

University of Lincoln Academy Trust



UNIVERSITY OF
LINCOLN

ACADEMY TRUST

“Enhancing life choices.
Transforming lives.”



Job Application Pack: Director of Safeguarding & Attendance

Permanent, Full time

Salary: Grade 15 -16 Point 42 – 48 £71709 - £83,366

Start date: 1st September 2026

CEO's Welcome

Thank you for your interest in the position of Director of Safeguarding & Attendance across University of Lincoln Academy Trust (UoLAT). I am delighted that you are considering joining the wider family of schools and I hope that this pack gives you a clear sense of who we are, the values that guide us, and the exciting opportunities ahead.



Our family of schools currently stands at seven: one special school; four primary schools; and two secondary schools. We serve over 3100 pupils and more than 550 staff. We also are unique in that we educate more than 132 apprentices and are our own apprenticeship provider. This provision is also based and operates from University Academy Holbeach (UAH), a secondary school where the trust offices are also based.

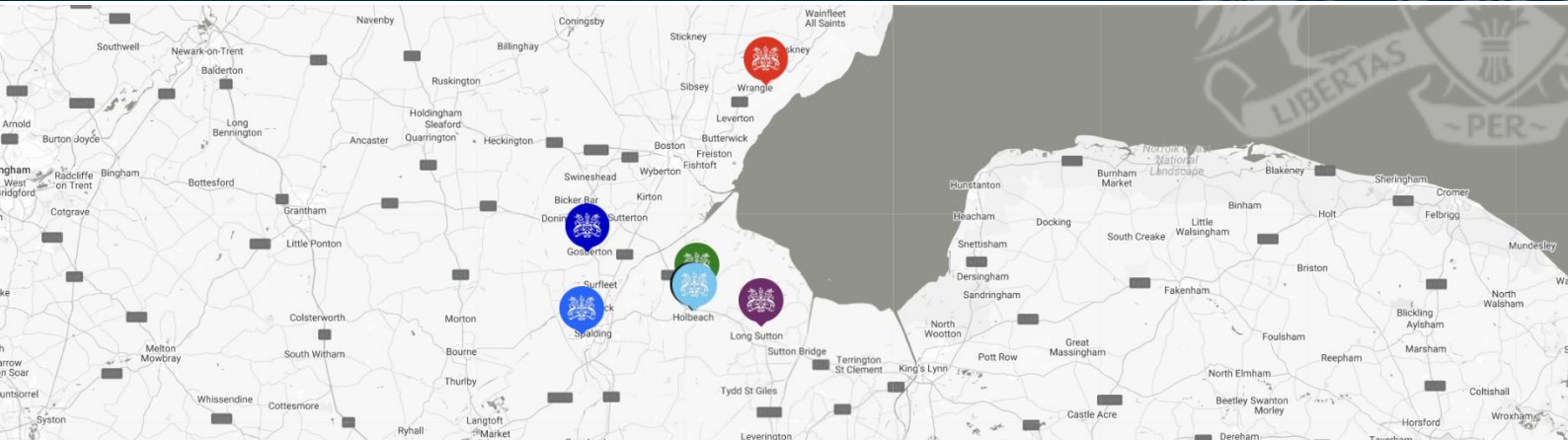
Our schools are clustered in the southeast of Lincolnshire, predominately in the South Holland district of the county. These are rural communities and often hold many challenges for our young people in terms of access to services and opportunities. To some this is a challenge, to us it is our mission: 'to create life choices' and 'to transform lives'.

To date, the trust has experienced many successes in terms of opportunities, improved outcomes for our young people and success in Ofsted too. However, our trust values of ambition applies to our pupils and staff, and we know that the safety, happiness and success of our pupils are inseparable from the expertise and professional growth of the adults who support them. We are therefore seeking a Director of Safeguarding & Attendance with a deep commitment to ensuring that every young person is protected, supported and able to thrive. This role requires someone who is unwavering in their drive to create safe, nurturing environments and who is relentless in championing the wellbeing and flourishing of every child across our trust.

For more information about our trust please visit www.uolat.co.uk . In the section for 'How to Apply' later in the pack there is also further information about visits and making contact. These are warmly welcomed.

