



Careers at SHARE Multi- Academy Trust

**Deputy Designated Safeguarding
Lead**

Royds Hall, A SHARE Academy

Application Pack

Valuing People, Supporting Personal Best



Welcome to **SHARE Multi-Academy Trust**, a supportive and close-knit family partnership of nine academies across West Yorkshire, and a Teaching School Hub.



At SHARE, we are committed to delivering strong educational standards within our academies and providing our people with excellent careers. This is all underpinned by an unwavering commitment to our vision of *Valuing People, and Supporting Personal Best.*

I believe our role as educators is to help children and young adults to instil a desire to learn, to overcome barriers to success, and to encourage an ambition to achieve. To reach this standard, we must first deliver for our people and ensure they feel valued, listened to and have a strong sense of belonging. In turn, our colleagues, pupils, and society all benefit enormously.

Two of our guiding principles are that 'quality is our driving force', and 'teams drive success'. We know that recruiting and retaining an outstanding workforce is fundamental to achieving our aims. We therefore make it our mission to ensure every colleague within the trust has access to exceptional training and personal development opportunities, alongside a positive teaching environment, clear and ambitious progression pathways, and highly competitive packages.

We are also committed to sharing best practice across our trust, creating networks for colleagues to learn from one another, and fostering a learning environment and workplace where everyone feels supported and inspired, and can truly thrive. As a result, we are proud to be an employer of choice.

Thank you for your interest in our academies and trust. I hope you will consider joining us as we continue to deliver the very best education for our pupils. Whether you are an education practitioner looking to start your journey, or an established professional wanting to bolster your career – we look forward to working together soon.

John McNally

*Chief Executive Officer
SHARE Multi-Academy Trust*

We must first deliver for our people and ensure they feel valued.

Quality is our driving force



Teams drive success



We are proud to be an employer of choice.

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About our Trust

SHARE Multi-Academy Trust was first established in 2014, and since then, we have built a solid reputation for high standards and strong achievements.

We operate four successful primary academies and five high-performing secondary academies across the region. Our outstanding provision is supported by our Calderdale and Kirklees Teaching School Hub and national training accreditations, which enable us to deliver exemplary training and development opportunities for education practitioners at every stage of their career, from initial training to executive leadership.

Our academies achieve excellent outcomes across the board. This includes academic attainment and school improvement, as well as maintaining exceptionally high standards in all aspects of school life including behaviour and attendance.

As a result of the trust's supportive and inclusive approach, senior leaders invest significant time in supporting positive pupil behaviour and attendance. Our pupils attend well and are positive about learning. In turn, this creates a positive and respectful teaching and learning environment for staff, with teachers able to focus on delivering an excellent education to students without distraction, and with a manageable workload.

Whilst being close-knit, we are ambitious for the future.

We are always looking for additional ways to expand our positive impact, be that by working with new schools on exciting initiatives, or by collaborating with our talented team of staff.

Our aim has long been to be the best trust, not the biggest. Our priority for the future is to keep improving standards, building on our successes, and raising aspirations so we can support even more pupils to achieve even better outcomes.



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Behaviour is excellent, and there are high levels of mutual respect and tolerance amongst pupils and staff.

*Ofsted, 2023**

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*2023 Ofsted report for Thornhill Community Academy, A SHARE Academy

Your Career at SHARE

Our vision of ‘Valuing People, Supporting Personal Best’ underpins everything we do. Central to our work and ability to deliver a transformational education, is our dedication to developing our greatest asset, our staff.

That is why we have an outstanding pledge to teachers and support staff to provide professional development and training opportunities, particularly through our Teaching School Hub. We are committed to investing in our staff, ensuring that they have fulfilling careers and enjoy their jobs every day. This is fundamental to our ability to turn academies around and deliver the very best education to pupils.

We offer a competitive package to all our colleagues.

We have committed to offering our colleagues pay and conditions that are at least as good as those available to colleagues in maintained schools. In practice, we often exceed them. We continue to contribute to the generous Teachers and Local Government Pension Schemes and at least match pay awards agreed or recommended by the Local Government Association and School Teachers’ Pay and Review Body. We use the flexibilities available to us as an academy to enhance our offers where we can.

As well as two generous pension schemes, we also offer employee assistance and wellbeing packages; and flexible and family-friendly policies, such as flexible working, shared parental leave and enhanced maternity, paternity, and adoption entitlement, giving colleagues the control and freedom to work in a way that suits their needs. We offer incremental progression and cost-of-living pay increases, subscribe to local and national discount schemes, and provide exceptional onsite catering facilities.



