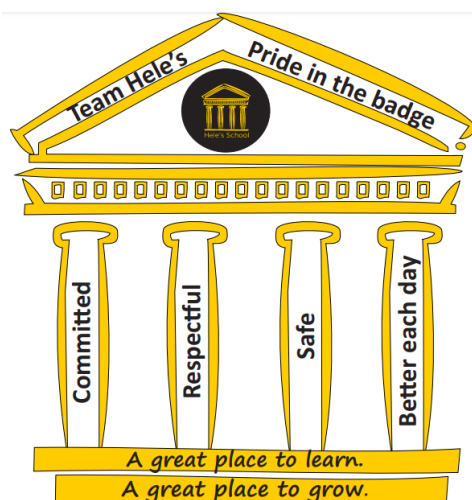
The school became a Converter Academy in April 2011 and operated as a Stand-Alone Academy Trust for the following 7 years. In September 2018, Hele's joined a Multi Academy Trust, the Westcountry Schools Trust (WeST), which it played a key part in co-constructing.

## Stronger Together

A now 31-strong cross-phase MAT of 23 Primaries, 8 Secondaries, plus an Adult Training Provider, the Westcountry Schools Trust is geographically tight but spans Devon, Plymouth and Cornwall. With the strength of collaboration and ambition, the capacity for shared school improvement, leadership development and collaboration is limitless. The WeST aspiration of *'Every child in a great school'* sits well with the Hele's vision (and vice-versa) and the strap line *'Stronger together'* articulates our shared ambition to ensure that this aspiration becomes a reality.

There remains a strong commitment, professionalism and moral imperative amongst the Hele's staff and Local Governing Body to ensure we provide the young people in our care with an educational and pastoral support experience that is first class in every aspect. This is very much supported by the WeST Trust Board and strategic direction of the MAT. We have a burning ambition and determination to put Hele's firmly on the map locally, regionally and nationally and to be recognised as an outward-facing, aspirational and collegiate centre of excellence, which remains committed to continuous improvement.

# HELE'S SCHOOL AMBITION



## *Our school's purpose:*

*To warm hearts and to light fires in minds. Our ambition is to inspire confident learners who will thrive in a changing world, never fearful of taking risks and learning from mistakes made as part of their growth.*

*We hold dear the belief that 'people matter', and the quality of personal relationships at all levels is central to ensuring a safe, happy, caring, inclusive environment.*

## *Vision:*

*We pride ourselves on being an outward-facing school community that delivers outstanding academic and personal outcomes for all.*

## *Mission:*

*We instil a passion for learning - for child and adult alike.*

*We allow everyone a chance to shine.*

*We provide a safe, happy community, where we are all supported and challenged to be the best we can be.*

*We believe there is no ceiling to aspiration.*

*We ensure a growth mindset culture pervades all we do.*

*We celebrate endeavour at every opportunity.*

*We grow 'future fit' young people.*

*We are a school in the heart of the community and with the community in our heart.*

*We develop and maintain a reputation for excellence - locally, regionally and nationally.*

*We remain restless for continuous improvement, always striving to be better.*

## *Values:*

*We dream big, aim high and work hard.*

*We have pride in all we do and all we are.*

*We respect each other, our environment, and ourselves.*

*We ensure outstanding learning is at the core of our provision.*

*We do things right, and we do the right things.*

*We have high expectations of and for every person.*

*We strive to be better each day – as adults and as young people.*

*There are no excuses – all can achieve no matter their starting point.*

*We 'walk the talk' and all play our part in ensuring Hele's is a great school to be part of.*



## WESTCOUNTRY SCHOOLS TRUST

### JOB DESCRIPTION

<b>Job Title:</b>	<b>Designated Safeguard Lead (DSL) Non-Teaching</b>
<b>Location:</b>	Across the Trust (currently based at <b>Heles School</b> )
<b>Grade:</b>	NJC Grade H, SCP 30-34 (£40,777 - £45,091FTE) per annum
<b>Hours:</b>	37 hours per week x 52 weeks per annum (all year round)
<b>Responsible for:</b>	School Safeguarding Team
<b>Reports to:</b>	Deputy Principal (Support & Intervention)

#### **Job Purpose**

To be responsible for maintaining safeguarding services in which all staff understand the needs of vulnerable children at risk; that they can identify those at risk, refer appropriately to the relevant agencies, provide reports for partner agencies and develop a culture in which the safeguarding needs of children and adults are recognised and appropriately managed.

