



Deputy Designated Safeguarding Lead

Application Pack

Caroline
Chisholm
School



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School



Globally Minded • Future Ready

94% of CCS staff say

- ▶ 'I enjoy coming to work' and
- ▶ 'I receive high quality support'

(Oct 2025)

CCS received the 'Wellbeing Award for Schools' (2024)



Application Pack - Deputy Designated Safeguarding Lead

Welcome - Thank you for your interest

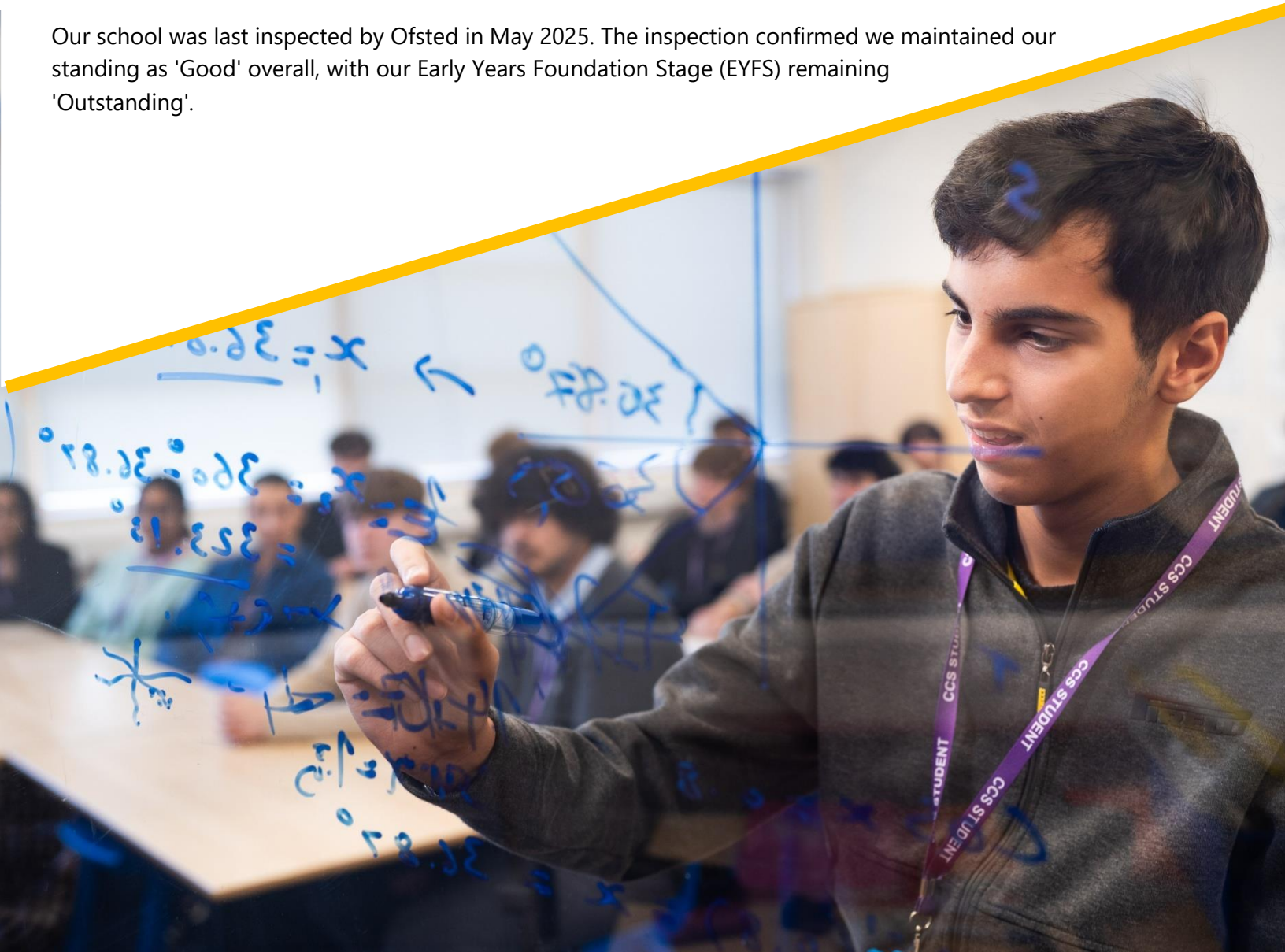
Big question: 'Do you want to work in a place where staff wellbeing truly is at the heart of every decision?'

If so, then our school and the post of Deputy Designated Safeguarding Lead at Caroline Chisholm School may be worth considering. We are in a position to offer full or part-time hours.