We work as a collective group of professionals to achieve common goals. Watching new teachers and leaders become established in their roles gives me an immense sense of professional pride, as they help our pupils to achieve excellent outcomes.

Jack Wyatt

*Associate Principal
Shelley College*



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Our Shared Vision and Mission

Our Mission

We believe education is all about people. Our success is measured in how we help our pupils. We can only attain this success by employing talented, committed staff, and working in partnership with our whole academy communities.

Our mission means we endeavour to ensure every one of our pupils and members of staff enjoy coming to our academies, and that all of us try our very best in everything we do. We help everybody, regardless of background or starting point, to gain the knowledge, skills, and habits that lead to happy and successful lives, both now and in the future.

Our Vision

We want to transform education for the better, raising aspirations in diverse communities, increasing knowledge, and developing the skills that children and young people need to make their lives rewarding and successful.

Our vision is for our teachers and staff to continue to choose our academies and our trust as a working environment where, through our high-quality training and progression pathways, they can achieve their career aspirations. Our academies will be the first choice for parents because we provide a safe and nurturing environment, with excellent academic standards and a wealth of opportunities. Our trust will continue to be a well-regarded family network where other schools choose to join us, benefiting from strong support services, collaboration, and best practice sharing.

“ We live by our vision of 'Valuing people, Supporting personal best', bringing this to life in everything we do. We are all part of a family that has high expectations and a strong moral compass ”

Jenny Carr
*Executive Principal and
Headteacher, Royds Hall*

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Our Guiding Principles



We have a clear and ambitious strategy as a trust, so that we can ensure we collectively fulfil our overarching vision and mission. This is built upon our guiding principles, with distinct goals and objectives linked to accountability and performance measures.



Academies

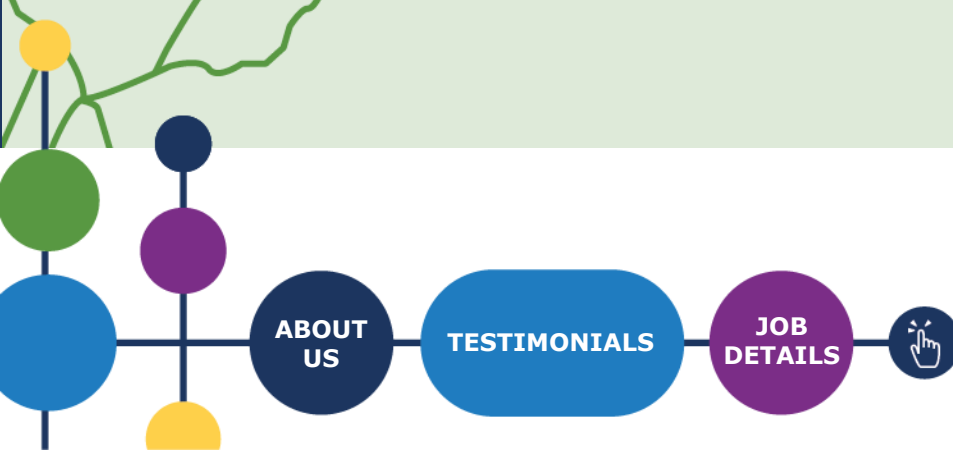


Our secondary academies



Our primary academies

Click below to select the location of the vacancy you are interested in to find out more.



**Most recent Ofsted prior to academisation in 2025.*

Our Outcomes

At SHARE, we are proud of the high standards and expectations we set and uphold, across the board. Consequently, we consistently surpass both national and regional school results. Our academies consistently secure excellent academic outcomes, with achievement levels being amongst the highest in our region.

Supported by robust, well-resourced, and accountable improvement plans, we have a proven track record of significantly improving our academies, as reflected in national performance measures and our strong Ofsted outcomes.

Through our broad curriculum, first-class careers education and guidance, and our wide-ranging enrichment offer, we successfully prepare our young people for life beyond the classroom. We ensure no child is left behind, and do so by fostering a safe, inclusive, and nurturing environment where all barriers can be overcome.

We remain committed to developing our staff, who are our greatest asset in achieving our mission.

Alongside our successful Teaching School Hub and training accreditations, we take great pride in one another's individual successes. Many of our most senior leaders have progressed through the routes. That includes the countless colleagues who have enjoyed varied, rewarding, and long careers with our academies and trust, as well as those who are just starting on their journey and are glowing with potential.



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What our colleagues say



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Since joining SHARE as an RQT, the trust has always supported me in my career, giving me ample opportunity to develop and demonstrate my skills, whether through official training courses such as the National Professional Qualification (NPQ) or by offering opportunities to deliver CPD and build leadership skills.

