

ROLE PROFILE

#RKLTPeople

Nurturing Ambition, Inspiring Excellence



Red Kite Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure. We are an equal opportunities employer which welcomes applications from all sectors of the community. We are committed to promoting diversity and want a workforce which reflects the local population of each of our schools.



www.rklt.co.uk/careers



*Red Kite Learning Trust is committed to supporting work-life balance and recognise the benefits of flexible working. We welcome requests for flexible working arrangements as part of the recruitment process. While flexibility may be possible for many roles, each request will be considered on an individual basis.

Job Title:	Designated Safeguarding Officer	School:	Temple Moor High School and Sixth Form
Salary Grade:	SO1	Working Hours:	37 hours per week Monday - Friday
Contract Type:	Permanent	Location:	Leeds

Responsible to: Headteacher

Role summary: The postholder will play a key role in coordinating safeguarding responses, working in partnership with staff, families and external agencies to ensure that vulnerable students are supported and protected. They will contribute to a strong safeguarding culture across the school by providing advice, guidance and training to staff,. Ensuring that safeguarding practice is consistently applied in line with statutory guidance, including Keeping Children Safe in Education and Working Together to Safeguard Children, as well as local safeguarding partnership procedures.

The role requires a child-centred approach at all times, with a focus on achieving positive outcomes for students by reducing risk, improving attendance and engagement and ensuring that appropriate early help and statutory interventions are in place. The postholder will also support the DSL in a deputy function, to monitor safeguarding trends, strengthen practice and contribute to continuous improvement across the school.

Special conditions of service:

No smoking policy, including e-cigarettes/vaping. Occasional requirement to work outside of school hours and off school premises

Role specific responsibilities:

1. Safeguarding Practice and Case Management

- Support the DSL in ensuring all safeguarding and child protection concerns are effectively identified, recorded, risk assessed and acted upon in a timely and appropriate manner
- Manage and prioritise safeguarding cases, ensuring clear chronologies, professional curiosity, and defensible decision-making
- Undertake referrals to Children's Social Care, Early Help and other agencies in line with statutory guidance and local thresholds, under the direction of the DSL
- Implement and monitor safety and support plans, ensuring these are regularly reviewed and updated
- Identify students at risk of harm, including those vulnerable to CSE, CCE, peer-on-peer abuse and contextual safeguarding risks



2. Multi-Agency Working

- Act as a key point of contact between the school and external agencies, including Social Care, Health, Police and the Local Children's Safeguarding Partnership
- Attend and contribute to multi-agency meetings (e.g. child protection conferences, core groups, Early Help reviews), ensuring high-quality reports are prepared and shared
- Be a Lead professional in statutory meetings where appropriate, ensuring clear actions and accountability
- Maintain effective communication with families, ensuring a supportive but professionally challenging approach where needed

3. Safeguarding Systems, Monitoring and Quality Assurance

- Lead the day-to-day management of safeguarding systems (e.g. CPOMS), ensuring accurate, high-quality and compliant record-keeping
- Monitor patterns in safeguarding, behaviour and attendance data, escalating concerns to the DSL and Leadership Team
- Ensure timely follow-up and resolution of all safeguarding actions

4. Staff Support, Training and Safeguarding Culture

- Work collaboratively with the attendance officers to identify safeguarding concerns
- Provide advice, guidance and challenge to staff on safeguarding concerns and appropriate responses
- Contribute to the planning and delivery of safeguarding CPD, ensuring staff remain up to date with statutory guidance and school procedures
- Support the development of a strong safeguarding culture where all staff understand their responsibilities and feel confident to act
- Promote professional curiosity and high expectations of safeguarding practice across the school

5. Student and Family Support

- Work directly with vulnerable students to provide pastoral support and ensure their needs are met
- Engage and work in partnership with the cluster and parents/carers to address safeguarding concerns
- Identify cases requiring Early Help and coordinate appropriate interventions
- Support key transition points, including admissions, mid-year transfers and reintegration following absence

6. Wider School Contribution

- Work collaboratively with pastoral, SEND and attendance teams to ensure a coordinated approach to student welfare
- Lead on specific safeguarding priorities (e.g. anti-bullying, vulnerable groups) as directed by the DSL
- Support whole-school strategies to improve attendance, behaviour and student wellbeing where safeguarding concerns are identified
- Deputise for the DSL where appropriate, in line with experience and training

All colleagues, regardless of career stage, will make a positive contribution to the wider life and community of our school, for example through sport, music, hobbies etc.

RK People responsibilities:

- Contribute to the overall [aims and values](#) of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection etc., reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times.

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the role profile but which is in line with the general scope, grade and responsibilities of the role.



Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives.



Our Trust Values



Collaboration

We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.



Integrity

We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.



Respect

We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness - modelling our values and wanting the very best for each other.

Our Trust Goals



We champion learning

Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.



We promote wellbeing

Ensuring the wellbeing of every child and member of staff in our Trust.



We invest in our people

Supporting every member of staff throughout their career to be the best that they can be.



We innovate with technology

Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.



We are our Trust

Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.

PEOPLE PROFILE

Aptitudes and Characteristics	Essential	Desirable
Ability to work flexibly and collaboratively as part of a team, as well as independently	*	
Has a clear understanding of classroom roles, responsibilities, and professional boundaries, and an awareness of your position within the wider school community	*	
Able to use own initiative and motivate others	*	
Ability to support staff CPD and oversee the completion of operational staff training and development.	*	
Willingness to proactively take part in training. Take responsibility for and be keen to improve upon own professional development	*	
Ability to investigate, evaluate, solve problems and make decisions	*	
Ability to demonstrate a commitment to equality of opportunity for all pupils	*	
Ability to contribute to wider school life	*	
High level of skill in dealing with issues relating to student behaviour	*	
Ability to work under pressure and to meet deadlines	*	



Effective written and oral communication and organisation	*	
Ability to establish good professional relationships and effective working relationships with a range of partners/colleagues and pupils at a variety of levels.	*	
Ability to demonstrate, understand and apply school values	*	
Ability to use restorative and deliberate practice techniques	*	
Ability to advise staff on what strategies are to be used in the classroom	*	
Demonstrates empathy and respect for all students and families.	*	
Qualifications, Knowledge and Experience	Essential	Desirable
Maths and English GCSE Grade C or above	*	
Further Education		*
Certified Designated Safeguarding Lead (3-day training completed)	*	
AIM Training Specific training courses related to CSE, CCE	*	
Competent ability in ICT, able to demonstrate high-level skills and working knowledge of school systems	*	
Thorough knowledge of safeguarding and Keeping Children Safe in Education (KCSIE), ensuring effective child protection procedures are in place	*	
Understanding of child development and learning	*	
Experience working with outside agencies	*	
Experience dealing with difficult and emotionally charged situations with professionalism and empathy	*	
Experience and ability to contribute effectively to Core Group and Inclusion Team meetings	*	
Experience providing informal counselling and support to children and parents who require this	*	
Knowledge of using MIS (CPOMS / Arbor)		*
Safeguarding and Promoting the Welfare of Pupils	Essential	Desirable
An appropriate motivation to work with children and young people	*	
Ability to maintain appropriate relationships and personal boundaries with children and young people	*	
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	*	