Our school is a dynamic and heavily oversubscribed all-through academy which, as England's first all through state school, covers an age range from 4 to 19. The school caters for over 2100 students across our Primary phase, Secondary phase, and Sixth Form. The school has an incredibly talented and motivated staff body and a supportive, bright, and extremely well-behaved student body.

We are currently seeking someone to join our incredible team within our fully inclusive, all-through learning community. The successful candidate will be a highly motivated individual who has outstanding experience and/or potential. You will be expected to motivate and inspire students, staff and parents to develop and promote a culture that challenges students to achieve at the highest levels.

Our school was last inspected by Ofsted in May 2025. The inspection confirmed we maintained our standing as 'Good' overall, with our Early Years Foundation Stage (EYFS) remaining 'Outstanding'.



This is the important stuff...

► Our Vision

Our mission is simple, yet powerful: To inspire every student through the delivery of an innovative, world-class education'. We are proud to be a beacon of excellence in our community; a place where every individual feels safe, valued, included, and glad to belong.

Being an all-through school has a number of benefits for staff, students and parents; children stay settled; staff can work together across all phases and parents can be assured with a consistent approach to their child's education.

We believe passionately in nurturing the natural curiosity of every learner. Our curriculum and wider opportunities are designed to enrich lives, fostering not just academic success, but also social development, moral integrity, and personal growth.

At the heart of our school are our CCS values that shape and resonate in everything we do. Our learners leave us as confident, resilient individuals with deep respect for others and a life-long love of learning. Our curriculum is enriched with first class opportunities for creativity, personal development and global connection designed to shape not only great scholars, but also students who are 'globally minded and future ready'.

► Our Values

At the heart of everything we do are the values that define us: acting with kindness, learning with curiosity, and living with integrity.

Kindness builds a community where everyone feels safe and valued. It teaches empathy, inclusion, and respect; qualities that underpin strong relationships and positive mental health. Kindness ensures that care for others remains central to all learning and behaviour.

Curiosity drives a love of learning and discovery. It encourages children and young people to ask questions, think critically, and explore the world with open minds. A curious learner becomes a lifelong learner; adaptable, creative, and ready to face change.

Integrity means doing the right thing, even when no one is watching. It fosters honesty, trust, and accountability, the foundation for strong character and good citizenship. It unites academic learning with moral development across every age group.

Together, we will continue to create an inspiring learning environment, one where our young people enjoy exceptional teaching, supported by a 'no excuses' culture, and leave us fully prepared for life and the world of work.

Personal message to applicants, from the Principal

It is such a huge decision to decide where and with whom you will 'do life' with during the next phase of your career. It is certainly something I have considered prior to every job I have ever considered in mine. Are these the kind of people who will support me, help me grow, empower me to become all I can be... somewhere I can give, somewhere I can effect change on the lives of young people... and importantly somewhere I can enjoy living?'

This has always been at the forefront of my mind in the schools I have led, as I believe that our greatest investment should be in our people.

Richard Branson said it best I think: "Train and equip people well enough that they can leave, treat them well enough that they don't want to." This philosophy underpins what we have termed 'The CCS People's Pledge' - our shared commitment to staff wellbeing and excellence. When we really prioritise staff wellbeing and professional growth, we create a culture where every colleague feels valued, supported, and empowered to thrive.

The reality is clear, well documented and often quoted: Workload, burnout, poor pay, lack of support, and leadership gaps are driving talented educators away. Yet schools will always exist, and children will always need great teachers and staff who support them. If we want to be part of shaping globally minded students to enable them to become future ready, something has to change, fast. That change starts with us. With us leading learning, not just managing people but trusting professional autonomy; and recognising the daily impact all staff make beyond test scores.

Teachers and Support Staff are the heartbeat of education. When they choose to leave, the entire system feels it. That's why our pledge is more than words, it's action. We commit to prioritising wellbeing, fostering belonging, championing balance, celebrating contribution, and investing in growth. Because when our staff thrive, our students flourish. It's important we do more than just talk and at CCS... we are doing exactly that!

If you feel that our school ethos fits your ambitions, I would very much like to hear from you. This position is available from September 2026.

If you would like to visit our school, please contact Jane Trevellick
(jtrevellick@ccs.northants.sch.uk)

I look forward to exploring the future together, so please get in touch.

Kind regards

Chris Bishop

A portrait of Chris Bishop, the Principal, is positioned on the right side of the page. He is a middle-aged man with a beard, wearing a dark suit, white shirt, and a light-colored tie. The background of the portrait is a blurred outdoor setting with greenery. A thick yellow diagonal line runs from the bottom left towards the top right, passing behind the text and the portrait.

www.linkedin.com/in/cbishop1



Deputy Designated Safeguarding Lead

Reporting to:

Assistant Principal – Inclusion

Working time:

Full or part-time working hours available.