My career progression at SHARE has been rapid thanks to the encouragement of leaders. With every role I have applied for, or training opportunity considered, leaders have always been approachable, supportive, and encouraged these conversations.

There are regular opportunities within the trust to try new things and gain experience in areas that interest us. **I am really glad I joined Share MAT because the culture of recognition, support, and celebration gave me the confidence I needed to chase my career goals.**

Lewis Day

Trust Improvement Leader (Personal Development); PSHE Leader; Teacher of English at Shelley College

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The care and support that has been provided during my time with the trust has not only allowed me to help make a difference to young people's lives but it has **enabled me to excel in a fantastic career and in a role which is so fulfilling.** It has been life changing!

Melanie Delaney-Hudson

Assistant Headteacher (SEND and Inclusion), Thornhill Community Academy

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What our colleagues say



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Alongside being part of the central trust team, **I enjoy getting the chance to meet and work with other colleagues across the trust.** I started as an apprentice and every year SHARE has helped me to progress further, either by supporting me with professional development in the form of external or internal training, which constantly bridges the gap to progress onto the next level when the opportunity arises.

”

Kieran Miller-Walker
Finance Officer, SHARE
Multi-Academy Trust



“

As Phase Leader, I am pleased to be able to support other teachers with passion and excitement to help them lay the foundations that mean pupils thrive throughout their educational journey.

Being a part of the Share MAT family, means there is always a vast amount of knowledge, guidance and support available. The trust annual training day on the first day back really makes you feel like part of a team, with common goals to provide a unique learning journey for all children.

Ben Modeste
Phase Leader of Lower Key Stage 2,
Luck Lane Primary School

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First-class careers, through bespoke training and support

Our success as a trust depends entirely on our colleagues who are the bedrock of all we do. That's why we're determined to recruit and retain the best staff by offering first-class training and support, alongside highly competitive packages.

Across the trust, we pledge to deliver outstanding professional development and training opportunities that are bespoke for our teaching and support staff. We support colleagues through ongoing training, coaching, and mentoring using the latest evidence-based research, to strengthen their expertise.

Alongside career pathways carved out for our support staff, we similarly offer a variety of progression and promotion routes for teachers. In addition to the traditional progression journey, we deliver a full suite of specialist and leadership National Professional Qualifications (NPQs), offer Lead Practitioner positions for those with classroom-based preferences, alongside middle and senior leadership training programmes for new and aspiring leaders. With additional development opportunities for staff including research projects, subject enhancement training, and access to The National College online development platform, we are dedicated to supporting our staff to develop and grow as educators.

We also champion cross-trust collaboration and best practice sharing, maximising the opportunities and expertise available across our schools. All colleagues are encouraged to meet regularly, including through various forums where they can discuss ideas, and share experiences and resources.

We are committed to protecting our staff's wellbeing by providing the support, guidance, and training needed to achieve the highest standards they are capable of.

Just as we encourage our pupils to achieve their personal best, we want the same for our staff, with colleagues having their own personal development plans.



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Endless opportunities through our **Teaching School Hub and Training Accreditations**



Our commitment to professional development and raising opportunities and aspirations in the communities we serve and beyond, is best reflected through our Teaching School Hub and Training Accreditations.

We are immensely proud to be the Teaching School Hub for Calderdale and Kirklees, enabling us to connect with, shape, and inspire teachers and practitioners of the future.

Through our Teaching School Hub and training platforms, we induct Early Career Teachers (ECTs) into the profession through an outstanding Initial Teacher Training programme. All our academies similarly play an important role in supporting trainee teacher placements through the Hub and with other local trainee teacher providers. We also offer a full suite of specialist and leadership NPQs through the Hub, including for staff themselves to facilitate Early Career and NPQ frameworks.

Since its launch, we are delighted that 1,000 new teachers have progressed or are progressing through our Early Careers Framework Course, with over 600 studying NPQs. We also continue to provide the Appropriate Body Service for nearly 500 new teachers.

Having the Hub as a central part of our trust family means it continually informs our approach to staff development and how we can enhance our training based on learnings and insights. It has also shaped our approach in recognising that development is a long-term, meaningful investment in our colleagues and therefore our pupils.

Since the launch of the hub...

