

Head of Safeguarding and Wellbeing Application Pack

ATTFE College

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Welcome from the Chief Executive

Thank you for your interest in joining Academy Transformation Trust. Choosing the right next step in your career is an important decision, and I am delighted that you are considering doing so with us.

At ATT we are driven by a simple but profound belief: every child can and should become capable, competent, and confident. Our purpose is to transform lives through education, and our strategy, ATT2030, sets out how we will achieve this for every pupil, every colleague, and every community we serve.

We know that people are at the heart of everything we do. Our trust thrives because of the talent, dedication, and values of our colleagues. If you choose to join us, you will become part of a high-trust, high-accountability organisation where principals are empowered to lead, colleagues are supported to grow, and everyone is united in the moral purpose of education.

We are ambitious for our pupils and ambitious for our people. Across the trust you will find a culture of collaboration, professional excellence, and deep care for one another. We celebrate hard work, integrity, and teamwork, and we create opportunities for everyone to flourish.

I wish you every success with your application. Whether or not you go on to join us, I hope you will recognise that ATT is a community committed to excellence, to belonging and becoming, and to ensuring that all of us – pupils and adults alike – leave more capable, more competent, and more confident than when we arrived.

With best wishes,



Mark McCourt
Chief Executive Officer



About Academy Transformation Trust

At Academy Transformation Trust (ATT), our ambition is that every person who passes through our schools and colleges becomes an educated person – able to take a rightful place in the community of educated people and to join what Robert Maynard Hutchins called “the Great Conversation.” An ATT education stresses history, the scientific mode of thinking, the disciplined use of language, a wide-ranging knowledge of the arts and religion, and the continuity of human enterprise. We aspire for everyone, regardless of their starting point, to leave us capable, competent, and confident.

Our Values

ATT2030 sets a values-driven culture that is explicit about how we work and lead:

- **Belonging & Becoming:** we meet each child where they are and refuse to leave them there – giving them both roots and wings.
- **Integrity & Excellence:** we act ethically, celebrate excellence, and pursue high standards in all that we do.
- **High Trust, High Accountability:** decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people – pupils and adults – we are forming:

- **Capable:** equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.
- **Competent:** possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.
- **Confident:** feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.



Our Nine Aims (by 2030)

These goals translate into nine aims that define success for ATT by 2030:

Capable

1. Professional Excellence – skilled professionals delivering consistently high standards.
2. Fluent Learners and Thinkers – confident, curious learners fluent in communication and technology.
3. Multiple Pathways to Success – diverse routes that recognise varied talents and passions.

Competent

4. Purposeful, Knowledge-Rich Learning – rigorous, meaningful learning that enriches lives.
5. Unwavering Focus – purposeful use of time and energy on what matters most.
6. Strength Through Challenge – resilience built by tackling challenge and learning from it.

Confident

7. Valued and Empowered Individuals – everyone known, valued, and supported to be their best.
8. Leading with Integrity, Celebrating Excellence – values-led leadership and cultures that recognise excellence.
9. Moments That Shape Us – deliberate rites of passage and significant experiences that foster growth and self-discovery.

Our Approach to Working Together

We are building a high-trust, high-accountability organisation. Principals are empowered as strategic leaders of their academies; the central team provides expert challenge, support, tools, and evidence; accountability is reframed as professional dialogue aimed at continuous improvement, not blame. This is how we ensure that every child leaves us capable, competent, and confident.



Vision

To be recognised as an outstanding provider of Further Education and be the provider of choice of our local communities.

Mission

To bring together people who are dedicated to developing and delivering the highest quality learning, ensuring all learners acquire skills and develop knowledge that equips them to lead more fulfilled lives and play their part in driving up the growth of our local and regional economy.

Values

- **Achievement** – Succeeding and celebrating together
- **Teamwork** – Listening to staff, learners and stakeholders
- **Transformation** – Driving continual improvements
- **Flexibility** – Responsive to local needs
- **Equality** – Caring for the wellbeing of all staff and learners

Ethos

Academy Transformation Trust Further Education (ATTFE) College strives to raise the aspirations and achievements of the communities that it serves, providing high quality, innovative education and training for learners who are aged 16+ (including adults). We take a learner-centred approach towards education and lifelong learning opportunities that supports the learning needs of the local environment.

