



## Job Description

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**Job Title:** Designated Safeguarding Lead

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**Location:** Fountains High School & Burton  
and South Derbyshire College

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## Job Description

<b>Job Title</b>	Designated Safeguarding Lead
<b>Location:</b>	Fountains High School
<b>Hours per week:</b>	37 hours
<b>Weeks worked per year:</b>	All year round
<b>Reporting to:</b>	Executive Head Teacher
<b>Salary Scale:</b>	Grade 9 SCP 28 – 33 – Actual starting salary £39,125

### Main purpose of Role

#### Principal Accountabilities:

The DSL will take lead responsibility for safeguarding and child protection across the school including post-16 (including online safety). 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.

They will be supported in their role by other senior leaders who act as deputy designated safeguarding leads, who will support in their absence, and the Student Support Team.

Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place)

<b>Main Duties</b>	<p><b><u>Managing the child protection file</u></b></p> <ul style="list-style-type: none"> <li>• Ensure child protection files are kept up to date</li> <li>• Keep information confidential and store it securely</li> <li>• Make sure records include: <ul style="list-style-type: none"> <li>• A clear and comprehensive summary of the concern</li> <li>• Details of how the concern was followed up and resolved</li> <li>• A note of any action taken, decisions reached and the outcome</li> </ul> </li> <li>• 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)</li> <li>• Where children leave the school (including in year transfers): <ul style="list-style-type: none"> <li>• 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</li> </ul> </li> </ul>
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- Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them 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 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
- 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

#### **Mental Health Lead**

- Ensure a whole school approach, and the purpose and expectations of the senior mental health lead role.
- Lead strategic change to implement an effective whole school or college approach.
- Work effectively with the senior leadership team, Governors, parents/carers and pupils, and with staff in mandatory roles such as SENCOs, teachers and Virtual School Heads to deliver a whole school approach.
- Understand the senior lead role within the wider mental health system to be able to make best use of mental health support services across the NHS, their Local Authority and Voluntary and Community Sector partners.
- Ensure best practice in school, and the benefits of sharing practice and experiences to sustaining an effective whole school approach.
- Collecting and assessing data to support implementation of a whole school or college approach.

#### **Other areas of responsibility**

- To lead and direct the Student Support Team, line managing them to achieve the relevant strategic aims of the school.
- Work effectively to support children and their families by coordinating the work of other professionals to offer support.

#### **Cross Academy and Trust Involvement**

- Be responsible for strategic Safeguarding planning for the Academy in consultation with the Headteacher, Governors and MAT.
- Report on Safeguarding and related matters to the Headteacher, Local Governing Board and the MAT as and when required.
- Implement and maintain accurate recording systems and procedures in the Academy, monitoring patterns of concerns, alerting the Headteacher and the MAT of issues or concerns.
- Ensure the Academy operates best practice safeguarding procedures, systems and controls in accordance with the MAT's regulations, procedures and timescales.
- Undertake timely and accurate auditing, in liaison with the Trust Safeguarding and FASST Lead.

	<ul style="list-style-type: none"> <li>• Provide assistance and advice to the Headteacher and Academy staff, in line with Academy and MAT policies and procedures, taking advice and support from the Trust Safeguarding and FASST Lead where appropriate.</li> <li>• Plan and manage change in accordance with school development planning.</li> <li>• Attend and contribute to senior management, leadership team and appropriate governing board meetings.</li> <li>• Lead on whole Academy compliance in liaison with the MAT, including Safeguarding, student and family support and mental health.</li> <li>• Lead on and/or contribute to cross-MAT safeguarding initiatives or projects as required.</li> </ul> <p>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.</p> <p>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.</p> <p>The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.</p> <p><b>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.</b></p>
<b>Other General Requirements</b>	<ul style="list-style-type: none"> <li>• Represent and promote the ethos and values of Esteem Multi-Academy Trust</li> <li>• To take and be accountable for all decisions made within the parameters of the job description</li> <li>• Participate with performance management and training and activities that contribute to personal and professional development.</li> <li>• Actively promote and act at all times in accordance with the policies of the MAT eg. Safeguarding, Health and Safety, Equal Opportunities.</li> <li>• Provide a high standard of customer service in all dealings internal and external to the Academy and the MAT</li> </ul>

	<ul style="list-style-type: none"> <li>• Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</li> <li>• Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description</li> <li>• The post holder will be working in a developing environment and will therefore be expected to undertake other appropriate duties as required for the effective operation of the Trust</li> <li>• The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</li> </ul>
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This Job Description is non-exhaustive and sets out the main expectations of the post holder. This Job Description can be altered with the agreement of the postholder and will be reviewed regularly. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

## Person Specification

Criteria	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>GCSE (or equivalent) in English and maths</li> <li>Degree</li> <li>Successful leadership and management experience in a school or other relevant organisation</li> <li>Working and communicating effectively with relevant agencies</li> <li>Implementing and encouraging good safeguarding practice throughout a large team of people</li> <li>Experience of managing safeguarding in a school or other relevant organisation.</li> <li>Building relationships with children and their parents, particularly the most vulnerable</li> </ul>	<ul style="list-style-type: none"> <li>Designated Safeguarding Training (Level 4).</li> <li>Demonstrable evidence of developing and implementing strategies to help children and their families</li> <li>Experience of handling large amounts of sensitive data and upholding the principles of confidentiality</li> <li>Social Work qualification or experience</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies</li> <li>Ability to work with a range of people with the aim of ensuring the safety and welfare of children</li> <li>Awareness of local and national agencies that provide support for children and their families</li> <li>Excellent record keeping skills and attention to detail, in order to produce reports, take</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of supporting children under Section 17 Children Act 1989, due to having a disability</li> <li>Experience of supporting families whose child are on a Section 17 Child in Need Plan</li> </ul>



	<p>minutes of meetings, and document safeguarding concerns</p> <ul style="list-style-type: none"> <li>• Good IT skills, including previous use of Arbor, My Concern (or similar), Classroom Cloud</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to communicate a vision and inspire others</li> <li>• Ability to build effective working relationships with staff and other stakeholders</li> </ul>	
<b>Knowledge &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• A demonstrable, passionate commitment to improving the lives and opportunities of children and young people with special educational needs and challenging behaviours</li> <li>• Commitment to upholding and promoting the ethos and values of the Academy</li> <li>• Kindness, Integrity, honesty and fairness</li> <li>• Commitment to equality</li> <li>• Proven leadership and decision-making skills</li> <li>• Excellent time management, organisational and administrative skills</li> <li>• Excellent numeracy, literacy and communication skills, with the ability to liaise with and</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge or experience of special schools and pupil referral units</li> <li>• have a good understanding of harmful sexual behaviour (HSB) and Child-on Child abuse</li> <li>• Senior mental health lead training</li> </ul>



	<p>influence a wide range of stakeholders</p> <ul style="list-style-type: none"> <li>• Excellent ICT skills - MS Office products, safeguarding packages and other software</li> <li>• Knowledge of relevant legislation (KCSIE, Working together to safeguard children etc.)</li> <li>• Ability to work with tact, diplomacy and discretion and maintain confidentiality</li> <li>• A professional, pragmatic, and risk-based approach</li> <li>• Ability to develop effective teamwork and promote and maintain effective relationships</li> <li>• Creative thinking with the ability to anticipate and solve problems</li> <li>• Ability to multi-task, prioritise and remain calm in a pressurised environment</li> <li>• Personal energy and resilience in the face of challenge</li> <li>• Full driving licence</li> </ul>	
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**Signed: Harriette Lyon**

**Date:** January  
2026