1,000 teachers
have progressed or are progressing through the **Early Career Framework**

600 teachers
are studying **NPQs**

500 teachers
using our **Appropriate Body Service**

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Job title:

Deputy Designated Safeguarding Lead

Academy:

Royds Hall, A SHARE Academy

Headteacher:

Emily Devane

Section:

Safeguarding

Reporting to:

Director of Safeguarding

Contract type:

Permanent **Fixed Term**

Time commitment:

Term-time plus 10 days, 37hrs per week

Band/Range:

Band G

Further salary information:

£31,666.50 to £34,177.50 actual salary



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JOB ADVERT

Academy information:

Rated Good by Ofsted in 2023, Royds Hall is a small secondary academy with a positive attitude to learning and a curriculum that is ambitious for all and well-sequenced. Staff are central to the academy's vision of 'Valuing People, Supporting Personal Best', and the academy offers a supportive and inclusive working environment where colleagues can make a difference every single day.

Royds Hall is one of nine academies within the well-regarded and high-performing SHARE Multi-Academy Trust. It is situated within a close-knit, diverse community, and is in good commuting distance from Leeds, Huddersfield, and Wakefield. The academy is proud to offer:

- A supportive and ambitious environment where all students are encouraged to go beyond what they think they can achieve and to enjoy learning, helping them to lead successful, healthy and happy lives
- A vibrant place to work which equips staff to deliver their best every day, under the strong belief that Valuing People, Supporting Personal Best is the key
- A commitment that staff are happy, engaged and well supported at work, taking pride in students' attendance, behaviour, progress and development as well as their own
- Excellent training and guidance relevant to individual job roles, so expectations are understood and staff are motivated
- Great benefits, as an employer of choice, including outstanding CPD, supportive line management, and meaningful networking opportunities across the trust to aid personal development
- Supportive leadership, encouraging healthy work-life balance
- A high-quality teaching and learning environment, alongside good facilities
- A culture where children are happy, settled and confident, accessing a broad and balanced curriculum which provides a memorable educational experience for pupils and staff.

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We are looking to recruit:

An opportunity has arisen to work in this role leading on safeguarding cases and deputising for the Designated Safeguarding Lead (DSL). It is a busy and vibrant office with a fast paced and varied workload.

Working under the direction of the Director of Safeguarding, SEMH and Wellbeing you will support the learning, progress and care of students to help them achieve their personal best.

The ideal candidate will:

- Be qualified in GCSE English and Mathematics (Grade 4 / C)
- Have knowledge and understanding of Child protection and safeguarding procedures
- Be committed to our ethos that all pupils can achieve their personal best at Royds Hall Academy
- Have great references demonstrating they are a suitable candidate, safe to work with children.

For more information, get in touch with:

Rebecca Corcoran, PA to Headteacher via royds.recruitment@sharemat.co.uk

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JOB DESCRIPTION

Overall purpose of the role:

As the Deputy Designated Safeguarding Lead, you will lead on safeguarding cases and deputise for the DSL. Working under the direction of the Director of Safeguarding, SEMH and Wellbeing you will support the learning, progress and care of students, to help them achieve their Personal Best.

Safeguarding requirements:

This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household. Applicants **MUST** complete the MAT's standard application form to be considered, will be required to provide evidence of identity and qualifications and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the Headteacher.

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JOB DESCRIPTION

Key Outputs:

Qualities and knowledge

1. Lead by the values of 'valuing people, supporting personal best' and by doing this get the best out of others.
2. Support the school in ensuring the aims and values of the school are clearly articulated, shared and understood by all.
3. Demonstrate the aims and values of the school in everyday work, practice and interactions.
4. In partnership with the Director of Safeguarding, SEMH and Wellbeing, provide professional leadership of some aspects of Safeguarding and welfare.
5. Promote and model good relationships with parents, which are based on partnerships, to support and improve students' achievement.
6. Maintain a visible presence around the school, supporting duty teams and others by insisting upon and helping to maintain high standards of student conduct in lessons and around the school.

Pupils and staff

7. Assist in the development of strategies to help overcome obstacles students may experience in achieving their personal best, particularly those known to be at greatest risk of underperformance, e.g. disadvantaged cohort.
8. Gain a thorough understanding of the support young people and colleagues need to help all students enjoy their time at Royds Hall and achieve success.
9. Provide supervision, support and guidance for staff when dealing with safeguarding issues.
10. Work with Director of Safeguarding, SEMH and Wellbeing to support with leading the Assistant DSL team with their safeguarding cases.
11. Act as DSL in cases where the Director of Safeguarding, SEMH and Wellbeing is not available
12. Work with the SEMH/Wellbeing, ANT, Pastoral and Learning Zone teams to ensure that all students can achieve their Personal best.
13. Provide strategic leadership for all aspects of mental health across school, in the role of Senior Mental health lead
14. Work with the Personal Development lead to ensure full coverage of statutory aspects of RSE guidance for all students

Systems and process

15. Support the Director of Safeguarding, SEMH and Wellbeing in establishing and implementing the vision for the future development of the School, particularly in relation to the safeguarding, SEMH and wellbeing of all students.
16. Promote a strong culture of safeguarding where all members of the school community are vigilant and help keep students and staff safe in school and beyond. Oversee aspects of safeguarding training, ensuring all staff complete relevant training and we are compliant with national safeguarding regulations.