A stylized, handwritten-style logo of the name "Stuart Anderson" in a dark blue color.

Stuart Anderson
Chief Executive Officer



About Our Schools



GOSBERTON HOUSE ACADEMY

Principal: Katharine Saywell
NoR: 100
Ofsted: 'Outstanding' (June 2025)

GHA joined the trust in 2016 as an academy convertor school. It is approximately 13 miles from Holbeach and is a specialist academy for pre-school and primary aged pupils with social communication, autism and/or additional needs.

The academy holds the National Autistic Society's 'Advanced' Status, one of the first in the country to have received this highest grade. It also holds the Lincolnshire County Council's contract for social communication/autism outreach – The Working Together Team. The school has recently updated its estate with a £4m extension and additional four classrooms plus sensory space added in October of this academic year. More work is planned to develop it further again.



Principal: Nicola Kenyon
NoR: 315
Ofsted: 'Good' (May 2023)



HOLBEACH PRIMARY ACADEMY



The academy is popular and well regarded by the local community, where it is over-subscribed.

The academy, like all of our schools, has a reputation for its inclusive nature. The academy joined the trust in 2014, going on to improve from its Requires improvement judgement to have consecutive inspections at 'good' since joining.



WRANGLE PRIMARY ACADEMY

Principal: Tiffany Hebron
NoR: 60
Ofsted: Not yet inspected.
(‘Good’ at time of joining)

Wrangle primary Academy is based between Skegness and Boston.

First established in 1895 and with additional buildings and a swimming pool added more recently. It is situated within Wrangle Village with many pupils eligible for pupil premium. The school joined the trust in March 2024 as an academy convertor and is at the heart of its community.



Principal: Kerryann Cunningham
NoR: 91
Ofsted: ‘Good’ (October 2022)



HOLBEACH BANK ACADEMY

Holbeach Bank joined as a sponsored academy, attaining ‘good’ in all areas for the first time in its history since joining the trust. It is now increasingly popular for parents with numbers rising each year and does wonderful work with its families.

It is a small rural school, originally dating back to 1877 where pupils are well known and cared for. The academy shares many leaders and governance with Holbeach Primary Academy. Like HPA, it is a direct feeder school for UAH, joining the trust in 2018.





MONKSHOUSE PRIMARY ACADEMY

Principal: Andy Clarke
NoR: 450
Ofsted: Not yet inspected.
(‘Good’ at time of joining)

The academy is a two-form entry primary school, with a nursery that joined the trust in January 2024.

The Academy is very highly regarded by parents and the town of Spalding where it is situated. It is popular and over-subscribed with consistently strong outcomes.



Principal: Liam Davé
NoR: 745
Secondary Academy



UNIVERSITY ACADEMY LONG SUTTON

University Academy Long Sutton joined the trust in 2019 as a sponsored academy.

The school is currently undergoing a £30m programme to rebuild the entire school and deliver state of the art facilities. This is due to open in June 2026 to compliment its leisure facilities which includes a gym and floodlit, full-size astroturf.





UNIVERSITY ACADEMY HOLBEACH

Principal: Sheila Paige

NoR: 1400

Secondary Academy

University Academy Holbeach is an 11 – 19 academy located in the market town of Holbeach.

The school is popular and well regarded by the local community, seeing it grow considerably over time and with a further pupil increase planned for September 2027 from 240 PAN to 270. The school has a thriving sixth form which offers A, and T' Levels as well as an impressive vocational offer.

The school's estate is vast and further building work is about to begin again to aid expansion with another new building.



