



APPLICATION PACK

DSL and Attendance Lead

Date: A.S.A.P

Belonging – Respect – Independence





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- Submit your application by Wednesday 1st July 2026 at 9.00am
- If you have any queries regarding the application process please contact our HR on 01484 226834
- Closing date for applications: Wednesday 1st July 2026 at 9.00am
- Interviews: Monday 6th July 2026
- Please be aware if we receive a lot of applications we may bring the closing date forward.



WELCOME

Dear Potential Colleague,

Firstly, thank you for your interest in working at Hillside Primary School, a proud member of the highly regarded Trust, South Pennine Academies. If you're impressed by our exciting work, understand our vision, and want to be part of our journey, then we are keen to hear from you.

Hillside Primary School was inspected by Ofsted in November 2023 and we were described as a 'good school' where 'leaders aspire for pupils to learn well' and our 'pupils enjoy school'. We are focused on creating an inclusive school; 'pupils at Hillside Primary School appreciate cultural diversity'. At Hillside Primary School, we ensure that positive relationships are at the core of what we do each and every day underpinned by our core values of Belonging, Responsibility, Independence, Courage and Kindness. As educators, we know that our role is instrumental in inspiring our students to be the best they can be.

We are looking for a passionate, energetic

and dedicated candidate with a strong character and someone who has the ability to motivate and inspire our students to achieve their full potential. Most importantly we are keen to hear from candidates who are driven by a strong sense of purpose and the genuine ambition to help the school drive standards and turn our vision into reality. If this is a position that appeals to you and you have the passion to make a positive difference to the life chances of our students, we would very much look forward to hearing from you. If you wish to discuss any of the opportunities we have on offer, please contact us at dheywood@hillside.spacademies.org. or call 01484 226834. Please also visit our website www.hillsideprimaryschool.co.uk to learn more about life at Hillside Primary School..

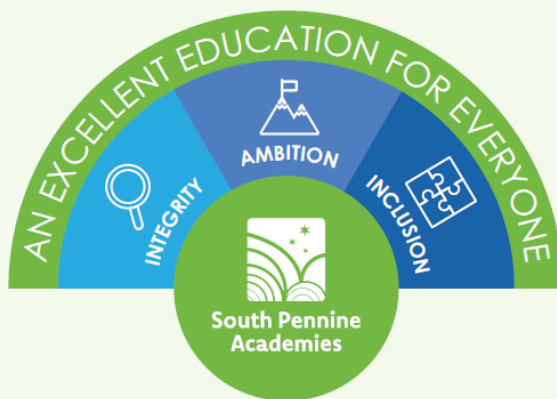
Yours sincerely,
Nazmunnisha Ismail
Principal

ABOUT HILLSIDE PRIMARY SCHOOL

At SPA, we place **integrity, ambition and inclusion** at the heart of everything we do.

We are committed and passionate to making a positive impact on the communities we serve and believe through a high-quality education providing **an excellent education for everyone.**

SOUTH PENNINE ACADEMIES VISION, VALUES & COMMITMENTS



<p>Culture</p> <p>We build a culture of belonging where everyone feels valued and empowered.</p>	<p>Aspiration</p> <p>We set high expectations enabling every student to excel academically and personally.</p>
<p>Life Chances</p> <p>We champion inclusion and diversity to enhance life chances for all students.</p>	<p>Citizenship</p> <p>We develop responsible citizens who make a positive impact.</p>
<p>Best Practice</p> <p>We apply research-informed strategies to drive excellent teaching and improvement.</p>	<p>Partnerships</p> <p>We harness collaboration to achieve shared success across schools and communities.</p>

WHY JOIN US

1. We pride ourselves on a warm and friendly atmosphere, combined with the highest of expectations for all pupils.
2. We firmly believe in working in partnership with parents and carers to ensure all pupils succeed.
3. We are passionate about teaching and supporting children to make as much personal and academic progress as possible during their time at Hillside.
4. Hillside has a vibrant school community with staff and students from many diverse backgrounds and cultures.
5. Pupils work together, co-operate and communicate positively with others.
6. All pupils develop a love of learning and recognise and value themselves and their own unique skills and abilities.
7. Senior Leadership are visible and supportive; developing staff skills and expertise to create strong leaders in education.
8. Staff that work here find it very rewarding and have a sense of togetherness.



