GRACE COLLEGE

Emmanuel Schools Foundation

DESIGNATED SAFEGUARDING LEAD (DSL)

VALUED, CHALLENGED, INSPIRED

VALUED, CHALLENGED, INSPIRED
READING FOR POWER
Reading is the gateway skill that makes all other learning possible. If you know how to read then the whole world opens up to you!
READING FOR INFORMATION
READING FOR CHANGE
One child, one teacher, one book, one pen can change the world.
Malala Yousafzai
READING FOR ADVENTURE
READING FOR KNOWLEDGE
Books are a friend, books are an escape, books are a means to empowerment and books are a means to understanding yourself. They are everything.
Emma Watson
READING FOR UNDERSTANDING

WELCOME

Dear Applicant,

I am delighted that you are interested in applying for the role of Designated Safeguarding Lead (DSL) at Grace College.

Grace College is a Christian ethos school of character for the whole community, everyone is welcome whatever their educational background, faith position, social or ethnic background. We serve students in the Low Fell and central areas of Gateshead. We are passionate about transforming the lives of young people by supporting them to achieve their personal best and grow in character. We want our college to be a place of welcome, safety and opportunity for all students. We have high expectations of student behaviour and conduct, therefore, applicants to this post should be committed to upholding these and supporting the college to continue its rapid school improvement journey in doing so.

Grace College was adopted by Emmanuel Schools Foundation in 2019, and much progress was achieved despite the impact of the pandemic. Between April 2023 and May 2025 I co-led the school with Mr M Waterfield who, as Executive Principal, provided a wealth of experience and knowledge of school leadership having led Emmanuel College, an outstanding Gateshead secondary school since 2015. As Principal I am privileged to lead such a vibrant school community and a dedicated team of staff who all want to see our school flourish. I have worked with Emmanuel Schools Foundation since 2019, previously as Vice Principal of Emmanuel College.

I am motivated by the desire to see all of the 2800 young people of Gateshead that Emmanuel Schools Foundation serve, have access to an outstanding education. In July 2023 Ofsted carried out a section 5 inspection of Grace College, the first since being adopted. I am particularly pleased that inspectors recognised that *'Leaders and those responsible for governance have an ambitious vision for the school. They are making the school a better place for pupils'*. They also commented on our drive to improve standards stating, *'Leaders are raising expectations of pupils' behaviour at Grace College'* and that *'Pupils are safe at Grace College'*. They further commented on the work that has taken place recently to improve students' attitudes towards each other, stating that *'Leaders place a high priority on promoting tolerance and kindness among pupils.'* The report reflects our ambition to ensure all students have an excellent quality of education stating, *'Leaders have high ambitions for what pupils should learn'* and that *'Leaders are making some important improvements. These are beginning to gain traction*'.

The inspection report represents a significant milestone on our journey towards outstanding and recognises the school improvement work that leaders have been engaged in since 2019. Inspectors also recognised that the current senior leadership had only been in place for a short period of time, but they were confident to be able to state that leaders are making the school a better place for pupils. Although there are still challenges, we are resolute in our ambition to ensure they are addressed quickly for the benefit of the whole community.

We are therefore looking for a member of staff who aligns with our values, experience and ambitions. If you think that person is you then you are probably the right person for this role, and we are confident that you will love working here.

Rachael Hooker
Principal

MISSION

CHARACTER EDUCATION

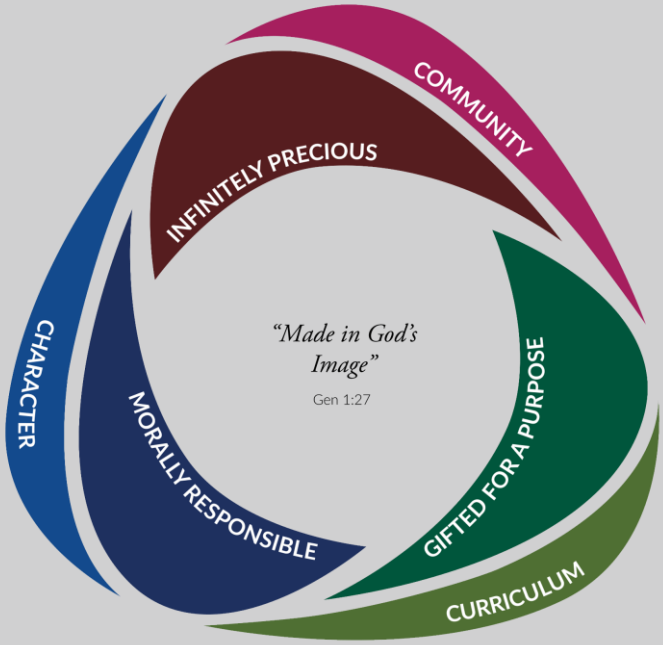
We build good character. We learn about good character, why it matters and how to develop it.