You can find information about the trust on our

website here: www.uolat.co.uk

You can also explore each school within our family

of schools here: www.uolat.co.uk/family-of-schools

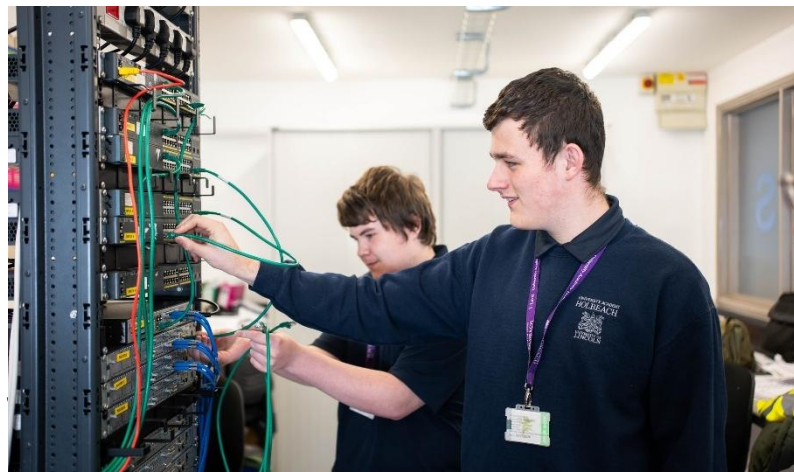
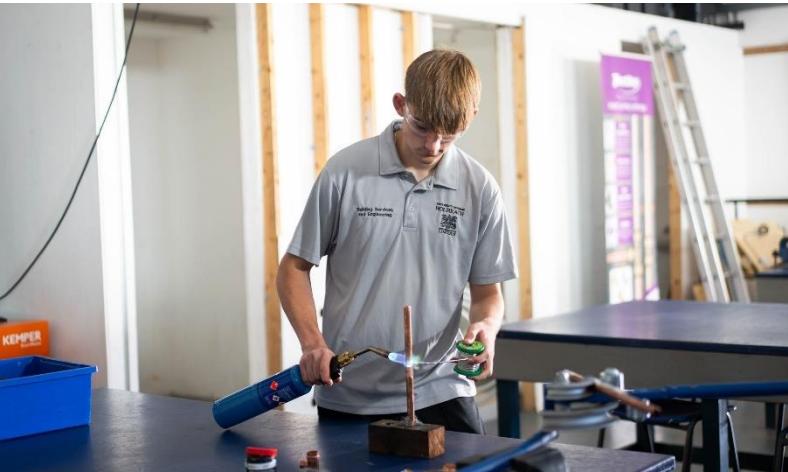


About the Trust:

The Trust is sponsored by the University of Lincoln. The university are passionate about supporting both the pupils and also the local area. The university operate some courses related to food and manufacturing in the local area and have some building/campus arrangements on the edge of Holbeach. The university also help to deliver a strong and enriched careers programme with a number of schools and support to add expertise and many local and trust boards.

Schools within University of Lincoln Academy Trust have high levels of autonomy compared to other trusts. The trust does not believe in a GAG pooling and instead charges a top slice. At under 3% currently this is one of the lowest in the country and well below the national average for a trust of this size. However, there is still support. The successful applicant will be supported and coached by the new CEO who has experience of two large headships and a number of executive roles in a larger trust previously, as well as experience as an Ofsted inspector across all phases.

In addition, the trust has established estates, governance and finance support; enhanced and centralised IT and we have recently recruited our Head of People & HR to develop our people function. This will ensure that you are free to drive the safeguarding and attendance in schools. The trust is unusual in its apprenticeship provision. Currently there are 132 apprentices at UAH who are employed in a wide range of local businesses, from plumbing to administration. UOLAT also directly employs apprentice teaching assistants across our family of schools.



About the Role

We believe this is a unique opportunity to serve a local community that places great value on our schools and holds the trust in high regard for the work we do. Our schools play a vital role in raising aspirations and creating the conditions in which young people can flourish. For this to happen, safeguarding must be exemplary, proactive and deeply embedded in every aspect of school life.

Alongside this, we recognise that strong attendance is fundamental to pupils' safety, wellbeing and long-term success. We are committed to a culture where excellent attendance is understood, encouraged and supported, with early intervention for pupils and families who may face barriers. By working collaboratively with parents, carers and external agencies, we ensure that every child is present, engaged and able to benefit fully from the opportunities our schools provide.

You will be committed to our values of **Ambition, Inclusion and Integrity**, modelling these consistently in your leadership. As Director of Safeguarding & Attendance, you will be a key member of the Executive Leadership Team, shaping the strategic direction of safeguarding across all schools and ensuring that our systems, culture and practice enables every child to feel safe, supported and able to thrive. Your influence will extend across the trust, helping to drive improvement and strengthen safeguarding assurance at scale.

