

Role profile

Attendance, Safeguarding and Medical Needs Lead

Reports to	Headteacher
Job family	Professional and Technical
Grade	H
DBS required?	Y - enhanced
Date	June 2025
JE Code	JE00026

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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Participate in strategy discussions and inter-agency meetings. Liaise with safeguarding partners, LADO, and mental health leads. 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.
4	Safeguarding Policy & Compliance <ul style="list-style-type: none"> 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.
5	Training & Development <ul style="list-style-type: none"> Undertake and deliver safeguarding training, including Prevent awareness. Ensure all colleagues are trained and compliant with safeguarding expectations.
6	Record Keeping & Information Sharing <ul style="list-style-type: none"> 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.
7	Pupil Voice & Engagement <ul style="list-style-type: none"> Lead initiatives like the Safeguarding Ambassadors Pupil Voice Group. Foster a culture of listening to children and building trusted relationships.
8	Monitoring, Evaluation & Reporting <ul style="list-style-type: none"> Complete safeguarding dashboards and self-evaluations.

	<ul style="list-style-type: none"> Report regularly to the Headteacher, HR, and governors on safeguarding performance and compliance.
9	<p>Data Protection & Legal Compliance</p> <ul style="list-style-type: none"> Understand and apply data protection laws (e.g., UK GDPR). Share information appropriately with relevant stakeholders.
10	<p>Strategic Leadership of Attendance</p> <ul style="list-style-type: none"> 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.
11	<p>Leadership and Management of Family Support Services</p> <ul style="list-style-type: none"> 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.
12	<p>Leadership of Early Help Provision</p> <ul style="list-style-type: none"> 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.
13	<p>Leadership of Medical Needs Provision</p> <ul style="list-style-type: none"> 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.
14	<p>Risk Assessment and Educational Visits Leadership</p> <ul style="list-style-type: none"> 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 will have many day-to-day professional, technical and management issues to deal with but must also take a longer-term view of the service sector they support, assessing its changing needs and demands and making significant contributions to resource planning. This will see job holders dealing with serious issues without recourse to managers and making autonomous decisions based upon their specialist knowledge and dedicated experience.

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.

While the majority of roles will have demands for manual dexterity in relation to typing and similar functions, other jobs at this level will use a range of equipment requiring precision in their use and handling.

Thinking, planning and communication

Job holders will use their professional expertise to deal with complex, pressing issues on a day to day basis, but will also look well ahead and take a more strategic view of their project and service delivery objectives, shaping their teams' composition, approach and operating procedures in accordance with wider service goals mandated by service management.

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 freedom to interpret policy and broad operating guidelines in order to shape their teams' detailed approach to meeting their corporate objectives and targets. They will deal with escalated, multi-faceted problems independently and will tend to only consult their manager on fundamental policy or resource issues.

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 external service users or partners 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. Such roles are likely to have at least one other elevated level of responsibility for such elements as finance, information assets, equipment or premises.

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

Jobs will generally have formal line management responsibility and will not only allocate and check work, but also be directly involved in assessment, recruitment, and other human resource related procedures. Posts that do not have this level of managerial responsibility are likely to have compensatory levels of accountability in relation to the users of school services, finance or other major asset(s).

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 combination of both tactical and strategic matters that job holders deal with means that roles are inherently complex, demanding of lengthy periods of concentrated mental attention while also managing high levels of work-related pressure.

Duties of jobs at this level will not require job holders to develop and maintain working relationships with people who, through their circumstances or behaviour, place particular emotional demands on the job holder.

Job holders find themselves exposed to some disagreeable, unpleasant or hazardous working conditions. Particularly when the needs of their specialism require them to work on external sites exposed to the weather, in or around refuse and waste plant, close to particularly noisy machinery and in similar environments.

Other jobs, such as enforcement roles, may also see job holders exposed to verbal abuse and threatening environments. In all cases, job holders will minimise risk and conform to health and safety regulations to mitigate any negative effects of such exposure.