At ATTFE College, learners pursue their educational goals in an inclusive environment that values and celebrates diversity, individuality, mutual respect, civic responsibility and social integration.

Equality and diversity is central to all practices and policies within ATTFE College. It is an organisation where everyone respects each other and recognises their own responsibility in actively promoting equality.

Our aims are to ensure that we meet the needs of all, taking account of:

- Gender, ethnicity and culture
- Religion, creed and language
- Sexual orientation, age and health
- Ability and disability
- Social and economic circumstances

ATTFE is committed to the regeneration of the communities in which its learners live and is committed to working through collaboration, consultation and partnership with the wider community.



Job Description

Head of Safeguarding and Wellbeing

Main Purpose of the Role:

The Head of Safeguarding and Wellbeing takes strategic and operational responsibility for safeguarding and promoting the welfare of young people (under 18) and vulnerable adults across ATTFE College. The role ensures compliance with statutory guidance including Keeping Children Safe in Education, Children Act 1989, Children Act 2004, and adult safeguarding frameworks under the Care Act 2014.

Key Responsibilities:

1. Strategic Safeguarding Leadership

- Lead on safeguarding strategy across ATTFE provision
- Ensure policies reflect both child protection and adult safeguarding requirements
- Advise the Senior Leadership Team (SLT) and governors on safeguarding compliance and risks
- Ensure alignment with ATT safeguarding focuses, local Safeguarding Children Partnerships and Safeguarding Adults Boards.
- Line Manager ATTFE College Safeguarding Officer

2 . Managing Safeguarding Concerns

- Act as the central point of contact for all safeguarding concerns.
- Triage and assess concerns involving:
 - Students under 18 (child protection)
 - Vulnerable adults (adult safeguarding)
- Make referrals to:
 - Children's Social Care
 - Adult Social Care teams
 - Police and other statutory agencies where required
- Ensure timely, proportionate action and escalation.

3. Specific Safeguarding Risks

Lead ATTFE College responses to risks including but not limited to:

- Radicalisation and extremism (Prevent duty)
- Sexual violence and harassment between students
- Mental health and wellbeing concerns
- Online safety and digital safeguarding
- Exploitation (criminal, sexual, County Lines)

- Attendance issues and disengagement
- Contextual safeguarding risks affecting students
- Substance abuse in all its forms
- Neglect and self-neglect
- Child-on-child abuse
- Domestic, family and home-based issues which impact upon students
- Students in work placements, on work experience or in apprenticeships.

4. Multi-Agency Working

- Represent ATTFE College at case conferences, strategy meetings, and reviews
- Liaise with external partners (social workers, police, NHS, support services)
- Liaise with local, regional and national Prevent partners and networks
- Coordinate support for learners across multiple agencies.

5. Record Keeping and Information Sharing

- Maintain accurate, confidential safeguarding records in line with GDPR
- Lead on CPOMS record-keeping and ensure strong, accurate and robust inputting by all staff
- Ensure appropriate information sharing between staff and agencies
- Ensure that safeguarding records are obtained promptly from ATTFE learners' previous settings
- Oversee safe transfer of records when learners move on
- Lead on the ATT PHEW safeguarding audit.

6. Training and Staff Development

- Undertake certificated formal DSL training at the appropriate level (refreshed every 2 years, with regular updates)
- Ensure all staff (including sessional staff) receive safeguarding and Prevent training including annual safeguarding and KCSIE update training
- Deliver and/or coordinate internal safeguarding briefings and updates
- Provide regular appropriate information and updates to staff via the Staff Newsletter and other internal communication mechanisms
- Provide regular appropriate information and updates to Governors, community partners and other stakeholders via newsletters and other external communication mechanisms.
- Ensure staff understand differences between child protection and adult safeguarding, and that they maintain an accurate and current working safeguarding knowledge and understanding.

7. Supporting Staff and Students

- Provide expert advice and guidance to staff and Governors
- Support tutors and pastoral teams managing safeguarding concerns
- Ensure learners know how to report concerns and access support
- Promote a safe, inclusive, and respectful learning environment
- Lead on a staff / learner wellbeing strategy and the weekly implementation of this.