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17. To ensure that CPOMS records are maintained and implement actions regarding concerns recorded. Act as administrator and deliver training to staff. Quality Assure and categorise all the safeguarding logs. Provide further training for staff where required.
18. Complete relevant audits and maintain accurate records. Liaise with relevant outside agencies including the Local Authority Designated Officer (LADO).
19. To make referrals to external agencies to support specific emotional, social and physical wellbeing needs of identified students e.g. Northorpe Hall, Thriving Kirklees, CAMHS, CRI Base, Police, YOT.
20. Attending meetings with external professionals and provide robust professional challenge when required.
21. Implement, monitor and review systems to promote effective safeguarding for all students.
22. Monitor the effectiveness and impact of school systems on staff wellbeing within school.

Contribution to the self-improving school system

23. Develop positive working relationships with a number of outside agencies including other schools, the Local Authority, and alternative provision providers.
24. To identify external providers that can support you and your team in improving student and staff knowledge and understanding of risk and how they can keep themselves safe.
25. Provide regular, honest & evidence-based feedback for colleagues to improve their progress against whole school, department &/or personal targets.
26. Effectively use information including attendance and behaviour data to identify key students and cohorts at risk of underperformance. Liaise with and support other leaders and staff to implement strategies to improve student progress.
27. Carry out your duties with due regard to current and future School policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, and on-going performance development and through School communications.

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JOB DESCRIPTION

Dimensions:

Range of staff: approx. 100
Range of students: approx. 860

Work/Business contacts:

Internal: All teachers and support staff to advise how effectively to support students to achieve their Personal Best.

External: External staff, Other Schools, Parents and families, External Agencies.

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JOB DESCRIPTION

Expertise in role required (At selection – Level 1):

ESSENTIAL

- Be qualified in GCSE English and Mathematics (Grade 4 / C)
- Evidence of continuing professional development and a willingness to undertake further development as appropriate
- Knowledge and understanding of Child Protection and Safeguarding procedures
- Ability to communicate effectively both verbally and in writing with colleagues and students and visitors to the school
- Ability to work as a team member and on own initiative
- Able to analyse data with a view to developing strategies to improve performance
- Able to produce accurate work whilst working to tight deadlines
- Understanding of need to maintain strictest confidentiality about all matters concerning school.
- A knowledge and understanding of Keeping Children Safe in Education
- Able to monitor and evaluate impact of interventions and strategies.
- Knowledge of safeguarding policies, procedures and systems.
- Able to communicate effectively to develop and maintain positive relationships with children / young people, school staff, parents and external agencies
- Good role model in terms of promoting trust aims and values, together with professional standards for teachers and leaders.
- Ability to travel around the academy area, with a full current UK driving licence and access to a motor vehicle, able to be used for business purposes.

DESIRABLE

- Degree or equivalent
- Experience of working in a Pastoral role
- Experience of using safeguarding policies, procedures and systems
- Able to successfully lead others, identifying clear priorities, communicating effectively and supporting improvements.

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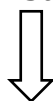
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Expertise in role – After initial and advanced development:

- Effective systems in place, with whole school commitment evident.
- Evidence of on-going continuing professional development at a senior level.

Structure/Department Information:

Director of Safeguarding



Deputy Designated Safeguarding Lead

HOW TO APPLY

Please note that CVs will not be accepted. To apply, please complete an application form on the My New Term portal using the application link below.

Application link:

<https://mynewterm.com/jobs/146327/EDV-2026-RHSA-10068>

Closing date:

9am Friday 5th June

Interview date:

To be confirmed

Share MAT is committed to the Equalities Act 2010 and also to promoting the welfare and safeguarding of children and young people, by adhering to the "Keeping Children Safe in Education" guidance. All staff and volunteers are regularly trained regarding our expectations in keeping our students safe. An enhanced DBS is required for every post. An online search will be undertaken for all shortlisted candidates.

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*Ready to start your career with Share MAT?
Get in touch:*

Visit

roydshall.org

Email

royds.office@sharemat.co.uk

Call

01484 463366

Address

Royds Hall, A SHARE Academy
Luck Lane, Huddersfield, West Yorkshire
HD3 4HA

Visit the trust website **www.sharemat.org**