Fte Salary:

Grade J £38,220 - £41,771

Pay award pending

Term time plus training days and to cover on a rota basis during school holidays.

Job Description

Main duties and responsibilities

Overall purpose of the role:

- To work with staff and parents/carers to support students who present with safeguarding concerns, issues related to mental health and wellbeing.
- To manage cases on a day-to-day basis, facilitating interventions with individual students, in school, to improve mental health and/or support effective attendance. Liaise with Assistant Principal as necessary.
- To refer students to and liaise with external agencies as appropriate in order to access external support. Write confidential reports and support plans and attend case meetings in a professional capacity as required and under the direction of the Assistant Principal.
- To provide support and advice to the team and contribute to the development of a strategic approach to the management of safeguarding, mental health and wellbeing provision at the school.

Key responsibilities:

- Attendance: Receiving updates and concerns from tutors and members for the progress teams to assist with monitoring pupils/children behaviour, reviewing attendance and punctuality in relation to safeguarding.
- Reporting missing in Education to the relevant Local Authorities and leading on making arrangements with Local Authorities, and any in particular to LADO, to ensure sufficient support for these students/children.
- To liaise with attendance officer as appropriate regarding missing or unauthorised attendance ensuring safeguarding responsibilities are met.
- Responding to concerns from tutors/Progress Teams/parents about development and behaviour changes. Supervising students waiting for referrals or experiencing panic attacks or other mental health challenges.
- Liaising with tutors to ensure the organising of work missed by student/children for reason of mental health difficulties and support the reintegration of those who have been absent by liaising with tutor parent/carer.
- Liaising with exam team, progress colleagues regarding pupils with safeguarding challenges who are sitting internal and external examinations.
- Information sharing – Providing feedback to students and parents/carers in relation to behaviour and attendance.
- Attending and leading meetings as appropriate including meeting with pupils. Parents/carers, external agencies staff and management and appropriate parent's information evenings. Ensure using CPOMS effectively.
- Attending CIN/CP meetings.

- Organising EHA and follow up accordingly.
- Preparing reports and updates for meetings ensuring effective information sharing and communications.
- Training – In collaboration with the Assistant Principal and School Counsellors, to deliver provision of information and training concerning relevant areas of social care, mental health and wellbeing of young people.
- Referrals – supporting and leading on appropriate referrals liaising with Assistant Principal, as necessary. Completing the appropriate paperwork to access external support eg CAMHS and Children Services.
- Establishing constructive relationships and working with LADO, external agencies/professionals to support student.
- To represent the school at external multi agency safeguarding meetings, creating strong links with external support agencies
- To act as a point of contact for external agencies relating to safeguarding issues. To work closely with the Assistant Principal to ensure student safeguarding needs are paramount.

Training and Growth Opportunities

- Support for continuing professional development (CPD) through school-funded courses.

Notes

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

“The school provides many opportunities for pupils to develop their talents and interests. [...] Pupils have many opportunities to develop their character and to contribute to school life. Students in the sixth form are proud to mentor younger pupils.”

Ofsted, 2025

Person specification



Essential



Desirable

Education, training and skills

E	Good education with minimum of grade 4/C pass in GCSE English and Maths or O Levels at Grade C or above.
E	Level 3 Safeguarding training
E	A recognised ICT qualification to a level appropriate to the role
E	Effective communication and interpersonal skills
E	Ability to build effective working relationships both inside and out the organisation
E	Highly effective listener
E	To make a proactive contribution to the work of the safeguarding team supporting students, families and carers
E	Able to manage a busy and diverse work load

Personal Qualities

E	A commitment to getting the best outcomes for all students and promoting the ethos and values of the school
E	Ability to work under pressure and prioritise effectively
E	Commitment to maintaining confidentiality at all times
E	Flexible and adaptable to changing priorities
E	Commitment to safeguarding and equality

Experience

E	Extensive experience of managing safeguarding concerns at appropriate level
E	Have an understanding of legislation and procedures relating to the handling and storage of confidential information
D	Experience in supporting colleagues in an educational setting
D	Ability to write detailed reports, complete returns and compose complex letters
E	Effective communication and interpersonal skills
E	Ability to build effective working relationships both inside and outside the organisation
E	Able to demonstrate outstanding interpersonal skills with a range of children, young people and adults
E	Able to work independently and part of a team
E	Able to manage a busy and diverse workload
E	Positive and caring approach to students
E	Experience of working in partnership with external agencies to support young people

Applicable to all staff

E	Undertake training as required in order to fulfil the requirements of the role
E	Genuine interest in the education of young people and ability to contribute more widely to the life and community of the school
E	Play an active role in terms of safeguarding all students and adults

Safeguarding statement

Caroline Chisholm Education Trust is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism. It expects all staff and volunteers to share this commitment. All staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

We are required to conduct a variety of checks and online searches about you as part of our recruitment process in accordance with Keeping Children Safe in Education guidance.