#### **Key Responsibilities**

##### Leadership and Strategy

1. Work with the Senior Leadership Team and Trust Board, attend meetings, to provide advice, guidance, information and leadership, including the termly safeguarding report to Trust which supports the School's aims and objectives and contributes constructively to School improvement planning.
2. Undertake strategic planning for safeguarding and provide advice to the Principal, Senior Leadership Team, Governing Board and Trust CEO on the most effective safeguarding practices and procedures.
3. Lead on strategic development projects for the School directed by the Principal.
4. Ensure all safeguarding procedures operate in accordance with the School's and/or Trust's other policies and procedures.
5. To act as the School's E-Safety Officer, overseeing the School's approach online safeguarding.
6. Develop an on-going customer service focus that promotes the School's values and ethos.
7. Line-manage key staff in the Safeguarding Team, including the Attendance Assistant, holding them to account for the delivery of their specific objectives including their professional development and training needs.
8. Support staff in the wider Safeguarding Team, giving advice and guidance where needed.
9. Work closely with the Lead for the PSHE Programme within the School to ensure that the curriculum is meeting the needs of the students for safeguarding. This will include: anti-bullying, child sexual exploitation, healthy relationships, drink/drugs and e-safety.
10. Participate in safeguarding supervision and CPD

### Policy and Procedure

1. Act as a champion of the School's safeguarding policy and procedures by ensuring all staff have access to and understand them.
2. Induct new members of staff with regard to the School, Trust and Local Safeguarding Children Board (LSCB) safeguarding policies and procedures.
3. Ensure the School's safeguarding policy is updated and reviewed annually in line with the WeST policy.
4. Ensure the School's E-Safety policy is updated and reviewed regularly.
5. Ensure the safeguarding policy is available on the School website so that parents and students may see it.
6. Ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Guidance for Safer Working Practice (Code of Conduct).
7. Ensure all staff are conversant with the latest version of 'Keeping Children Safe in Education'.

### Reporting Concerns

1. Recognise how to identify signs of abuse and when to make a referral.
2. Respond appropriately to disclosures or concerns relating to the wellbeing of a child.
3. Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information.
4. Liaise with the Principal to inform them of any issues and on-going investigations.
5. Report figures and trends in behaviour amongst the student body (such as self-harm) to the Principal.
6. Ensure that relevant, detailed and accurate written records of referrals/concerns are kept and that these are stored securely through CPOMS.
7. When students move school, ensure their safeguarding file is sent to the new establishment immediately and securely.
8. Refer cases to the Channel Programme under the Prevent Duty where there is a radicalisation concern as required.
9. Carry out STORM assessments as required.
10. It is not the role of the DSL to investigate allegations of abuse or neglect by members of staff working or volunteering with children in School. This falls to the Principal or to the Director of Safeguarding where the allegation is against the Principal.

### Multi Agency Working

1. Ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions from planning and intervention meetings are carried out and monitored.
2. Attend and contribute effectively to Child In Need meetings, Child Protection conferences, planning and review meetings; including those taking place out of normal working hours.
3. Liaise and coordinate with colleagues and outside organisations to provide Early Help as soon as a problem emerges, at any point in young person's life working with the Early Help Strategic Partnerships. Acting as Lead Professional as appropriate.
4. Ensure that actions resulting from meetings are SMART and that they are carried out in a coordinated way; making the difference which was anticipated.

### Training

1. Ensure all staff have safeguarding induction within their first 7 days and receive frequent updates so that they are able to recognise and report any concerns immediately.
2. Attend relevant training every 2 years and an annual basis, attend forums/conferences to reinforce and enhance safeguarding knowledge and practice.

3. Represent the School at Designated Lead forums and disseminate the information to colleagues.
4. Work collaboratively with other DSLs from other WeST Schools.

#### Training, knowledge and skills

The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL (and any deputies) should undertake Prevent awareness training. Training should provide DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, the knowledge and skills of the DSL (and any deputies) should be refreshed at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role. DSLs within WeST have access to the Safeguarding Network materials, including a facilitated termly (6 times a year) forum, to support this. They can also contact the WeST Director of Inclusion and staff from the Devon Education Services Safeguarding team for advice and support.

#### Providing support to staff

Training should support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes
- 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

It is important that children feel heard and understood. Therefore, DSLs (and deputies) should be supported in developing knowledge and skills to:

- 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
- consider how to build trusted relationships which facilitate communication.

### Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts 1,2 and 5 of KCSIE 2022, and therefore the DSL should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, 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), and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

DSLs in WeST can contact the WeST Data Protection Officer (Suzie Winter) for advice and support on information sharing.

