

## **Regional Safeguarding Lead**

**Reporting to:** Trust Safeguarding Lead

**Location:** Within your Region with regular travel to academies, some national travel as required

**Contract:** Permanent, full-time, all year round

**Salary:** SCP 39 - 43 (£50,269 - £54,495)

### **Role purpose**

The Regional Safeguarding Lead is the Trust's senior safeguarding professional within a defined region, responsible for providing assurance, support, challenge and improvement in safeguarding practice across academies.

The role operates with credibility and authority, working closely with Headteachers, Designated Safeguarding Leads (DSLs), Executive Headteachers and Education Directors to ensure that safeguarding systems, processes and practice are robust, compliant and effective, and that pupil voice, attendance, alternative provision and vulnerable pupils are well understood, tracked and protected.

This is a high-visibility, field-based role, requiring regular travel across academies to conduct safeguarding assurance, provide support, hold leaders to account, deliver training and model best practice to drive improvement.

### **Key Accountabilities**

#### **Safeguarding Assurance and Accountability**

- Conduct regular safeguarding assurance visits across academies within the region, testing the effectiveness of safeguarding systems, culture and practice against Trust expectations and statutory guidance.
- Provide clear, evidence-informed safeguarding judgements and hold Headteachers and DSLs to account for compliance, quality and improvement actions.
- Produce high-quality assurance reports, identifying strengths, risks and required actions, and ensure timely follow-up and impact.
- Escalate safeguarding risk appropriately, ensuring Education Directors, Regional Directors and National Leaders have early and accurate sight of material concerns.

#### **Systems, Processes and Compliance**

- Ensure safeguarding systems and processes are consistent, compliant and embedded across academies, including:
  - Child protection and safeguarding procedures
  - Single Central Record (SCR) compliance
  - Record-keeping and case management systems (e.g. CPOMS)
- Quality assure safeguarding policies, protocols and local practice to ensure alignment with KCSIE, *Working Together to Safeguard Children* and Trust expectations.
- Ensure effective processes are in place for:
  - Pupil absence and children missing education (CME)

- Pupils educated in Alternative Learning Provision (ALP/AP), including safeguarding oversight, risk assessments and safety plans.

### **Data, Tracking and Intelligence**

- Use safeguarding, attendance, behaviour, SEND and vulnerability data to identify patterns, hotspots and emerging risks across the region.
- Ensure academies maintain accurate trackers for
  - Vulnerable pupils
  - Open safeguarding cases
  - Attendance and persistent absence
  - Pupils in ALP/AP
- Translate data intelligence into clear safeguarding actions, targeted support and preventative strategies.

### **Pupil Voice, Staff Practice and Culture**

- Ensure pupil voice is meaningfully captured and acted upon as part of safeguarding assurance and improvement.
- Evaluate safeguarding culture within academies, including staff confidence, vigilance and understanding of safeguarding responsibilities.
- Work alongside DSLs and senior leaders to strengthen professional practice and ensure safeguarding is lived, not just compliant.

### **Training, Credibility and Professional Leadership**

- Deliver and quality assure high-quality safeguarding training for DSLs, deputies, senior leaders and staff, both Trust-wide and bespoke.
- Act as a credible safeguarding authority, able to provide professional challenge, guidance and reassurance to leaders at all levels.
- Lead regional and national safeguarding networks and contribute to Trust-wide safeguarding development and best practice.

### **Partnership and Trust Working and Regional Presence**

- Maintain a strong regional presence, travelling regularly to academies to build relationships, test practice and provide in-person support and challenge.
- Build strong relationships with the LA, local agencies and other MAT safeguarding leads within the region
- Work effectively with local authorities and multi-agency partners, escalating and challenging where practice does not meet the needs of pupils.
- Support academies during inspection, serious incidents or regulatory challenge, acting as the Trust's safeguarding lead within the region.
- Travel nationally as required to support Trust priorities, including Ofsted inspections, safeguarding reviews, serious incidents and targeted assurance activity, providing on-site safeguarding expertise, challenge and reassurance.