HOW TO APPLY

Thank you for taking time to read about the academy and Trust. If you wish to apply you should:

- Complete the application form fully, via My New Term www.mynewterm.com ensuring all details are accurate and all declarations are signed.
- Please ensure you enclose at least two professional referees with one being your current employer and any other employers in the last two years (with professional email addresses if possible).
- Do not enclose additional CVs.
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of our Trust.
- Please ensure that you also include information on how you will develop the role and how your previous experience has equipped you for this.

The academy is committed to safeguarding and promoting the welfare of all students, and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring Service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process; please ensure your referees are prepared and aware of your application.



JOB DESCRIPTION

Job Title	DSL and Attendance Lead
Salary Scale	Grade 10/SCP 27-30 Full time- Term Time + 3 days
Responsible to	Principal
Required for	September 2026 (or as soon as possible)
Academies:	Hillside Primary School (HPS)

Role of the Designated Safeguarding Lead

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage Referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;

- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Working with Others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;

work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, 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 or college.

This includes:

- ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

Information Sharing and Managing the Child Protection File

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, Knowledge and Skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals,

as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing Support to Staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

- It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and Sharing Information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Attendance Lead responsibilities

- Have oversight of all attendance issues.
- Ensure pupils, parents & carers understand that regular school attendance and educational attainment are inextricably linked and to communicate to them their legal responsibility to ensure their children's regular and punctual attendance.
- Ensure relevant paperwork in line with the Trust attendance policy in a timely and effective manner.
- Hold support and accountability meetings with parents/carers in line with the Trust attendance policy procedures

- Meet with the responsible Principal / DSL on a regular basis to review pupils' attendance and punctuality and progress towards whole school and year group targets
- Produce attendance and punctuality reports as required.
- Work with the appropriate agencies to support the statutory duty of legal action when all attempts have failed.
- Keep accurate, up to date records of all casework.
- Produce accurate, statistical data showing trends for different groups of pupils including those eligible for Free School Meals etc.
- Liaise with office staff to identify pupils and make CME / PSN1 referrals where appropriate.
- Carry out home visits when required to.

PERSON SPECIFICATION

Selection criteria	Method of Assessment	Essential	Desirable
1. Qualification and Training:			
1.1 Relevant Level 3 qualification or above in this area and/or relevant experience with a proven track record.	A, I & R		•
1.2 Recent relevant training in a safeguarding environment and willingness to undertake training in Level 3 Safeguarding.	A & I	•	
1.3 A continued commitment to own professional development.	I	•	
1.4 Solid understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children.	A & I	•	
1.5 Significant experience with a proven track record in this field of work	A & I	•	
1.6 GCSE Maths and English – Grade C or above	A & I	•	
1.7 Ability to co-ordinate early help referrals and lead on complex safeguarding meetings, including CP, CIN and TAFS related meetings			
2. General Experience and knowledge			
2.1 Knowledge of current legislation, guidance and developments relating to the subject area.	A & I	○	
2.2 Experience in the area of safeguarding children.	A & I	•	
2.3 A good understanding of the work of safeguarding boards and associated legislation and statutory guidance to be able to work confidently in a multi-agency setting.	A & R	•	
2.4 Experience in communicating to a range of audiences and providing learning activities and programmes.	A, I & R	•	
2.5 Experience in school management systems including CPOMS and Arbor.	A, I		•
2.6 Full driving licence and means to travel.	A, I	•	
2.7 Has been a DSL or DDSL in the past or in a role very similar with transferable skills		•	

2.8 Experience in leading attendance in schools and working to LA and school policy		•	
2.9 A proven track record of raising attendance rates in schools	A, I	•	

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters E and D in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the E's on day one to be able to do the job, you need to have all the D's to do the job, but they could be learnt during the induction. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.