CURRICULUM EXCELLENCE

We are determined to achieve a personal best. We provide a broad ambitious curriculum that ensures excellent student learning, progress and future destinations.

COMMUNITY ENGAGEMENT

We serve with gratitude. We use our gifts to benefit the community and the environment.



OUR CORE VIRTUES

“ALL PEOPLE ARE INFINITELY PRECIOUS, MORALLY RESPONSIBLE AND GIFTED FOR A PURPOSE”

STUDENT SUPPORT

At Grace College we provide universal pastoral support for students. Each student has a tutor and belongs to one of our four Houses. They see their tutor every day. Tutors, along with the Head of Houses, provide pastoral care to ensure that all students feel that they belong to 'Team Grace', are known well and valued as an individual. When a student requires more than this universal support to ensure they can flourish, we have the following targeted intervention teams:

- **Behaviour Support:** Led by the Senior Behaviour Lead, a team of Behaviour Support Officers ensure students have the right support to engage well in learning and be safe, professional and kind at all times.
- **SEND:** Led by the AVP: Student Support (SENCO) who works with another SENCO, Deputy SENCO and Learning Support Assistants to ensure that where students require additional support to access the curriculum, this is high quality and supports students to achieve their personal best in the classroom.
- **Attendance:** Led by the Senior Attendance Lead, who works with a team of Attendance Support Officers and an administrator, to ensure that we promote good attendance and respond effectively when students are absent, so that absence does not preventing students engaging and achieving.
- **Welfare:** Led by the AVP: Student Support (SENCO) who works with a team of Welfare Support Officers who provide responsive and proactive intervention and support for students who may need help to maintain positive wellbeing.
- **Safeguarding:** The successful candidate to this post will lead our team of Child Protection Officers to ensure that there continues to be a strong culture of safeguarding at Grace College and that we take appropriate and swift action to safeguard students.

“

SUPPORTING STUDENTS AND STAFF TO BECOME THE PERSON THEY HAVE THE POTENTIAL TO BE”

STUDENT DEVELOPMENT

We consider the development of each young person's character to be a vital part of what we do at Grace College. We do not want to simply develop compliance to a set of rules but teach young people how to have self-control and do what is right when no one is watching. Therefore, character development is one of the five themes of our personal development programme:

1. Relationships
2. Health and Wellbeing
3. Character
4. Rights and responsibilities
5. Futures

Students have dedicated time each week in their timetable in which the taught curriculum is delivered by their tutor. They also have an assembly each week led by their Heads of House where personal development and student support topics are covered.

Personal development is so much more than the taught curriculum and we believe in providing a wealth of opportunities for young people to develop their talents, interests and passions. We offer an extensive after school co-curricular programme that we are seeking to grow further. Outdoor education experiences are offered to students in Year 7 and 8 preparing them to consider signing up for the Duke of Edinburgh's Award in Year 9. We have committed to running an affordable residential for all students in Year 7 (Camp Grace) and are developing this for Year 8 students. Camp Grace is a four day camping experience in Edinburgh which we have run for two years and it is a highlight of the year long transition for Year 7 students.

Last year we also introduced an annual tradition of whole college events including the Christmas Carol Service, Easter Service, Sports Day at Gateshead Stadium and Presentation Evening at The Glasshouse, Gateshead. Our Performing Arts department offers annual performances as well as LAMDA and peripatetic tuition for students, which participation in is growing every year.

Our four Houses: Butler, Stephenson, Cookson and Swan are each lead by a Head of House and they also organise a range of House events each term, as well as organising and promoting wider opportunities for students to engage in so that there is something special happening in college every day.

