



RIVERSIDE BRIDGE SCHOOL
INSPIRE, EMPOWER, ACHIEVE

School: Riverside Bridge School
Location: IG11 OHZ
Email: recruitment@riversidebridge.com

Job Title: Deputy Designated Safeguarding Lead (DDSL)

- Location: Specialist SEND School (EYFS - Y13)
- Responsible to: Senior Leadership Team / Designated Safeguarding Lead
- Liaison with: Class Teams, Therapists, Families, Social Care, MASH, External Agencies
- Scale SO1 - 23 Outer London Support £32,905.30 per annum (pro rata)
- Term Time only 8:30 - 16:00

Main Purpose of the Role

The Deputy Designated Safeguarding Lead (DDSL) will support the DSL in ensuring effective safeguarding practice across the school, with a strong focus on early identification, proactive intervention and coordinated casework for pupils with complex Special Educational Needs and Disabilities (SEND).

The postholder will take an active role in managing safeguarding concerns, contributing to referrals, working with external agencies and acting as a key worker for identified pupils and families.

The role requires high levels of professional curiosity, vigilance and proactive safeguarding practice, particularly due to the complex communication needs of pupils, who may not be able to verbally disclose harm, abuse or distress.

Context of the School

The school supports pupils aged EYFS to 18 with complex needs, including:

- Autism Spectrum Condition (ASC)
- severe and profound learning difficulties
- non-verbal or minimally verbal communication profiles
- sensory processing differences
- physical and medical needs
- social, emotional and behavioural regulation needs



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Many pupils use alternative and augmentative communication (AAC), visual systems or total communication approaches.

Pupils may not verbally communicate safeguarding concerns. Safeguarding in this setting relies on:

- careful observation of behaviour, presentation and patterns
- strong relationships with pupils and families
- professional curiosity and proactive information gathering

Safeguarding must be embedded, responsive and anticipatory, not solely reactive.

Key responsibilities

1. Safeguarding casework & record management

- To support the DSL in managing safeguarding concerns and referrals
- To maintain accurate, detailed and timely safeguarding records in line with statutory guidance
- To contribute to referrals to MASH, social care and other agencies
- To monitor patterns, repeat concerns and emerging risks
- To ensure safeguarding records reflect the voice of the child, including non-verbal communication indicator
- To follow up on actions and ensure cases progress appropriately
- To act as a first point of contact for safeguarding-related operational matters, including late collections, unexpected changes to collection arrangements, and social care or external agency pickups
- To ensure all collection changes are verified, recorded and escalated in line with safeguarding procedures

2. Key worker role for pupils and families

- To act as a key worker for identified pupils with safeguarding or vulnerability needs.
- To build trusted, professional relationships with families
- To provide appropriate support, guidance and challenge to families where required
- To maintain regular communication with parents/carers regarding safeguarding and welfare concerns
- To support families in accessing external services and interventions
- To balance supportive family engagement with clear safeguarding boundaries and professional accountability
- To support attendance officer on home visits for non-attendance



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- To carry out home visits relating to key working pupils or identified safeguarding concerns.

3. Multi-agency working & external liaison

- To work closely with external agencies including:
 - MASH
 - social care
 - early help
 - health professionals
 - therapists
- To attend and contribute to:
 - child protection conferences
 - core group meetings
 - team around the family (TAF) meetings
- To ensure information is shared appropriately, accurately and in a timely manner
- To advocate effectively for pupils with complex SEND needs in multi-agency settings.

4. Proactive safeguarding & early intervention

- To identify early signs of risk, neglect or harm through:
 - behavioural changes
 - attendance patterns
 - presentation and regulation
 - family context
- To promote a preventative safeguarding culture not just response to incidents
- To support early help processes and interventions
- To use professional curiosity to explore concerns beyond surface-level explanations
- To escalate concerns appropriately when thresholds are met

5. Supporting staff practice & safeguarding culture

- To support staff in recognising and responding to safeguarding concerns
- To provide guidance on recording and reporting concerns
- To model strong safeguarding practice across the school
- To plan, prepare and deliver safeguarding training to staff, including inductions and regular refresher sessions



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- To ensure training is responsive to emerging needs within the school and reflects the specific safeguarding challenges of pupils with complex SEND
- To monitor staff understanding and confidence, and identify gaps in knowledge or practice
- To ensure staff understand the additional safeguarding vulnerabilities of pupils with SEND.

6. Communication & information sharing

- To ensure effective internal communication of safeguarding concerns
- To maintain confidentiality while ensuring appropriate information sharing
- To work closely with class teams to understand pupil behaviour and presentation
- To support staff in interpreting non-verbal communication linked to safeguarding concerns.

Person specification

Essential

- GCSEs Grade C or above in English and maths
- experience working with children or young people with complex SEND
- strong understanding of safeguarding procedures and statutory guidance
- experience of safeguarding casework and/or working with vulnerable families
- ability to communicate effectively with non-verbal or minimally verbal pupils
- high level of professional curiosity and attention to detail
- strong written recording skills
- ability to remain calm, analytical and professional in high-pressure situations
- driving licence to carry out home visits

Desirable

- A levels grade C or above
- previous experience as a safeguarding lead or deputy
- experience working with MASH, social care or early help systems
- training in safeguarding (e.g. DSL training)
- experience in a specialist school setting.

Points for applicants to consider

This is a highly specialised and demanding safeguarding role. Applicants should carefully consider that:

- pupils may not verbally disclose harm; safeguarding concerns often present through behaviour, regulation or subtle changes.



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- the role requires proactive investigation, not passive response.
- families may present with complex needs requiring both support and challenge.
- the environment can include dysregulation, distress and high-intensity situations.
- safeguarding decisions can be complex and require confidence and resilience.
- strong professional boundaries and emotional resilience are essential.

Additional Information

This job description outlines the main responsibilities of the role but is not exhaustive. The postholder may be required to undertake additional duties appropriate to the level and responsibility of the post, as directed by the Deputy Headteachers, Senior Deputy Headteacher or Headteacher.

Riverside Bridge School is committed to safeguarding and promoting the welfare of all pupils and expects all staff and volunteers to share this commitment. A criminal record check via the DBS will be undertaken for any successful candidate.

This post is exempt from the Rehabilitation of Offenders Act and a comprehensive screening process, including a disclosure check, will be undertaken on all applicants.