



Job Description

Job Title: Academy Designated
Safeguarding & Attendance
Lead

Location: St Clare's School

Job Description

Job Title	Academy Designated Safeguarding & Attendance Lead
Location:	St Clare's School, Rough Heanor Road, Derby
Hours per week:	37
Weeks worked per year:	TT + 4 weeks
Reporting to:	Executive Headteacher
Salary Scale:	Derby City Grade J (Points 30-34)

Main purpose of Role

The Designated Safeguarding Lead (DSL) is a senior leadership role with strategic and operational responsibility for safeguarding, child protection, the promotion of pupil welfare and oversight of attendance across the whole Academy (including online safety).

They will take part in strategy discussions and multi-agency meetings and contribute to the assessment of children.

The DSL will exercise professional judgement, provide authoritative advice, and challenge practice where necessary to ensure that the welfare of children remains paramount at all times.

They will advise and support other members of staff on child welfare, safeguarding, attendance and child protection matters, and liaise with relevant agencies such as the local authority and police.

They will be supported in their role by other senior leaders who act as Deputy Designated Safeguarding Leads and the Engagement Team.

Some safeguarding and attendance related activities may be delegated to deputies; however, the DSL retains ultimate accountability and responsibility for attendance, safeguarding and child protection across the Academy, in line with *Keeping Children Safe in Education (KCSIE)* and *Working Together to Improve School Attendance (WTTISA)*.

Responsible For:	- Providing strategic leadership for safeguarding, wellbeing and family support, and attendance within the Academy, as a core member of the senior leadership team - Supporting the Executive Headteacher in the strategic leadership of the Academy, including leading the Safeguarding, Attendance and the Engagement Team functions - Working with the Director of Safeguarding and FASST to ensure that safeguarding is compliant and that development is focused and has lasting impact. - Ensuring full compliance with KCSIE, WTTISA, local authority procedures, Trust safeguarding frameworks and other statutory regulations.
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	• Overseeing the Academy's attendance strategy, monitoring pupil attendance patterns, and implementing interventions to improve attendance • Refer cases of suspected abuse and neglect to local authority children's social care • Make referrals to children's social care, including the Local Authority Designated Officer (LADO) • Refer cases to the Channel Programme where there is a radicalisation concern and support staff through this process • Refer cases to the Disclosure and Barring Service (DBS) where a person is dismissed or leaves due to risk or harm to a child • Refer cases to the police where a crime may have been committed • Line manage, supervise and develop the Engagement Team, ensuring high-quality safeguarding and attendance practice, professional accountability and staff wellbeing • Investigate and support the management of low-level concerns alongside the Executive Headteacher • Lead, plan and deliver safeguarding training for all staff, ensuring understanding and impact • Act as investigating officer when required, within agreed safeguarding and HR procedures
Liaison and Partnership Working:	The DSL will: • Act as a source of support, advice and expertise for all staff • Act as a key point of contact with safeguarding partners • Inform the Executive Headteacher / Head of School of safeguarding issues, attendance concerns, including ongoing section 47 enquiries and police investigations, and the requirement for pupils to have an appropriate adult • Liaise with the case manager and LADO where concerns relate to a member of staff • Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), supporting decision-making around referrals and holistic responses • Liaise with the Senior Mental Health Lead and external mental health services where safeguarding or attendance concerns overlap with mental health needs • Promote effective, respectful and supportive engagement with parents and carers,

	including where families may be experiencing complex or challenging circumstances • Work with the Headteacher and relevant strategic leads to promote educational outcomes by: ◦ Knowing the welfare, attendance, safeguarding and child protection issues that children in need are experiencing or have experienced ◦ Evaluating the impact of these issues on attendance, engagement, behaviour and achievement ◦ • Ensure the Academy understands which children have, or have had, a social worker, maintain high aspirations for this cohort and supports teaching staff to make reasonable adjustments or provide additional academic support
Line Responsibilities:	Managing Child Protection Records • Ensure child protection files are accurate, up to date and securely stored • Maintain confidentiality and ensure access is restricted to appropriate staff only • Ensure records include: - A clear and comprehensive summary of concerns - Details of actions taken, decisions made and outcomes achieved • Ensure information is shared in line with KCSIE and information-sharing guidance • Where children leave the Academy, ensure child protection files are transferred securely and promptly, with confirmation of receipt, and consider whether additional safeguarding information should be shared prior to transfer Raising Safeguarding and Attendance Awareness • Ensure all staff, including new, part-time, agency staff, visitors and volunteers, understand safeguarding and attendance procedures and their responsibilities • Ensure staff have access to and understand the child protection policy and procedures • Work with the Governing Board to ensure safeguarding and attendance policies and procedures are reviewed at least annually and implemented effectively • Ensure safeguarding and attendance information is publicly available and parents understand the school's role Training and Professional Development • Undertake DSL training at least every two years in line with KCSIE Annex C • Undertake Prevent awareness training and any other safeguarding or attendance leadership training that is pertinent to the role • Refresh safeguarding knowledge for all staff at least annually • Ensure that Academy wide safeguarding and attendance training is regular, purposefully understood and evidenced Evaluate the effectiveness and impact of safeguarding and attendance training across the Academy Supporting and Developing Staff • Provide professional advice, guidance and reassurance to staff on safeguarding and attendance matters • Support staff through referral processes and case management and attendance interventions • Provide safeguarding supervision and quality assurance to ensure consistent, high-quality practice