STEPHENSON HOUSE

SWAN HOUSE

BUTLER HOUSE

COOKSON HOUSE

THE PERSON

This is a rare opportunity which would suit someone wanting to make a difference in the lives of our more vulnerable students.

Person Specification:

- 5 GCSEs or equivalent A*-C, including Maths and English (essential);
- Level 3 Safeguarding Training (essential);
- Experience of working with vulnerable children and young people in a school setting (essential);
- Experience of handling safeguarding cases including managing child in need and child protection cases (essential);
- Experience of using IT systems and Microsoft Office 365 (essential);
- Experience of undertaking administrative tasks (essential);
- Experience of leading a team (desirable);
- Further training at degree level relevant to the post (desirable);
- Experience of contributing to meetings with staff, students and agencies (desirable);
- UK driving license and access to own car (desirable but must be available to travel to meetings);
- First Aid training (desirable).

Personal Attributes

The successful candidate will:

- Be strongly self-motivated and personally resilient (essential);
- Possess exceptional levels of personal integrity (essential);
- Be committed to supporting and developing students with a wide range of educational needs (essential);
- Have the ability to keep clam and focussed in pressurised situations (essential);
- Demonstrate the ability to maintain effective working relationships and work collaboratively with colleagues at all levels (essential);
- Have strong interpersonal skills both written and oral (essential);
- Be a creative thinker and able to anticipate and solve problems (essential).

THE ROLE

Responsible to the Principal for:

Ensuring all students receive exemplary safeguarding provision with an emphasis on:

- Ensuring that all safeguarding concerns are followed up appropriately. This includes referring cases of suspected abuse and neglect to the local authority children's social care, cases to the Channel programme where there is a radicalisation concern and cases to the police where a crime may have been committed. Work alongside the Principal to refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child.
- Working with the Principal and senior management team to ensure information is shared regularly so that children's educational outcomes are promoted by knowing the safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.
- Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

Ensuring safeguarding records and child protection records are maintained in line with statutory guidance with an emphasis on:

- Ensuring child protection files are kept up to date including comprehensive records of concerns, details of action, decisions and outcomes. Ensuring information is kept confidentially and is stored securely.
- Ensuring files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE).
- Ensuring that when a child leaves school (in year transfer) their child protection file is securely transferred to the new school, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE. Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help put appropriate support in place

Ensuring that adults working with children in college have appropriate awareness, training and support to safeguard children with an emphasis on:

- Ensuring each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff and that governors are aware of their responsibilities, including reviewing the policy annually.
- Helping promote educational outcomes by sharing information with teachers and leadership staff about the welfare, safeguarding and child protection issues that children who have, or have had, a social worker are experiencing.
- Supporting and advising staff to help them feel confident on safeguarding and child protection matters including delivering (or facilitating) appropriate safeguarding and child protection training. This includes online safety and staff responsibilities in relation to filtering and monitoring and how safeguarding and academic concerns can be linked.

Ensuring the filtering and monitoring systems in the school effectively safeguards students with an emphasis on:

- Understanding the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified.
- Making sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Reviewing filtering and monitoring provision at least annually.

Informing the Principal of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult.

The DSL must undergo training (at least every two years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C, undertake prevent awareness training and refresh knowledge and skills at regular intervals (at least annually).

Harry Potter
CHRIS RYAN

APPLICATION DETAILS

Vacancy Details

Salary: Scale Point 39 - £44,688 actual annual salary
Start date: October 2025 or sooner
Location: Grace College, Gateshead and possibility of working at other schools within the foundation after the first year.
Working Terms: Term time only plus 5 days
Monday – Friday 40 hours per week 8.00am – 4.30pm

Deadline

Closing date: Monday 8 September 2025
Interviews to be held the following week.
If applicants would like to visit the school, please contact enquiries@gracecollege.org.uk

How to apply:

For further information, please visit **www.esf-web.org.uk** or call HR on **0191 442 2000 or .** A CV may be submitted to supplement your application but will not be accepted instead of a completed on-line application

APPLY ONLINE HERE

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post will involve daily contact with children and is subject to an enhanced DBS check. In addition, as part of the shortlisting process, and in accordance with statutory guidance, we may carry out an online search (for publicly available material) to help identify any incidents or issues that have happened which we may want to explore with shortlisted applicants at interview.

Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements or expectation.

VALUED, CHALLENGED, INSPIRED