### **LAC – Designated Person**

- Attend all PEP and IRO meetings
- Submit PEP paperwork in a timely fashion
- Work with relevant staff/pastoral teams (SEN) to ensure any information on LAC is shared.

### Availability

During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person in exceptional circumstances availability via phone and or other such media, e.g. MS Teams, is acceptable.

The DSL must arrange adequate and appropriate cover arrangements for any out of hours/out of term activities and ensure that this is known to staff and multi-agency partners.

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

# Person Specification

E = Essential, D = Desirable

<b>Method of Assessment</b> The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
<b>Qualifications:</b>			
GCSE (or equivalent) Grade C or above in Mathematics and English	E	✓	
Level 3 Safeguarding or willingness to work towards	E	✓	
Full driving license	E	✓	
Minibus license or willingness to work towards	E	✓	
First Aid Trained or willingness to work towards	E	✓	
STORM Trained or willingness to work towards	E	✓	
Specific child / pastoral or behaviour qualification	D	✓	
Degree level qualification, or demonstrable ability to work at this level	D	✓	
<b>Experience:</b>			
Experience using school-based systems, for example ClassCharts, SIMS and CPOMS	E	✓	✓
Proven experience in a safeguarding role in an educational or social care setting	E	✓	✓
Previous experience as a DDSL	D	✓	✓
Experience of multi-agency meetings and outside agency liaisons	E	✓	
Experience working in a busy, fast paced environment	E	✓	✓
Recent experience of working closely with children and young people to support improvements in behaviours and attitudes	E	✓	✓
Experience of implementing targeted and specialist intervention strategies with individuals / groups in or out of the classroom	E	✓	✓
Experience of planning and managing projects, with a clear commitment to review and monitoring, including evaluation strategies	E	✓	✓
Experience in development of behaviour management strategies.	E	✓	✓
Experience of managing complex child safeguarding and child protection cases.	E	✓	✓
<b>Knowledge, Skills and Abilities:</b>			
Working knowledge of KCSiE, Working Together to Safeguard Children, and local safeguarding procedures	E	✓	✓
Ability to maintain a calm and professional manner in the face of competing demands and priorities	E	✓	✓
Working effectively and inclusively to achieve a shared agenda with colleagues, customers, and stakeholders	E	✓	✓
Problem solving, strategic planning (short term) and organisation	E	✓	✓
Knowledge of current school attendance legislation	E	✓	✓

A clear understanding of the issues related to the motivation, behaviours, and attitudes of young people	E	✓	✓
A knowledge and understanding of the current issues related to disengagement of young people with education and safeguarding.	E	✓	✓
Creative and innovative	E	✓	✓
Ability to work on own initiative and making judgements within the defined boundaries of the role	E	✓	✓
Ability to analyse and interpret data and present solutions	E	✓	✓
Excellent communications skills, both verbal and written, including the effective communication skills with students and parents	E	✓	✓
Excellent IT skills and good working knowledge of MS computer packages e.g., able to set up and maintain spreadsheets, interrogate MS systems for use in management reporting	E	✓	✓
Compassionate, caring, and positive	E	✓	✓
Hardworking and resilient	E	✓	✓
Enthusiastic and committed to meeting the needs of students	E	✓	✓
Ability to work within a team and independently	E	✓	✓
Ability to manage own workload	E	✓	✓
Ability to remain calm and controlled in pressurised environments	E	✓	✓
Flexible and adaptable for the needs of the role	E	✓	✓
Ability to maintain confidentiality and professionalism in complex situations	E	✓	✓
<b>Further Requirements:</b>			
Commit to Equality and Diversity including awareness of relevant legislation	E	✓	✓
Commit to ongoing personal and professional development linked to the role	E	✓	✓
Able to display an awareness, understanding and commitment to the protection and safeguarding of children and vulnerable adults	E	✓	✓
<b>VALUES-BASED BEHAVIOURS:</b>			
<b>Compassion:</b>			
Recognising need in others and acting with positive intention to promote wellbeing and improve outcomes	E		✓
<b>Aspiration:</b>			
Working to high expectations, modelling the delivery of high-quality outcomes	E		✓
Showing passion, persistence, and resilience in seeking creative solutions to strive for continuous improvement and excellence	E		✓
<b>Integrity:</b>			
Acting always in the interests of children and young people	E		✓
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	E		✓
Communicating with transparency and respect, creating a working environment based on trust and honesty	E		✓
<b>Collaboration:</b>			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skillfully influence and engage others	E		✓