8. Safer Recruitment and Compliance

- Support safer recruitment processes
- Ensure safeguarding compliance in:
 - Work placements
 - Community Ambassador placements
- Contribute to audits, inspections (e.g., internal Trust, Ofsted), and safeguarding reviews.



Person Specification

Head of Safeguarding and Wellbeing

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	<ul style="list-style-type: none"> Relevant professional qualification (e.g. teaching, social work, youth work, education leadership). 	<ul style="list-style-type: none"> Level 3 safeguarding training or above 	<ul style="list-style-type: none"> Application Form/Checking and Original Copy evidence
Experience	<ul style="list-style-type: none"> Extensive safeguarding experience in education, youth work, or social care 	<ul style="list-style-type: none"> Previous DDSL experience in an FE or post-16 setting Experience working with multi-agency safeguarding systems. 	<ul style="list-style-type: none"> Application form/Interview
Knowledge that supports the role	<ul style="list-style-type: none"> Strong understanding of both: <ul style="list-style-type: none"> Child protection Adult safeguarding Knowledge of UK safeguarding legislation and statutory guidance Strong working knowledge of local (e.g., Nottinghamshire) safeguarding policies and procedures Strong working knowledge of Prevent and other anti-radicalisation and extremism programmes 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Application form/Interview
Expectations of Role	<ul style="list-style-type: none"> Ability to manage complex, high-risk cases Excellent communication, leadership, and decision-making skills. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Application form/Interview
Other requirements	<ul style="list-style-type: none"> This post is subject to an Enhanced disclosure and barred service check. Right to work in the UK. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Application form/Interview



Recruitment & Selection

You can expect the following from the Recruitment & Selection process:

Prior to Interview

- Adverts & Candidate packs that give the full detail of the role (responsibilities, pay, development etc)
- A point of contact for the vacancy within the Trusts recruitment team to advise on each step of the recruitment process
- A full and comprehensive vetting process, that meets and exceeds the requirements of Keeping Children Safe in Education 2025 [Keeping children safe in education 2025](#)
- An applicant tracking system that allows you to enter details with ease and receive updates to the progress of you application and or pre-employment checks
- Selection for Interview based upon the Job Description and Person Specification

Interviews

- The opportunity to prepare with enough notice for interview processes
- A meet and greet at the place of work (Academy or Office) with members of the panel. If the Interview is held on Teams an opportunity to meet at later date
- The opportunity to ask questions and have a full interview with discussion around the role

Following the Interview

- You will receive notification as to whether you were or were not successful
- You will be given an opportunity to obtain feedback
- If successful further safer recruitment checks will take place
- You will receive a conditional offer of employment and contracts of employment will not be issued until all checks are received and are satisfactory

Induction

- You will receive a Trust Induction and a localised induction which will give you further information on policies, process and procedures that impact your role
- You should expect regular opportunities to meet with your line manager to address any issues or concerns you may have or to plan any required training you may need
- You should expect to have all the equipment you need to begin your role
- You will have access to the Trusts benefit platform VivUp from day one of employment



What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey

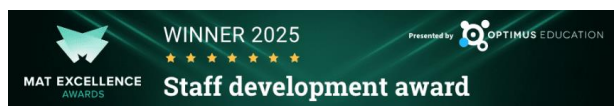
Personal Development (PD) Opportunities for our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise





Head of Safeguarding and Wellbeing

Applying: Expressions of interest should be in the form of a letter (two sides of A4 max) to the principal outlining your skills, experience and the impact of your work.



Status:

37 hours per week
Term Time Only

Salary:

NJC Point 30 – Point 34 - £35,228.48 - £39,128.58 - Actual
(£40,777 to £45,091 FTE)



Closing Date:

Tuesday 21st July 2026 at 9am

Start Date:

1st September 2026



Interviews:

To be confirmed

We utilise an application tracking system which will require data from you in order to complete the application process. If you are struggling to access this system or wish to have an informal conversation regarding the role, please reach out to the contact on the advert and they will be able to support you.





 @academytransformationtrust

 @AcademyTrust

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