### **Culture**

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of
- Equality, Diversity, and Inclusivity
- Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

### **Standard Operating Procedures**

- Ensure that you adhere to the E-ACT Scheme of Delegated Authority
- Manage risks effectively, ensuring that all required mitigations are in place.
- Undertake any other duties appropriate to the grade of the post as requested by your line manager.
- E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

## PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a headteacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

## OUR VALUES

<b>Thinking Big</b>	<ul style="list-style-type: none"> <li>• Show energy, enthusiasm and passion for what you do</li> <li>• Demand the highest quality in all that you do, and in the work of your team</li> <li>• Willing to champion new ideas and think beyond the status quo</li> <li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li> <li>• Be open to new ideas and change where it will have a positive impact on the organisation</li> <li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li> <li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li> <li>• Commitment to self-development, and developing your wider Team</li> <li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li> <li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li> </ul>
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<p><b>Doing the Right Thing</b></p>	<ul style="list-style-type: none"> <li>• Have integrity and honesty in all that you do</li> <li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li> <li>• Take responsibility and ownership for your area of work</li> <li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li> <li>• Be transparent and open</li> <li>• Be resilient and trustworthy</li> <li>• Stand firm and stay true to our mission</li> </ul>
<p><b>Showing Team Spirit</b></p>	<ul style="list-style-type: none"> <li>• Understand how you can have a greater impact as a team than you can as an individual</li> <li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li> <li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li> <li>• Recognise and celebrate the success and achievements, no matter how small of your colleagues</li> <li>• Be generous with sharing your knowledge to help to develop others</li> <li>• Understand and be willing to receive suggestions and input on your area of work from others</li> <li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li> <li>• Be aware of other peoples' needs and show an ability to offer genuine support</li> <li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li> </ul>

## KNOWLEDGE, EXPERIENCE & SKILLS

### Requirement

### Assessed at

E – Essential

A – Application

D – Desirable

I – Interview

P – During the probationary period

Stage

Stage

		E	D	A	I	P
<b>Organisational Fit</b>	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
<b>Knowledge</b>	Expert knowledge of KCSIE, <i>Working Together to Safeguard Children</i> , and statutory safeguarding guidance	X		X	X	
	Strong understanding of safeguarding compliance, including SCR requirements and best practice across multi-school settings	X		X	X	X
	Knowledge of multi-agency frameworks, thresholds, escalation procedures and LSCB/LSCP processes	X		X	X	X
	Understanding of contextual safeguarding, exploitation risks and vulnerabilities affecting children and young people	X		X	X	X
	Knowledge of safeguarding's link to attendance, behaviour and inclusion	X		X	X	X
	Understanding of governance responsibilities and scrutiny	X		X	X	X
	Knowledge of quality assurance processes, including safeguarding audits, risk registers, and policy effectiveness evaluation	X		X	X	X
<b>Experience</b>	Significant experience as a Designated Safeguarding Lead (DSL), preferably at senior leadership level	X		X	X	X
	Experience leading safeguarding across multiple schools or within a central/local authority safeguarding role	X		X	X	X
	Experience handling complex safeguarding and child protection cases, including high-risk pupils and vulnerable groups	X		X	X	X
	Experience of Triangulating safeguarding (e.g. CPOMS), attendance, behaviour, SEND data	X		X	X	X
	Proven experience of multi-agency working, including escalation, attending strategy meetings and challenging external agencies where necessary	X		X	X	X
	Experience delivering DSL and safeguarding training	X		X	X	X

	Experience using data to drive targeted intervention and resource allocation	X		X	X	X
	Experience conducting safeguarding reviews/assurances, identifying areas of risk and generating action plans	X		X	X	X
	Experience working with and assessing safeguarding within alternative provision and associated risk assessments/safety plans	X		X	X	X
	Experience engaging with local authorities, including challenging unsuitable decisions or referrals impacting pupils	X		X	X	X
	Involvement in safeguarding-related legal proceedings or reports		X	X	X	X
	Experience in identifying patterns, hotspots, and emerging risks across a Trust	X		X	X	X
	Experience delivering measurable impact for examples increased disclosures, improved response time, audit outcomes	X		X	X	X
	Experience leading Trust-wide or regional safeguarding networks		X	X	X	X
Skills	Ability to lead, coach and develop DSLs and safeguarding teams	X		X	X	X
	Excellent communication skills, including ability to provide professional challenge and deliver difficult messages with integrity	X		X	X	X
	Strong ability to analyse and interpret safeguarding data, inspection evidence and research to inform improvements	X		X	X	X
	Ability to conduct thorough safeguarding quality assurance, evaluate systems and ensure robust compliance	X		X	X	X
	High-level problem-solving and decision-making skills, especially in urgent or high-risk safeguarding contexts	X		X	X	X
	Strong organisational skills with capacity to manage competing priorities across multiple academies	X		X	X	X
	Emotional resilience and ability to work with distressing or sensitive safeguarding matters	X		X	X	X
	Ability to model best practice, promote high expectations and drive improvement at scale	X		X	X	X