

Role profile

Designated Safeguard Lead with Additional Responsibilities

Reports to	Headteacher
Job family	Professional and Technical
Grade	H
DBS required?	Y - enhanced
Date	June 2025
JE Code	JE0006

The DSL will be a key member of the Senior Leadership Team and take lead responsibility for safeguarding and child protection across the school (including online safety and understanding the filtering and monitoring systems in place).

Key deliverables

1	Safeguarding Referrals & Case Management - Refer cases of abuse, neglect, radicalisation, and criminal activity to appropriate authorities (e.g., social care, Channel, DBS, police). - Support colleagues in making these referrals and liaise with external agencies.
2	Colleague Support & Supervision - Act as a source of advice and support for all colleagues on safeguarding matters. - Lead and train relevant colleagues in formal supervision processes and safeguarding procedures.
3	Strategic Leadership & Inter-agency Collaboration - Participate in strategy discussions and inter-agency meetings. - Liaise with safeguarding partners, LADO, and mental health leads.
4	- Monitoring Educational Outcomes - Working with the Designated Teacher to promote educational outcomes for vulnerable children, especially those with social workers. - Support colleagues in making academic adjustments for these pupils.
5	Safeguarding Policy & Compliance - Ensure all colleagues understand and follow the child protection policy. - Develop and adapt the IFtL Safeguarding policies and all those policies relevant to the role.
6	Training & Development - Undertake and deliver safeguarding training, including Prevent awareness. - Ensure all colleagues are trained and compliant with safeguarding expectations.
7	Record Keeping & Information Sharing - Maintain accurate, secure child protection records. - Quality Assure and support staff with the child protection records. - Ensure timely and confidential transfer of records when pupils move schools.
8	Pupil Voice & Engagement - Lead initiatives like the Safeguarding Ambassadors Pupil Voice Group. - Foster a culture of listening to children and building trusted relationships.
9	Monitoring, Evaluation & Reporting Complete safeguarding dashboards and self-evaluations.

	Report regularly to the Headteacher, HR, and governors on safeguarding performance and compliance.
10	Data Protection & Legal Compliance - Understand and apply data protection laws (e.g., UK GDPR). - Share information appropriately with relevant stakeholders.
11	Strategic Leadership of Attendance - Lead on shaping and reviewing the school's attendance strategy, driving improvements in attendance and punctuality, analysing data to target interventions, reporting trends and impact to senior leaders and governors. - Maintaining compliant systems and procedures, leading panels and multi-agency work with families, and collaborating with external partners to overcome barriers and support pupils.
12	Leadership and Management of Family Support Services - Lead and manage the school's Family Support provision by supervising and developing Family Support Workers, allocating and monitoring caseloads, and ensuring high-quality, impactful early help and multi-agency interventions. - Maintain effective systems that ensure family support work directly strengthens safeguarding, attendance and overall pupil wellbeing.
13	Leadership of Early Help Provision - Lead the school's Early Help strategy by overseeing identification, assessment, coordination and review of interventions, including TAF processes, and maintaining oversight of caseloads to ensure timely, outcome-focused support. - Work collaboratively with external agencies to deliver coordinated support, and monitor and evaluate the impact of Early Help provision for reporting to senior leaders and governors.
14	Leadership of Medical Needs Provision - Hold strategic and operational responsibility for managing pupils' medical needs, ensuring statutory compliance, overseeing Individual Healthcare Plans, and monitoring the safe administration, storage and recording of medication. - Coordinate staff training on medical conditions and emergency procedures, and liaise with health professionals, parents and external agencies to secure effective, well-coordinated support for pupils.
15	Risk Assessment and Educational Visits Leadership - Provide strategic leadership and oversight of all educational visits, ensuring full compliance with statutory guidance and school/LA policies, approving and quality-assuring planning, risk assessments and documentation, and ensuring safeguarding, medical and health-and-safety arrangements are robust. - Guide and train visit leaders, liaise with external providers and transport companies to ensure suitability, and monitor and evaluate visits to drive continuous improvement in practice and compliance.

Within reason these key deliverables may evolve to meet service need and it is expected that you will be flexible and adaptable in your delivery to meet both school and Trust wide needs.



Essential requirements Key skills, expertise, and qualifications

1	A level/NVQ level 3 or a minimum of 2 years relevant experience
2	To have substantial and current experience of leading staff and/or teams in relation to safeguarding
3	To have taken an active involvement in working with a range of external agencies, policies and protocols
4	In-depth knowledge and understanding of Working Together to Safeguard Children and Keeping Children Safe in Education legislation
5	To have excellent written and oral communication skills (which will be assessed at all stages of the process).
6	To be a leader of Safeguarding by, professionally demonstrating, promoting and encouraging effective staff and student well-being at all times
7	Ability to manage difficult situations in a professional and sensitive manner which demonstrates support and mutual respect

Our pupils and young people come from a wide range of backgrounds, and so do our colleagues. We aim to reflect and celebrate diversity in our workplace in order to create an inclusive culture that adds real value to our vision of inspiring the futures of us all through learning together.