You will work alongside talented and dedicated staff who are committed to continuous improvement. The successful candidate will bring a strong understanding of safeguarding assurance mechanisms, a knowledge of Attendance strategies to supporting our pupils to be present, a clear grasp of statutory responsibilities, and a desire to accelerate impact by developing staff confidence and capability at every level. This is what our pupils and our communities deserve.

You will lead teams and build strong relationships across schools, external partners and the wider trust community. As we continue to grow, your leadership will be central to demonstrating that our safeguarding culture is robust, that our staff have the expertise to support others, and that we have the capacity to contribute meaningfully to system-wide improvement.

The role offers significant variety, working across schools with different contexts, phases and needs. Each school is unique, yet all play an important role in their community. You will have the opportunity to support, challenge and strengthen safeguarding practice across this diverse landscape, while being welcomed by staff who share our ambition for every pupil to be safe, happy and successful. You will help identify strengths, nurture talent and harness expertise to build a safeguarding culture that is consistent, confident and continually improving.

How to Apply

If you wish to know more about this exciting opportunity, need further information or would like to arrange an informal discussion or visit please contact Viv John, Head of People & HR at Viv.John@uolat.co.uk, who will arrange this with our CEO Stuart Anderson.

Closing Date:

11th May 2026 (9am)

full.

Apply on MyNewTerm and complete all sections in

Interviews:

14th & 15th May 2026

References will be obtained after shortlisting and prior to interview. Please ensure that contact details are accurate.


mynewterm



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Director of Safeguarding & Attendance

JOB DESCRIPTION

Ambition | Inclusion | Integrity

Job Title: Director of Safeguarding & Attendance
Salary: Grade 15-16: Point 42 £71,709 to Point 48 £83,366
Start Date: 1st September 2026
Reports to: Chief Executive Officer (CEO)



**UNIVERSITY OF
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Full Time, Permanent. Flexible/Hybrid working available.

Job Purpose & Key Responsibilities

The Director of Safeguarding & Attendance is responsible for shaping and delivering the trust's safeguarding vision, strategy and culture, whilst driving improvements in attendance and ensuring that every pupil is supported to attend regularly and thrive. Working across all academies, and in partnership with external agencies, they will ensure that safeguarding and attendance practice is consistent, robust and continually improving, and that children's safety, wellbeing and engagement remain at the heart of every decision. The role requires close collaboration with primary and secondary schools, particularly around vulnerable pupils, transition, attendance, inclusion and wider pastoral systems.

This is a significant role for a safeguarding professional who brings strategic insight, calm and confident leadership, and the ability to operate effectively in complex and fast-moving contexts. They will demonstrate a strong track record of safeguarding leadership, including strengthening systems, improving practice, and building staff capability. They will also have experience of raising attendance, reducing persistent absence, and implementing early-help approaches that remove barriers for pupils and families. They will need the tenacity, integrity and professional credibility to lead in challenging but rewarding circumstances, and the ability to communicate a clear safeguarding and attendance vision that inspires confidence in leaders, staff, pupils and families.

They will be committed to working with our DSL's from all our academies, and all relevant external agencies and stakeholders to secure the very best outcomes for children, ensuring that safeguarding and attendance are proactive, preventative and deeply embedded in everyday practice.

Specific areas of responsibility and key tasks

Culture

- **Vision and Ethos:** Establish and sustain a trust-wide safeguarding ethos and strategic direction in partnership with the Trust Board, Local Governing Bodies and the wider school community. Work with the CEO, Principals and key stakeholders to create a coherent safeguarding vision that reflects local context and need, ensuring it is clearly articulated, shared, understood and enacted by all colleagues across every academy.
- **High Expectations:** Uphold ambitious safeguarding standards that protect pupils from all backgrounds and ensure they are safe, supported and ready to thrive. Promote a culture of high professional expectation,

