



# RECRUITMENT PACK

## Class Teacher and Designated Safeguarding Lead

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## Our Academy



I am proud and privileged to be the Headteacher of Newsome Junior Academy and I am delighted to welcome you on behalf of the children, staff and Governing Body.

We are all passionate about making a difference and aim to inspire our children to become confident, resilient and enthusiastic learners. Our key values are at the heart of our provision: challenge, perseverance, pursuing success, respect, responsibility, courage and kindness and, as part of Impact Multi-Academy Trust, we work hard to create an inclusive environment where hearts and minds connect.

We place great importance upon working in partnership with parents and carers and are committed to building strong links within the community.

If you would like to be part of our dedicated team, we would love to hear from you.

Best Wishes,

**Jane Fraser**  
**Headteacher**



## Job Description

<b>Post:</b>	Class Teacher and Designated Safeguarding Lead
<b>Salary:</b>	MPS/UPS Plus TLR 2A £3,527
<b>Hours:</b>	32.5 hours
<b>Contract:</b>	Permanent
<b>Responsible to:</b>	The Headteacher
<b>Closing Date:</b>	Friday 8 May 2026 at 9am
<b>Interview Date:</b>	Friday 15 May

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### Duties and Responsibilities:

- To carry out the professional duties of a Class Teacher as provided under the School Teachers Pay and Conditions Document
  - To be responsible for the organisation, management and administration of the classroom in a child-centred manner appropriate to the age and abilities of the children
  - To plan, prepare, teach, assess and record achievement appropriately for the age and abilities of the children, ensuring that learning objectives are clear
  - To set curriculum targets appropriate to the learning needs of the children
  - Where appropriate to plan skill development that will impact across the curriculum
  - To maintain children's motivation through good classroom practise and presentation
  - To provide high quality learning experiences
  - To provide a stimulating and exciting classroom environment
  - To ensure that work is differentiated to meet the needs of both SEN & most able children
  - To actively promote the personal development including the spiritual, moral, cultural, social, mental and physical development of the children
  - To maintain a consistent, positive approach to discipline and pastoral welfare of the pupils in accordance with the schools' policy
  - To review from time to time teaching methods and programmes of work, modifying as necessary
  - To work as part of a whole school team whose main objective is to provide high quality child-centred education
  - To support other colleagues
  - To participate in the performance management and appraisal process
  - To keep up to date with national developments and initiatives and participate in appropriate INSET and CPD
  - To undertake any supervisory duties that are necessary for the health and safety of the children e.g. break times
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## **DSL Job Description**

### **Main Purpose**

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 oversee the school's safeguarding policies and procedures, ensuring they are up-to-date and effective in keeping all children safe.

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 experienced
  - 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
- The DSL may carry out filtering and monitoring responsibilities alongside IT staff, other senior leaders, and the governing board

### **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.

***Impact Education Multi Academy Trust is committed to safeguarding staff and students and expects all employees and volunteers to share this commitment. All posts are subject to an enhanced Disclosing and Barring Service DBS check. All interviews will include a question about Safeguarding and any anomalies identified in pre-recruitment checks will be discussed at interview.***

## Person Specification

Attributes	Essential	Desirable	How Identified
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• QTS status or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Further relevant qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Certification</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of teaching and learning</li> <li>• Knowledge of and sympathy with education in a multi-cultural society</li> <li>• Knowledge and understanding of developments and initiatives in education</li> <li>• Enthusiasm for your subject</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching experience to at least KS2</li> <li>• Experience of working with other members of staff</li> <li>• Experience of working with bilingual children</li> <li>• Experience of working with SEN children</li> <li>• Good IT skills</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> <li>• Observation</li> </ul>
<b>Interpersonal skills</b>	<ul style="list-style-type: none"> <li>• Approachable, flexible and willing to accept change</li> <li>• Effective communicator both verbally and written</li> <li>• Will seek advice and support when necessary</li> <li>• Able to work as a member of a team</li> <li>• Able to build relations with children, staff, parents and governors</li> </ul>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>
<b>Practical and intellectual skills</b>	<ul style="list-style-type: none"> <li>• Have a clear understanding of how children learn and what makes an effective learning environment</li> <li>• Have excellent organisational and planning skills</li> <li>• Able to maintain confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with parents</li> <li>• Able to offer curriculum strengths</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>
<b>Disposition and attitude</b>	<ul style="list-style-type: none"> <li>• Honest and reliable</li> <li>• Pleasant and friendly manner</li> <li>• Polite and punctual</li> <li>• Calm and able to respond to the changing demands of school and school life</li> <li>• Flexible and willing to adapt to changing circumstances</li> </ul>		<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> <li>• References</li> </ul>