	Understanding the Views of Children • Promote a culture where children are listened to and their wishes and feelings are taken seriously • Recognise barriers children may face in disclosing concerns and work to establish trusted relationships Information Sharing and Data Protection • Understand and apply information-sharing principles appropriately • Ensure compliance with the Data Protection Act 2018 and UK GDPR • Maintain detailed, accurate and secure safeguarding and attendance records Cross-Academy and Trust Responsibilities • Lead strategic safeguarding and attendance planning in consultation with the Executive Headteacher, Governors and MAT • Report safeguarding and attendance effectiveness, risks and impact to the Executive Headteacher, Governing Board and MAT • Monitor safeguarding and attendance data and trends, escalating concerns appropriately • Monitor the filtering and monitoring systems, escalating concerns appropriately • Undertake safeguarding and attendance audits and quality assurance activities in liaison with the Trust Director of safeguarding and FASST • Contribute to cross-MAT safeguarding initiatives and projects Additional Requirements The DSL will safeguard and promote the welfare of children and young people and act in accordance with school and Trust policies. During term time, the DSL must be available during school hours to discuss safeguarding concerns, primarily in person. This job description is illustrative and not exhaustive. The postholder may be required to undertake other duties appropriate to the level of the role. Generic Responsibilities • Represent and promote the ethos and values of Esteem Multi-Academy Trust • Be accountable for decisions made within the scope of the role • Engage in performance management and professional development • Act in accordance with Trust policies, including safeguarding, health and safety and equality • Comply with reasonable management requests consistent with the seniority of the role
Other General Requirements	• Represent and promote the ethos and values of Esteem Multi-Academy Trust • To take and be accountable for all decisions made within the parameters of the job description • Participate in performance management and training and activities that contribute to personal and professional development • Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities & GDPR.

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| | <ul style="list-style-type: none">• Provide a high standard of customer service in all dealings internal and external to the MAT |
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This Job Description is non-exhaustive and sets out the main expectations of the post holder. This Job Description can be altered with the agreement of the postholder and will be reviewed regularly. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The MAT will endeavor to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

Person Specification

This person specification sets out the essential and desirable criteria required to successfully undertake the role of Designated Safeguarding Lead in a challenging special school context. All criteria will be assessed through a combination of application, interview, task and references.

Criteria	Essential	Desirable
Qualifications and Professional Status	Relevant degree or equivalent qualification Significant leadership experience within an education, safeguarding or children's services context A recognised Designated Safeguarding Lead qualification or commitment to undertake DSL training immediately upon appointment Evidence of ongoing professional development in safeguarding and child protection and attendance oversight	Relevant postgraduate qualification (e.g. safeguarding, leadership, SEN, social care, mental health) Senior Attendance Champion training or equivalent
Safeguarding Knowledge and Experience	Substantial experience of working in a safeguarding or child protection role involving vulnerable children and young people Secure, up-to-date knowledge of <i>Keeping Children Safe in Education (KCSIE)</i> and related statutory guidance Proven experience of making and managing referrals to children's social care, the LADO, police, Channel and other safeguarding partners Experience of working as a Designated or Deputy Designated Safeguarding Lead Experience of safeguarding within a multi-academy trust or large organisation Experience of managing complex safeguarding cases, including multi-agency working Experience of safeguarding practice within a special school, alternative	

	provision or similarly complex setting Clear understanding of contextual safeguarding, trauma-informed practice and the additional vulnerabilities faced by children with SEND Clear understanding of Harmful Sexual Behaviour and Child on Child Abuse	
Leadership and Management	Evidence of successful leadership within a school or comparable organisation	Experience as a member of a senior leadership team

	Experience of line managing staff and holding others to account for professional practice Ability to provide safeguarding supervision, challenge practice appropriately and drive improvement Experience of contributing to strategic planning and whole-school improvement Confidence to act autonomously, exercise professional judgement and escalate concerns where necessary	Experience of leading change in a challenging or high-risk environment Experience of contributing to reports for governors, trustees or senior leaders
Data, Quality Assurance and Impact	Experience of maintaining accurate safeguarding and attendance records and child protection files in line with statutory requirements Ability to analyse safeguarding and attendance data and identify patterns, trends and emerging risks Experience of evaluating the impact of safeguarding interventions and using evidence to inform decision-making Understanding of audit, quality assurance and continuous improvement processes	Experience of leading or contributing to safeguarding audits or inspections Experience of using: My Concern Arbor Securely (filtering) Classroom Cloud (monitoring)
Training, Communication and Influence	Experience of delivering safeguarding training to staff at different levels of responsibility Ability to communicate complex and sensitive information clearly and confidently Strong interpersonal skills, with the ability to influence, advise and support staff Ability to work constructively with parents/carers, including in challenging or emotionally charged situations	Experience of designing or evaluating whole-school safeguarding training programmes Experience of working directly with governing boards or trustees

Working with Children and Families	Strong commitment to listening to children and placing their wishes and feelings at the centre of safeguarding practice Experience of working directly with children and families facing complex or challenging circumstances Ability to build trust, maintain professional boundaries and act with empathy and authority	Experience of family support, early help or pastoral leadership Experience of multi-disciplinary working to support families
Personal Qualities and Professional Values	Clear commitment to safeguarding and promoting the welfare of children and young people High levels of integrity, resilience and emotional intelligence Ability to manage pressure, make difficult decisions and remain child-centred Strong organisational skills with the ability to prioritise competing demands Willingness to be visible, available and accountable as a safeguarding leader	Experience of working in fast-paced or highly complex environments Commitment to reflective practice and continuous professional learning
Additional Requirements	Willingness and ability to work flexibly, including occasional evenings, to meet safeguarding needs Enhanced DBS clearance	Ability to contribute to cross-MAT safeguarding initiatives or projects



Registered Office
One Oakwood Court, Little Oak Drive, Annesley, Nottingham, NG15 0DR

Telephone: 01623 859749
Email: info@esteemmat.co.uk
Website: www.esteemmat.co.uk