	<p>modelling exemplary safeguarding practice. Lead, motivate and develop Designated Safeguarding Leads and wider safeguarding teams across the trust, building leadership capacity and strengthening expertise at every level.</p> <ul style="list-style-type: none"> • Positive Environment: Promote positive, respectful and trusting relationships across school communities, ensuring safe, orderly and inclusive environments where pupils experience security, belonging and an enriching school life. Champion the wellbeing of pupils and staff, ensuring safeguarding practice is preventative, trauma-informed and rooted in professional curiosity. • Professionalism: Ensure a culture of high staff professionalism, morale, and continuous improvement in safeguarding. • Include attendance as a core element of this culture, ensuring that high expectations for pupil attendance are embedded within the trust's vision and understood as essential to safeguarding, wellbeing and pupil success.
Leadership	<ul style="list-style-type: none"> • Clarity and communication: Provide clear, authoritative safeguarding leadership across all academies, inspiring, motivating and supporting staff to uphold the highest standards of practice. Foster strong collaboration between Designated Safeguarding Leads, pastoral teams and senior leaders so that safeguarding is understood as a shared responsibility. Ensure communication is timely, accurate and rooted in professional judgement, and develop confident delegated safeguarding leadership within each school. • Accountability and quality assurance: Hold safeguarding leaders at all levels to account through clearly defined roles, responsibilities and expectations. Set challenging but realistic objectives that strengthen safeguarding culture and compliance. Use proportionate and effective evaluation processes to identify risks, patterns and barriers that limit safeguarding effectiveness, and ensure these are addressed swiftly. Deputise for the CEO at safeguarding-related events and meetings when required, representing the trust with professionalism and credibility. • Strategy: Develop a deep understanding of safeguarding strengths and vulnerabilities across all academies through robust diagnosis and analysis. Use this insight to drive targeted improvement, designing evidence-informed strategies that are well-sequenced, realistic and responsive to local context. Monitor and evaluate the impact of safeguarding strategies carefully, ensuring continuous improvement and readiness for external scrutiny, including Ofsted. Build strong, positive relationships with all schools—particularly across the primary and secondary phases—to ensure seamless safeguarding practice, information-sharing and support for vulnerable pupils. • Ensure attendance expectations and processes are communicated clearly and consistently, supporting leaders to embed strong attendance practice across all settings.
Strategic	<p>Collaboration: Work with the CEO, Principals and key stakeholders to create a coherent safeguarding vision for all academies, shaped by local context and community need. Ensure this vision is clearly articulated, widely understood and consistently enacted by colleagues across the</p>

	<p>trust so that safeguarding is embedded as a shared, collective responsibility.</p> <ul style="list-style-type: none"> • Strategy Building: Contribute to the development of trust-wide safeguarding strategies, including approaches that strengthen capacity, secure additional resources and enhance the effectiveness of safeguarding systems. Support the identification of opportunities that improve provision for vulnerable pupils and strengthen multi-agency working. • Excellence: Champion our academies as centres of excellence for safeguarding, ensuring that children’s safety, wellbeing and protection are at the heart of school life. Promote high-quality, evidence-informed safeguarding practice that is visible, proactive and trusted by pupils, families and the wider community. • Partnership: Develop and sustain strong partnerships with external agencies, professional networks and national bodies to ensure the trust is represented at the highest level. Contribute to shaping local and national safeguarding strategy, ensuring that the trust remains aligned with best practice and emerging expectations while influencing wider system improvement. • Ensure attendance improvement is integrated into safeguarding improvement planning, with clear actions and measurable outcomes.
Safeguarding	<ul style="list-style-type: none"> • Safeguarding Culture and Entitlement: Lead the effective implementation, development and refinement of safeguarding practice across all academies, ensuring every pupil has a consistent entitlement to safe, secure and supportive environments. Establish a coherent safeguarding framework that sets out the knowledge, skills and values staff must demonstrate in line with statutory guidance and evolving national expectations. • Safeguarding Leadership: Build strong safeguarding leadership across the trust by developing Designated Safeguarding Leads and pastoral leaders with high levels of expertise. Strengthen professional confidence, ensure clarity of roles and responsibilities, and embed a culture of reflective, evidence-informed safeguarding practice. • Vulnerable Pupils and Early Help: Oversee the trust’s approach to identifying and supporting vulnerable pupils, ensuring early help pathways are effective, timely and well-coordinated. Promote approaches that are grounded in evidence, including trauma-informed practice, contextual safeguarding and strong multi-agency collaboration. • Assurance and Evaluation: Ensure safeguarding systems are underpinned by valid, reliable and proportionate approaches to monitoring and evaluation. Use data, case reviews and professional insight to understand risk, identify patterns and strengthen practice across all academies
Behaviour	<ul style="list-style-type: none"> • High Expectations for Conduct and Safety: Establish and sustain high expectations for pupil behaviour, conduct and safety, rooted in positive relationships, clear boundaries and consistent routines. Ensure safeguarding and behaviour policies are implemented effectively and that pupils experience environments where they feel safe, respected and able to learn.