It is an offence to seek employment in regulated activity if you are barred from working with children. This post will involve regular contact with children, and therefore is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Further guidance can be found at:

<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>.

Applicants are therefore not entitled to withhold information about convictions, cautions or bind-over orders which for any other purposes are “spent” under the provisions of the Act. Any information that is “protected” under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, 2013 and 2020 will not appear on a DBS certificate and does not need to be declared.

Shortlisted candidates will be asked to complete a self-declaration related to their criminal record or any information that would make them unsuitable to work with children.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. If you have lived or worked outside of the UK, additional information may be required from you to satisfy safer recruitment checks. Please see our website for up to date policies including our Child Protection and Safeguarding Policy.

Employment will also be conditional on the receipt of at least two acceptable references (one from current/latest employer) and evidence of the formal qualifications required for the role.

Our Core Wellbeing Offer

1. Work–Life Balance

- ▶ 45-minute meetings as standard
- ▶ “Out of office” email protocol for holidays/weekends
- ▶ Agile working arrangements considered
- ▶ Protected Planning, Preparation and Assessment (PPA) time
- ▶ Paid, annual ‘Flexi-Day’ off from Trustees available, upon request
- ▶ Directed time well below 1265 hours for teaching staff
- ▶ ‘Discretionary leave’ considered for life events
- ▶ Half day at end of Christmas and Summer terms

2. Recognition & Community

- ▶ Monthly “I heard a Whisper” awards
- ▶ Regular shout-outs from leadership and peers
- ▶ Relaxing, shared staffroom spaces
- ▶ Termly staff raffle
- ▶ “Feel Good Friday” thank-you briefings
- ▶ Link Trustees to leadership
- ▶ £500 “Recommend a Friend” bonus
- ▶ Salary sacrifice schemes for bikes, tech, childcare
- ▶ Blue Light Card paid for bi-annually
- ▶ Fair TLR values for part-time staff

3. Voice & Influence

- ▶ Annual strategy review using Boston Consulting Group (BCG) Matrix
- ▶ Annual anonymous staff survey with published actions
- ▶ "Stay Interviews" to understand retention
- ▶ Termly Staff Wellbeing Forum
- ▶ Dedicated Wellbeing Trustee
- ▶ Open-door SLT policy

4. Professional & Personal Growth

- ▶ Funded CPD and skill development
- ▶ Peer-to-peer instructional coaching & mentoring
- ▶ Transparent career pathways
- ▶ Regular 1:1s with leaders
- ▶ Disaggregated training days
- ▶ Learning walks with no personal judgements
- ▶ Free music tuition (where possible)
- ▶ July start for Early Career Teachers

5. Health & Wellbeing

- ▶ Wellbeing Policy
- ▶ Free flu vaccinations
- ▶ Access to 'GP On-Demand'
- ▶ Free tea and coffee
- ▶ Mental Health First Aiders
- ▶ Wellbeing modelled by senior staff
- ▶ Formal supervision statutory for DSL staff
- ▶ Wellbeing email for concerns/suggestions
- ▶ Confidential, free Employee Assistance Program (EAP)
- ▶ Clear policy for managing challenging families – 'no excuse for abuse'
- ▶ SLT agenda includes "Impact of decisions made"
- ▶ "Brunch at Breaktime" on last Friday of each month
- ▶ Fitness and wellness program – inc. Yoga lessons, staff sports, free on-site gym



How to apply

To apply, simply click “apply now” to complete the application form, and upload your supporting statement to tell us about your experience and suitability for the post with reference to the job description and person specification.

An on-line search will be conducted for all shortlisted candidates prior to interview.

If you have any immediate questions, or you are interested in visiting the school prior to application, please do not hesitate to email Jane Trelvellick, Payroll and HR Coordinator via:

jtrelvellick@ccs.northants.sch.uk

Please note that all applications must be submitted by **midday Tuesday 1 September 2026**

If you have not heard from the school within 2 weeks of this deadline, please assume that your application has not been successful on this occasion. References will always be requested before interview.

Interview

Interviews for the post will take place on Thursday 10 September 2026

The school reserves the right to interview strong candidates at an earlier date to ensure we secure the best person for the post.

“Reflecting on my time in both primary and secondary, I can see how much support I've received. My school has provided a solid foundation in academics, helping me develop essential skills that I will carry forward.”

Trisha, Year 8

Caroline Chisholm School



Principal: Mr Chris Bishop

Vice Principals: Mr Andrew Fisher, Mrs Elizabeth Husband



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Caroline Chisholm School

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