Inspiring Futures through Learning is committed to safeguarding and promoting the welfare of children. All employees are expected to share this commitment, to follow IFtL's safeguarding policies and procedures, and to behave appropriately towards children at all times, both in work and in their personal lives.

All school based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check.

Job family

Professional and Technical (Grade H)

Colleague expectations

- Be professional at all times
- Work together for the good of the school and IFtL
- Promote a supportive culture
- Challenge assumptions
- Take ownership
- Be willing to change and do things differently
- Always work in a safe manner

Manager expectations

- Be a role model by displaying positive behaviours at all times
- Make well-considered decisions
- Support, coach and communicate with my team
- Be accountable for my team's performance

Professional and Technical job holders rely upon their deep knowledge of the specialism or discipline in which they work to carry out vital tasks and provide authoritative advice to others. Often developing within recognised career paths, their evolving expertise sees them bear increasing responsibility for managing school assets, the development of policies and procedures and the strategic direction of the functions they support.

This element of the profile, taken from the job family descriptor for this grade, provides a general understanding of the level of work and demands required.

Role characteristics

At this level roles require an in depth, theoretical understanding of their particular discipline to solve complex problems, offer evidence based, provide authoritative advice to Headteachers, and colleagues and manage teams and/or other resource assets. Post holders are required to make consequential assessments and judgements in relation to the care and welfare of vulnerable children .

The knowledge and skills required

The broad knowledge requirement needed to deal with the technical and business challenges of roles is usually underpinned by an appreciation of the theoretical basis of the particular discipline, such that job holders can fall back on the first principles of their specialism to make decisions and offer advice.

This level of knowledge is often indicated by the need for a degree level education in the relevant field, but for some roles this is substituted by a significant level of on-the-job training and focussed experience such that the level of expertise confers a similar level of authority.

Roles will have demands for manual dexterity in relation to typing and similar functions, other jobs will use a range of equipment requiring precision in their use and handling.



Thinking, planning and communication

The situations and problems dealt with at this level will be increasingly complex, involving several information streams where analytical and judgemental skills will be needed to interpret information correctly and determine optimum solutions.

Job holders will have plenty of day to day issues to contend with, they will also need to plan some months ahead to achieve medium-term objectives in such areas as project support or service development.

At this level, the information exchanged with internal and external colleagues, and members of the public will call for developed communication skills on the part of the job holders. Matters will be technically complicated, requiring careful explanation, or sensitive, requiring significant listening skills to interpret information and provide appropriate advice.

Decision making and innovation

Job holders will have the autonomy to adapt specific approaches to better meet medium term objectives. They will be bound by the recognised procedural framework of their specialism as it is managed by the Trust but will decide when and precisely how duties are to be carried out. They will also deal with problems (often escalated to this level) for which there are no set-down routes to a solution other than broad service practice guidelines.

Areas of responsibility

With a diverse range of jobs being represented at this level, the precise blend of responsibilities for which the job holder is accountable will depend upon the service in which they operate.

External facing roles will focus on the needs of people whether students, colleagues or parents and will be responsible for high impact decision making and the implementation of appropriate programmes on behalf of individuals or groups of people or enforcement of regulations which have direct and significant consequences upon those served.

Internal roles are likely to have this pattern reversed, with weightier responsibility for significant financial and non-financial assets, but less for the assessment of needs of individuals and groups.

Jobs will have supervisory responsibility for the work of others and will be accountable for the quality and timeliness of outputs.

Impacts and demands

Tasks and duties will be generally carried out in a sedentary position but there will always be a requirement for standing and walking from time to time, and the occasional need to lift or carry items.

The problem solving and decision-making elements of these jobs mean that job holders require lengthy periods of enhanced mental attention to attend to duties, while also dealing with deadlines, interruptions and conflicting demands.



The nature of this roles is such that job holders are required to develop and maintain greater than normal emotional resilience, with some particularly challenging stakeholders placing emotional demands upon them.

With almost all work being carried out in normal office environments, there will be little or no exposure to disagreeable, unpleasant or hazardous working conditions. Job holders may, on rare occasions, experience unpleasant people related behaviour.

Working directly with vulnerable children will result in some exposure to disagreeable, unpleasant or hazardous environmental working conditions. This may extend to dealing with odours, intimate care and bodily fluids, and will also see job holders exposed to unpleasant or even threatening people related behaviour from time to time.

Travel between sites will sites will be required.