	<ul style="list-style-type: none"> • Policy Implementation: Ensure safeguarding policies and procedures are consistently applied across all academies, reflecting statutory requirements and best practice. Monitor compliance, provide professional challenge where needed, and support leaders to embed a culture of vigilance and accountability. • Professional Role Modelling: Ensure all adults model the behaviours, values and professional standards expected in a strong safeguarding culture. Promote integrity, curiosity, respectful challenge and a commitment to doing what is right for children, even when it is difficult. • Strengthen community partnerships that support attendance, ensuring families receive timely help to overcome attendance barriers.
<p>Additional and Special Educational Needs and Disabilities (SEND)</p>	<ul style="list-style-type: none"> • Ambitious Expectations: Ensure safeguarding leaders across all academies hold ambitious expectations for every pupil, including those with SEND and additional vulnerabilities. Promote a culture where all children are seen, heard and supported, and where safeguarding practice reflects high professional curiosity and a commitment to equity. • Access and Support: Establish and sustain safeguarding systems and practices that enable all pupils to feel safe, access learning and engage fully in school life. Ensure appropriate support, reasonable adjustments and protective measures are in place so that pupils with additional needs can learn effectively and thrive. • Partnership: Strengthen effective partnership working with parents, carers and external professionals to ensure needs are identified early and support is well-coordinated. Promote transparent communication, shared decision-making and strong multi-agency collaboration to secure the best outcomes for vulnerable pupils. • Safeguarding Provision: Ensure close collaboration between mainstream academies and specialist or alternative provision so that expertise is shared and pupils receive the right support at the right time. Oversee the allocation of safeguarding resources and interventions to ensure provision is appropriate, timely and responsive to individual need
<p>Professional Development</p>	<ul style="list-style-type: none"> • Staff Development: Ensure all staff receive high-quality, evidence-informed safeguarding training and ongoing professional development. Provide constructive feedback that strengthens confidence and capability, and encourage colleagues to engage critically with emerging safeguarding research, statutory updates and best practice. • Talent and Capacity: Identify and nurture emerging safeguarding talent across the trust, coaching and mentoring current and aspiring safeguarding leaders. Build leadership capacity within and across academies to ensure strong succession planning and a sustainable safeguarding workforce. • Workload and Wellbeing: Ensure safeguarding responsibilities are managed in a way that protects staff wellbeing and avoids unnecessary workload. Deploy staff effectively, ensuring clear roles, appropriate support and access to specialist guidance so that safeguarding duties are carried out confidently and sustainably. Provide Supervision for our DSL's. • Research and Professional Knowledge: Ensure all colleagues have access to relevant research and guidance on effective safeguarding practice. Model professional curiosity and maintain up-to-date knowledge