Please take time to look at SPA safer recruitment policy on the SPA website
<https://www.southpennineacademies.org/>

and Hillside safeguarding and child protection policy
<https://www.hillsideprimaryschool.co.uk/safeguarding-2/safeguarding-at-hillside>

Carry out your duties with due regard to current and future Trust and Academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through Academy communications.

Disclosure Level: Enhanced
Responsible to: Principal

This job description is not an exhaustive document. It reflects the duties and responsibilities applicable at the time of issue. Details and emphasis are subject to amendment and revision in the light of the changing needs of South Pennine Academies Trust.

SAFEGUARDING NOTICE

Important Safeguarding notice/ Statement of Intent

As part of your wider duties and responsibilities you are required to promote and actively support the Trust's 'responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable

South Pennine Academies is committed to ensuring a culture of safer recruitment and as part of that implement recruitment procedures that deter, reject or identify people who might abuse children. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The purpose of safer recruitment is ultimately to:

- Deter: From the beginning of the recruitment process, it is important to send the right message – that the organisation has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information must aim to deter potential abusers.
- Identify and Reject: It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information can assist in finding out who is suitable for the role and who is not.
- Induct: Induction is an essential part of our recruitment process, we ensure that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the organisation will all help to prevent abuse or identify potential abusers. Academy is committed to safeguarding and promoting the welfare of all students and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process, please ensure your referees are prepared and aware of your application.

The intention of this policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.

As part of our shortlisting process, in accordance with KCSIE Guidance, an online search will be completed on all shortlisted candidates.



Equality

The Board of Trustees and school are committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourable on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated.

We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

Disabled applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Privacy notice

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) (EU 2016/679) and the provisions of the Data Protection Act 2018 (DPA 2018). This policy applies to all personal data, regardless of whether it is in paper or electronic format. For further information please see the full privacy policy on our school website.



Headfield Road,
Huddersfield, HD4 6LU

Telephone: 01484 226834, Email: office@hillside.spacademies.org

Website: www.hillsideprimaryschool.co.uk



PARTNERS OF THE SPA TRUST

South Pennine Academies is a charitable multi academy trust established in 2012. We currently work with eleven primary and secondary converter and sponsored academies located in Calderdale, Kirklees and Oldham. Our highly regarded SCITT, Huddersfield Horizon, develops approximately 60 new teachers each year.

The team at South Pennine Academies are committed to delivering school improvement through the development of effective partnerships with our academies, the communities we serve and external organisations. Our academies are an integral part of their local communities. We value the diversity and distinctive opportunities that working within our local communities brings. Development of local solutions to meet local needs is a key aspect of our work.

BENEFITS OF BEING PART OF OUR TRUST:

- **Professional Development** - The Trust is committed to developing all staff within their roles and creating continued fantastic opportunities for further career progression.
- **Pension** – Every employee of South Pennine Academies has access to the Teachers' Pension Scheme or the Local Government Pension Scheme.
- **Wellbeing Benefits** – Through our wellbeing provider, Health Assured, staff can access a number of generous wellbeing benefits including physiotherapy, 24-hour GP helpline, cancer support, stress counselling support and weight management.
- **Free Will writing service** – Provided via solicitors Dunham McCarthy – a free and completely confidential service for all SPA employees. The free service is provided remotely, either by telephone or video call, at a time to suit you. You will have an adviser to help you complete each step from start to finish.
- **Cycle to Work Scheme** – The Trust has registered to join this scheme as a provider for staff to be able to take advantage of the salary sacrifice tax-relief arrangement. For more information, eligibility criteria and details of how to apply, please contact the central HR team.
- **Annual Flu Vaccinations** – Annual Flu vaccinations offered to staff either by visit from nurse on site or via vouchers, accepted at various GP surgeries or pharmacies
- **Flexible Days** – Our Trust operates a Scheme which allows all staff up to 2 days paid time off during term time for life events