<b>Training</b>	<ul style="list-style-type: none"> <li>● Recent and relevant INSET</li> <li>● Willing to undertake further training and development as necessary</li> </ul>		<ul style="list-style-type: none"> <li>● Application</li> </ul>
<b>Circumstances</b>	<ul style="list-style-type: none"> <li>● Able to attend evening and weekend meetings as required</li> <li>● Commitment to working as part of the whole academy team and supporting the vision and aims of the Academy and Trust</li> </ul>		<ul style="list-style-type: none"> <li>● Application</li> </ul>



## Information about our Multi-Academy Trust (Impact)

A Department for Education (DFE) approved academy sponsor based in West Yorkshire. Founded in 2016, Impact Education Multi Academy Trust consists of eleven academies including primary, secondary, all-through and alternative provision sectors across Calderdale and Kirklees.

### CEO Welcome

I am proud to welcome you to **Impact Education**. We are a diverse family of Primary, Secondary, Alternative Provision and All-Through Academies, serving young people and their communities in Calderdale and Kirklees, West Yorkshire.

Our **vision** is to be a Trust **where hearts and minds connect**; values-driven partners who work collaboratively to provide a high-quality whole education that impacts positively on our young people. We are on a **mission** to improve their life chances, challenging social disadvantage and championing inclusion. We believe in student agency and equipping our young people with the knowledge, skills and qualities to be successful in learning, life and work.

Our **people** are empowered to create, explore, share and learn from each other and the wider system. They have access to high quality continued professional development and learning. We work hard, but not at the expense of wellbeing, and we want all our people to feel valued, respected and happy in their work.

Our **values** of Heart, Mind and Connect underpin everything we do and our **core principles** articulate how we will live these out.

If you are interested in learning more about our Trust, please make contact, there is so much to share.

Best Wishes,

Mick Kay  
Chief Executive Officer



## Benefits of Joining

All colleagues receive a planned induction to ensure the best start possible. We are also very proud of the professional learning opportunities across our Trust which are part of our Canopy offering. Canopy means professional learning for everybody across Impact trust – whatever your school, whatever your role and whatever your interest. A place which inspires us all to grow and develop and pushes us all to be our professional best. These opportunities vary from ITT Training, NPQ's, HLTA, SEND TA, Wellbeing Champion Apprenticeships and many more. Early Career Teachers are supported through a range of networks and have access to fully trained mentors and coaching opportunities.

You will also have opportunities to develop your skills and knowledge by working across the Trust on school improvement workstreams.

Staff wellbeing is important to us and colleagues new to the Trust will be automatically enrolled into our employee benefits platform, which gives access to a range of benefits:

- Cycle to Work Scheme
- Employee Assistance Programme (Including LifeWorks health & wellbeing portal & App)
- Face-to-face or telephone counselling (also available for immediate family members)
- Online Cognitive Behaviour Therapy (CBT) (also available for immediate family members)
- Gym Discounts
- Mobile phone deals
- Retail Discounts Scheme

Colleague Voice and wellbeing is really important to us. We also complete an annual Trust listening survey and our Colleague Ambassadors support the development of action plans to help us work towards our goal of being a Great Place to Work.

We listen to our colleagues and measure the health of our culture through our partnership with The Happiness Index. We use their employee engagement and happiness platform to gather feedback anonymously and help drive a happier, healthier and higher-performing organisation.



To arrange a visit to Newsome Junior Academy or find out more about the role, please contact our Administrator Marc Cowperthwaite on 01484 540509 or by email [office@newsomejuniors.co.uk](mailto:office@newsomejuniors.co.uk)

For further information about Impact Education MAT, please visit our website: [www.i-mat.org.uk](http://www.i-mat.org.uk)