	<p>of statutory expectations, national trends and evolving risks, ensuring the trust remains aligned with best practice and responsive to emerging challenge.</p>
<p>Organisational Management</p>	<ul style="list-style-type: none"> • Safeguarding: Ensure the protection and safety of all pupils and staff by leading robust, proactive and evidence-informed approaches to safeguarding, child protection and safer working practices. Embed a strong culture of vigilance and professional curiosity across all academies, ensuring safeguarding is understood as a core duty of care and is consistently enacted in line with statutory requirements. • Financial Resources: Prioritise and allocate safeguarding resources effectively, ensuring that funding decisions reflect identified need, statutory responsibilities and the trust’s commitment to keeping children safe. Maintain high standards of efficiency, effectiveness and probity in the use of public funds, ensuring safeguarding provision is sustainable and aligned with trust priorities. • Systems and Processes: Establish and oversee rigorous safeguarding systems, processes and policies that enable academies to operate safely, effectively and in full compliance with statutory duties. Ensure clear reporting pathways, high-quality record-keeping, strong multi-agency collaboration and effective mechanisms for monitoring, escalation and review. • Alignment with Trust Policy and Processes: Ensure all safeguarding policies, procedures and expectations set by the trust are implemented consistently across every academy. Provide professional challenge and support to leaders to secure compliance, strengthen practice and embed a trust-wide safeguarding culture that is coherent, transparent and continually improving.
<p>Continuous School Improvement</p>	<ul style="list-style-type: none"> • Evaluation and Analysis: Use effective and proportionate safeguarding evaluation processes to identify risks, patterns and barriers that may limit the safety, wellbeing and inclusion of pupils across the trust. Analyse safeguarding data, casework, audits and feedback to build a clear picture of strengths and vulnerabilities, ensuring leaders understand where practice needs to improve and why. • Improvement Strategy: Develop and oversee the implementation of evidence-informed safeguarding improvement strategies that strengthen culture, systems and practice across all academies. Ensure improvement plans are well-targeted, realistic and carefully sequenced, leading to sustained and measurable improvements over time. Monitor the impact of safeguarding actions closely, providing professional challenge and support to ensure that improvements are embedded and consistently maintained.
<p>Working in Partnership</p>	<ul style="list-style-type: none"> • Community Relations: Promote strong collaboration with external safeguarding partners, including local authorities, health services, police, and other agencies, ensuring effective multi-agency working that protects and supports children. Build constructive relationships with parents, carers and the wider community so that safeguarding concerns are identified early and responded to appropriately. Represent the trust

	<p>confidently and professionally in public forums, including press or media engagement where safeguarding matters require clear communication.</p> <ul style="list-style-type: none"> • Collaboration Across the System: Commit the trust to working collaboratively with other schools, academies and organisations in a climate of mutual challenge and support. Strengthen safeguarding practice across the wider system by sharing expertise, contributing to local and regional networks, and supporting collective efforts to improve outcomes for vulnerable children. • Executive Leadership Team: As a member of the Executive Leadership Team, you will play a critical role in shaping the strategic direction of safeguarding across all academies. Lead trust-wide improvement that is grounded in evidence, informed by practice and responsive to emerging risks. Ensure safeguarding strategy is coherent, ambitious and flexible enough to meet the needs of diverse school communities, driving a culture where children’s safety and wellbeing are consistently prioritised.
<p>Governance and Accountability</p>	<ul style="list-style-type: none"> • Accountability: Support the CEO in ensuring strong, transparent and effective safeguarding governance across the trust. Uphold the responsibility to provide clear assurance to the Trust Board, Local Governing Bodies and the wider community, demonstrating that safeguarding arrangements are robust, compliant and continually improving. • Regulatory Framework: Ensure all academies operate effectively and efficiently within statutory safeguarding and child-protection frameworks, including Keeping Children Safe in Education, Working Together to Safeguard Children and wider regulatory duties. Provide guidance and oversight so that leaders understand their responsibilities and fulfil them consistently. • Staff Accountability: Ensure all staff understand their safeguarding responsibilities and are held to account for their conduct, decision-making and professional practice. Work with Principals and Designated Safeguarding Leads to ensure expectations are clear, training is effective and concerns about practice are addressed promptly and appropriately.
<p>Requirements for all Colleagues</p>	<ul style="list-style-type: none"> • To promote and uphold the Trust’s Mission Statement, values and strategic objectives. • To comply with the Trust’s policies and procedures, including those relating to health and safety, safeguarding, welfare and security. • To work positively with colleagues, pupils, parents and other partners, regardless of their gender, ethnicity, sexuality, age or disability. • To attend briefings and meetings as required. • To participate in the Trust’s Performance Management Review scheme and undertake professional development and training as required. • To be a positive role model and to take responsibility for promoting good standards of behaviour and conduct. • To undertake other duties that are in accordance with the purpose and grade of the post as agreed with the Chief Executive Officer.

