

Safeguarding Lead**JOB DESCRIPTION****Role Purpose:**

To provide strategic and operational support to the Education Directors and Executive Principals in the performance of their role in relation to Safeguarding and Inclusion. Support the implementation of the agreed programmes and monitoring systems for safeguarding and inclusion in our academies across the Trust. You will be an 'expert' in the Trust and through a thorough understanding of safeguarding and inclusion and your in-depth prior experience will be able to demonstrate best practice and a proven commitment to high expectations and raising standards for all.

Key Accountabilities:

Reporting to the National Director of Inclusion (NDI).

- Through regular monitoring with DSLs, ensure full compliance with the SCRs within academies and ensure that the practices of LSCB are identified and understood by all Designated Safeguarding Leads (DSL).
- Ensuring that SLTs across the Trust are ensuring that systems for identifying, assessing, and reviewing safeguarding practice provision are in place, up to date and represent best practice. This may be confirmed via virtual meetings, GRDs or on INSET days as appropriate.
- Ensure that all good practices surrounding CME, EHE and KCSIE are well understood and adhered to by all as per trust policy and process.
- Deliver Trust wide and bespoke training where required to ensure all DSLs and student care leads have the knowledge and skills to ensure safeguarding and student care systems and processes within academies are effective and robust.
- Support the practice and development of each DSL including focusing on vulnerable groups and pupils most at risk including the development of a comprehensive training programme on safeguarding, anti-extremism, and child protection issues to better upskill Academy staff.
- Attend GRDs as required by the NDABS and on occasion RPBs as requested.
- Conduct safeguarding review/assurances in academies to ensure all academies are compliant and have robust safeguarding systems and processes in place in line with Trust policy.
- Work with academies to devise robust action plans from safeguarding assurances to ensure all academies are green on the risk register.
- Support legal proceedings in relation to safeguarding matters which are instigated by the Trust or by an academy as may be required from time to time.
- To lead on sharing and modelling best practice in relation to safeguarding and inclusion
- Work with academies to establish continuity of support and learning when transferring in or out pupils from vulnerable groups including collaborative working with other agencies and other education providers.
- When all resources have been exhausted by academies, support academies to escalate cases with multi agencies with impact.
- Support the NDI in the annual safeguarding updates/training for E-ACT Ambassadors & Trustees

- Work with the EDs to ensure that work with the local authorities in the region fully supports the best practice for safeguarding E-ACT children and challenge local authorities about any referrals and practice that we feel does not support the needs of our pupils.
- Quality assure the provision of any alternative provision (AP) by academies and associated safeguarding protocol/practice, risk assessments and safety plans for vulnerable pupils.
- Support academies with inspection preparation in relation to safeguarding, attendance and behaviour and ensure they are inspection ready.
- Consult with local authorities and multi-agencies to ensure academies are provided with high quality support where appropriate.
- Keep abreast of all changes in legislation pertaining to safeguarding policy and practice, inclusion, and work with the EDs and National Governance Team to make certain that policy changes are implemented effectively in the academies.
- Develop, review, and evaluate the effectiveness of and report on policy, actions plans and practice in relation to safeguarding and inclusion.
- Lead and deliver safeguarding and inclusion networks across the Trust, developing staff knowledge, skills and expertise and use this as a platform to encourage collaboration and drive school improvement on scale.
- Working alongside the relevant SLT, initiate safeguarding/inclusion discussions and ensure that there is ongoing review to ensure innovation as well as maintain robust teaching approaches and model good practice in teaching vulnerable pupils so that students are set up to progress both within Trust schools and also when they leave.
- To lead and develop leadership in Trust schools at every level through modelling, coaching, and mentoring of less experienced members of staff with a defined work programme of support for identified individuals.
- Ensure that the values, principles, and mission of the Academy are evident in the discharge of the duties of the post.
- Analyse and interpret relevant data, research, and inspection evidence to inform provision and seek improvements where necessary with impact.
- Ensure that your personal contribution to school improvement, learning, pupil attainment and wellbeing is an exemplar to other staff.
- Responsible for the safe use and safe keeping of Trust resources, including ensuring value for money is appropriately taken account of in decision making.
- Identify opportunities to innovate and bring benefit to the Trust and its stakeholders.
- Accountable to the National Director of Inclusion who is the line manager for the delivery of annually negotiated targets and specific accountabilities as may be agreed from time to time.
- To abide by and implement all policies and procedures of the Trust including being aware of and responsible corporately and as an individual for Health & Safety and Safeguarding policies and procedures.
- To understand that safeguarding is intricately linked to attendance, behaviour and SEND and work with the central team and academies to drive improvement across all three areas.
- Any other duties as may be reasonably required by the National Director of Inclusion who is the line manager and are commensurate with the role.

Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.

- Responsible for working in accordance with E-ACT's policy relating to the promotion of
- Equality, Diversity, and Inclusivity
- Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

Standard Operating Procedures

- Ensure that you adhere to the E-ACT Scheme of Delegated Authority
- Manage risks effectively, ensuring that all required mitigations are in place.
- Undertake any other duties appropriate to the grade of the post as requested by your line manager.
- E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.
- Be responsible for safeguarding within the academies and work with the operational teams to ensure that safer recruitment procedures are adhered to for every appointment. Education directors will be expected to complete safer recruitment training at least every two years.

PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a headteacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	<ul style="list-style-type: none">• Show energy, enthusiasm and passion for what you do• Demand the highest quality in all that you do, and in the work of your team• Willing to champion new ideas and think beyond the status quo• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better• Be open to new ideas and change where it will have a positive impact on the organisation• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work• Commitment to self-development, and developing your wider Team• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
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Doing the Right Thing	<ul style="list-style-type: none">• Have integrity and honesty in all that you do• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work• Take responsibility and ownership for your area of work• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils• Be transparent and open• Be resilient and trustworthy• Stand firm and stay true to our mission
Showing Team Spirit	<ul style="list-style-type: none">• Understand how you can have a greater impact as a team than you can as an individual• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level• Recognise and celebrate the success and achievements, no matter how small of your colleagues• Be generous with sharing your knowledge to help to develop others• Understand and be willing to receive suggestions and input on your area of work from others• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work• Be aware of other peoples' needs and show an ability to offer genuine support• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

KNOWLEDGE, EXPERIENCE & SKILLS

Requirement

Assessed at

E – Essential

A – Application Stage

D – Desirable

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	Expert knowledge of KCSIE, <i>Working Together to Safeguard Children</i> , and statutory safeguarding guidance	X		X	X	
	Strong understanding of safeguarding compliance, including SCR requirements and best practice across multi-school settings	X		X	X	X
	Knowledge of multi-agency frameworks, thresholds, escalation procedures and LSCB/LSCP processes	X		X	X	X
	Understanding of contextual safeguarding, exploitation risks and vulnerabilities affecting children and young people	X		X	X	X
	Knowledge of safeguarding’s link to attendance, behaviour and inclusion	X		X	X	X
	Understanding of governance responsibilities and scrutiny	X		X	X	X
	Knowledge of quality assurance processes, including safeguarding audits, risk registers, and policy effectiveness evaluation	X		X	X	X
Experience	Significant experience as a Designated Safeguarding Lead (DSL), preferably at senior leadership level	X		X	X	X
	Experience leading safeguarding across multiple schools or within a central/local authority safeguarding role	X		X	X	X
	Experience handling complex safeguarding and child protection cases, including high-risk pupils and vulnerable groups	X		X	X	X
	Experience of Triangulating safeguarding (e.g. CPOMS), attendance, behaviour, SEND data	X		X	X	X
	Proven experience of multi-agency working, including escalation, attending strategy meetings and challenging external agencies where necessary	X		X	X	X
	Experience delivering DSL and safeguarding training, both Trust-wide and bespoke	X		X	X	X

	Experience using data to drive targeted intervention and resource allocation	X		X	X	X
	Experience conducting safeguarding reviews/assurances, identifying areas of risk and generating action plans	X		X	X	X
	Experience working with and assessing safeguarding within alternative provision and associated risk assessments/safety plans	X		X	X	X
	Experience engaging with local authorities, including challenging unsuitable decisions or referrals impacting pupils	X		X	X	X
	Involvement in safeguarding-related legal proceedings or reports		X	X	X	X
	Experience in identifying patterns, hotspots, and emerging risks across a Trust	X		X	X	X
	Experience delivering measurable impact for examples increased disclosures, improved response time, audit outcomes	X		X	X	X
	Experience leading Trust-wide or regional safeguarding networks		X	X	X	X
Skills	Ability to lead, coach and develop DSLs and safeguarding teams across a Trust	X		X	X	X
	Excellent communication skills, including ability to provide professional challenge and deliver difficult messages with integrity	X		X	X	X
	Strong ability to analyse and interpret safeguarding data, inspection evidence and research to inform improvements	X		X	X	X
	Ability to conduct thorough safeguarding quality assurance, evaluate systems and ensure robust compliance	X		X	X	X
	High-level problem-solving and decision-making skills, especially in urgent or high-risk safeguarding contexts	X		X	X	X
	Strong organisational skills with capacity to manage competing priorities across multiple academies	X		X	X	X
	Emotional resilience and ability to work with distressing or sensitive safeguarding matters	X		X	X	X
	Ability to model best practice, promote high expectations and drive improvement at scale	X		X	X	X