

DEPUTY DESIGNATED SAFEGUARDING LEAD (DDSL) Harris Academy Tottenham

Grade 7 (Outer London): £37,692.00 - £39,276.00 FTE +
Annual Loyalty Bonus + Pension Scheme (LGPS) + Harris
Wellbeing Cash Plan + Additional Harris Benefits

For a confidential discussion about this post with the Principal, more
information or to arrange a visit, please contact the school on
020 3772 4243 or info@harristottenham.org.uk

About Us

At Harris Academy Tottenham, we instil an ethos of hard work, dedication and commitment to learning, through our Academy values. These are:

To **ENDEAVOUR** is to strive for your goals, through maintaining the highest expectations of ourselves.

To **ENJOY** is to take delight and pleasure in the learning process; To gain a feeling of success through relentless passion and drive.

To **EXCEL** is to achieve your full potential, through mastery of concepts and an ambition to be the best you can be.

At Harris Academy Tottenham, we are innovative, open and collaborative. We would like fellow innovators, passionate pedagogists and creative class leaders to join us during this exciting time. With a dedicated SLT team on hand for support and guidance, there are a multitude of CPD opportunities to thrive on. You can expect to be a part of a fantastic team of dedicated teachers and support staff as well as an attentive, supportive work culture.

Our brand-new facilities allow us to continue expanding our curriculum offer, ensuring students experiences are both varied and enriching. The premises has undergone a comprehensive programme of refurbishment, and reached completion in May 2019. Our new Sports Block opened in May 2019, and has fantastic facilities including a Sports Hall, Activity Studio, Multi Use Game Areas.

Having been recognised as 'Outstanding' by OFSTED in January 2023, we are excited to have new members of staff join us in delivering transformative learning experiences. The inspectors commented that 'learning is the business of the day' and that sentiment underpins all that we do. Since then, the school continues to grow and strive for the highest standards.

"At our Academy, children will develop their academic scholarship alongside their character; becoming citizens who are a credit to their local community. We provide an extensive extracurricular programme to allow students to develop as a well-rounded person, ready and prepared to embark upon whichever pathway they desire. That is only possible through the partnership that exists between families and colleagues and partners at the academy. We are incredibly proud of the close relationships that develop between colleagues, parents, governors and pupils, and indeed they are central to all that we do." Nick Soar, Executive Principal

Academy Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post.
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term.
- To participate in training and other professional development learning activities as required.
- To promote equal opportunities and celebrate diversity in all aspects of the academy.
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support and attend academy events such as Open Evening.
- To promote actively the academy's corporate policies.
- To adhere to the academy's Dress Code.
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate.
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the academy's Safeguarding/Child Protection policies.
- To be aware of and comply with all academy and Federation policies and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The academy 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 (as defined in the Equality Act 2010).
- Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Main Areas of Responsibility

The Deputy Designated Safeguarding Lead is expected to:

Manage Referrals

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required
- Whole school Safeguarding training
- Line management of support staff
- Prepare and present information to present information to present to the Academy Governors, ALG and Ofsted
- Management of CPOMS; ensuring that Academy Staff are using it correctly and training if required

Training

The Deputy 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 Deputy designated safeguarding lead should undertake **Prevent awareness training**.

Training should provide Deputy designated safeguarding leads with a good understanding of their own role, 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 (*full details in Chapter one of 'Working Together to Safeguard Children'*);
- 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;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers (*Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.*);
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- 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 SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children 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 Deputy 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.

Person Specification

Attributes	Description	Desirable
Qualifications	University graduate (Good Honours degree) or equivalent Evidence of some child protection certification	Evidence of continuing professional development Experience in Multi-ethnic urban schools. Further qualification. Experience of working in an 11-18 school. Teaching to Advanced level. Evidence of continuous self-development and updated knowledge in safeguarding Have a good understanding in relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation; Have a good understanding in the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners
Knowledge, understanding and experience	A clear and good understanding of safeguarding issues, theory and practice, with particular regard to: • refer cases of suspected abuse to the local authority children's social care as required; • support staff who make referrals to local authority children's social care; • refer cases to the Channel programme where there is a radicalisation concern as required; • support staff who make referrals to the Channel programme; • refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and • refer cases where a crime may have been committed to the Police as required. Sound knowledge of Microsoft software with knowledge of using a management Information system for input and export of student data Knowledge of the range of agencies that work with students and their families. Training in child protection and safeguarding procedures Basic knowledge of first aid; eg. Emergency first aid Knowledge of many of the social issues facing students from disadvantaged backgrounds Good understanding of a range of welfare issues that may be affecting students and their families	

Personal Skills, Abilities and Qualities	Full working knowledge of relevant policies/codes of practice Effective use of ICT Work constructively as part of a team whilst being able to demonstrate initiative. Well developed interpersonal skills to be able to relate well to a wide range of people with empathy Good written and verbal communication skills Ability to lead and manage own work effectively and take responsibility for own professional development Ability to carry out the job description as above Willingness to work hard Flexible, adaptable and able to prioritise and being resilient under pressure Awareness of and commitment to equal opportunities and valuing diversity Ability to work effectively as part of a team Enthusiasm for and commitment to the achievement of the Academy/ Federation's overall vision for success at all levels. Motivation to work with children and young people. Ability to build and sustain professional standards, relationships and personal boundaries with children and young people. Emotional maturity and resilience in dealing with challenging behaviours. Ability to contribute towards creating a safe and protective environment. Empathy with the aims and objectives of Harris Federation Willingness to continue professional development. Commitment to maintaining high standards and expectations. Commitment to contributing to academy life as a whole. Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students.	To be an outstanding practitioner
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We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

- 1) Equal Opportunities
- 2) Health and Safety
- 3) Data Protection Act (2018)
- 4) Safeguarding children

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Thank you for your interest in our school. We look forward to receiving your application.

*If you think a career with us is right for you, discover more at:
www.harriscareers.org.uk*