Ethics and Professional Conduct

The Director of Safeguarding & Attendance is expected to demonstrate consistently high standards of principled and professional conduct, upholding the Seven Principles of Public Life (Nolan Principles): selflessness, integrity, objectivity, accountability, openness, honesty, and leadership.

The Director of Safeguarding & Attendance must:

- Serve in the best interests of the Trust's pupils.
- Build relationships rooted in mutual respect, observing proper professional boundaries.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect, and tolerance of those with different faiths and beliefs.
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.



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Director of Safeguarding & Attendance

Person Specification

Ambition | Inclusion | Integrity



Director of Safeguarding & Attendance Person Specification



a) Training and qualifications	Essential	Desirable
Formal DSL Training	Y	
A minimum of GCSE's grade 5 in Maths and English (or equivalent)	Y	
Accredited Safer Recruitment Training		Y
NSPCC: Train the Trainer Qualification		Y
Safeguarding supervision training		Y
b) Experience	Essential	Desirable
Is a DSL or has recent experience	Y	
Extensive knowledge of statutory safeguarding guidance (including KCSIE)	Y	
Experience of working in schools with vulnerable children	Y	
Experience in coaching safeguarding professionals in the leadership and management of safeguarding	Y	
Experience of successful system collaboration and leadership	Y	
Coaching, mentoring and leadership development	Y	
Creating positive relationships and harnessing networks, internally and externally, to implement lasting collaborative change	Y	
Design and delivery of training for school leaders and Governors on safeguarding and other relevant topics	Y	

Extensive and detailed, knowledge of relevant legislation including DfE guidance on safeguarding	Y	
Knowledge of frameworks for Ofsted inspection and/or of the use of quality assurance frameworks		Y
Experience of writing and reviewing safeguarding policies and guidance		Y
Experience of creating safeguarding audit/review models and undertaking these in a supportive manner		Y
Experience of developing Attendance Strategies to support our pupils to attend school and remove barriers to learning.		Y
c) Professional Knowledge and Skills	Essential	Desirable
A credible, knowledgeable and effective trainer who can build networks to develop sustainable support	Y	
A credible and authoritative leader who can inspire others through their achievements and leadership	Y	
Proficient in the use of technology to analyse safeguarding data, writing reports and communicating effectively	Y	
Ability to prioritise effectively and manage conflicting demands effectively	Y	
Ability to inspire, motivate, support and challenge staff, pupils, parents and other key partners	Y	
A strategic thinker and influencer, with the ability to innovate and use initiative	Y	
Promotes equality and inclusive practices	Y	
Able to think creatively to anticipate and solve problems and demonstrate balanced and fair judgment	Y	
Able to build and sustain effective relationships with all stakeholders that will enhance the education of all pupils	Y	
Excellent influencing skills, able to communicate sensitively and robustly with HR issues to ensure the best outcome for young people.	Y	
Excellent personal and time-management capabilities	Y	
d) Personal Attributes	Essential	Desirable

Actively demonstrates a passion for the value of education and is aligned to the values of our trust	Y	
Have a positive, enthusiastic outlook with the energy, drive, enthusiasm, resilience and determination to succeed		Y
Demonstrates honesty and integrity. Works to the Nolan Principles of Public Life.	Y	
Display outstanding communication and interpersonal skills with the ability to build rapport with a range of audiences, including all stakeholders and external agencies.	Y	
Prioritises, meets deadlines and performs effectively under pressure	Y	
Flexible and positive approach to new challenges and opportunities and be an avid learner	Y	
Commitment to consistently high standards of principled and professional conduct, demonstrating these through behaviours and principles	Y	
Ability to self-evaluate and reflect	Y	
Be conscientious with a strong eye for detail	Y	
e) Safeguarding	Essential	Desirable
Knowledge of the statutory requirements of KCSIE together with experience of Child Protection, Safer Recruitment and Safeguarding procedures.	Y	

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed and would not in itself justify a reconsideration of the grading of the post.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

We will endeavour 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



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