

Deputy Designated Safeguarding Lead (DDSL)

Application Pack

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THE
COTSWOLD
SCHOOL

Creating Brilliant Futures

Welcome from Will Morgan, Headteacher

Thank you for your interest in this post.

Based in the stunning village of Bourton-on-the-Water, Gloucestershire, The Cotswold School has earned an 'Outstanding' reputation as a popular and successful 11-18 comprehensive academy.

Please watch our video, Welcome to The Cotswold School, to find out more from teachers and students about what makes our school an inclusive, ambitious and happy place to learn.

I am proud to lead an incredible team of staff, who go the extra mile to provide our students with an inspiring education, fully equipping them for their future lives. The values of friendship and knowledge, symbolised on our badge, underpin all our learning and development activities and ensure that the wellbeing of our students and staff is also cared for.



At the heart of our school ethos is a commitment to excellent teaching and aspiration, which drives progress and attainment. Our students thrive academically and also personally, with opportunities to take part in musical performances and a huge range of extra-curricular clubs; writing competitions and debates; community fundraising; student leadership; and careers events.

We have an inspiring and caring school community, which includes families, local businesses, our staff, PTA and, of course, our students. Why not have a look at our website News pages, to see how we have found ways to support ourselves and others and develop our learning and talents?

Successful candidates who are shortlisted for an interview will be contacted by email or phone.

I look forward to hearing from you.

Will Morgan
Headteacher

Job advert

Role: Deputy Designated Safeguarding Lead

Reports to: Governors, Headteacher, Designated Safeguarding Lead

Contract: Full Time, Term Time Only

37.50 hours per week over 5 days, core hours 8am - 4pm

Grade 5, Point 11 of the NJC Local Government Pay Scale (£27,269 FTE) to Grade 7, point 22 (£32,654) depending on experience

Closing Date: Monday 30th June, 9am

From September 2025, we are looking to recruit a motivated and conscientious Deputy Designated Safeguarding Lead to join our dedicated safeguarding and child protection team.

WE ARE LOOKING FOR THE FOLLOWING SKILLS AND QUALITIES:

- CPIA level three safeguarding qualification and willingness to undertake all other relevant training
- A team player able to work collaboratively with colleagues
- A good communicator able to deal with professionals, parents/carers and most importantly students
- Ability to work at a good pace
- Ability to attend meetings and prepare reports relating to our students as requested
- Experience working in SIMs, MC, Satchel and Excel
- Calm and considered in challenging situations
- Must maintain complete confidentiality

WE CAN OFFER YOU:

- The opportunity to be part of a dedicated team within a caring school environment
- Opportunities to develop your career
- Option to join a pension scheme with generous employee discount
- Employee benefits including an Employee Assistance Programme & Cycle to Work scheme
- A commitment to staff wellbeing
- Free onsite parking including electric car charging points

The candidate will contribute to the safeguarding and promotion of the welfare and personal care of the children and young people with regard to the Keeping Children safe in Education (KCSIE) guidelines and Area Child Protection Procedures.

The Cotswold School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, Governors, visitors and volunteers, to share the same commitment.

Job description

Job Title: Deputy Designated Safeguarding Lead (DDSL)

Responsible to:

Governors, Headteacher and DSL

The Deputy Designated Safeguarding Lead (DDSL) will share responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

Additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children. Whilst the DDSL's can carry out delegated activities, the ultimate lead responsibility remains with the DSL. The lead responsibility cannot be delegated.

Manage referrals

The DDSL, in conjunction with the DSL is expected 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.

Work with others

The DDSL is expected to carry out the delegated activities in the absence of the DSL:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the three safeguarding partners
- liaise with the Headteacher to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.
- work closely with the DSL to ensure all processes and procedures are in place 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 (SENCO's) 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, here 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. This includes:
 - ensuring that the school 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
 - supporting 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.
- *there may be a different strategic lead for promoting the educational outcomes of children who have or have had a social worker, particularly in larger schools. Where this is the case, it is important that the DDSL works closely with the lead to provide strategic oversight for the outcomes of these children and young people.

Training, Knowledge and Skills

The DDSL 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 DDSL should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSL's or DDSL's, 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. Training should provide DDSLs 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 DSL has in providing information and support to children social care in order to safeguard and promote the welfare of children;

- understand the importance of information sharing, within the school and with the safeguarding partners, other agencies, organisations and practitioners;
- 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 and support the school 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;
- 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; and
- obtain access to resources and attend any relevant or refresher training courses.

Training for DDSL's

Training provided by the DSL will be in developing expertise to 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.

Raise Awareness

The DDSL, in conjunction with the DSL, should:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- ensure the school'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 in this; and
- 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.
- help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with teachers and school leadership staff. The role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Information sharing and managing the child protection file

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 KCSiE, and therefore the DDSL should be equipped to:

- understand the importance of information sharing, within the school, and with other schools 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,
- to be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

The DSL 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 KCSiE.

Where children leave the school (including in year transfers) the DSL should, in conjunction with the DDSL's, ensure their child protection file is transferred to the new school 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 should ensure key staff such as DSLs 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 DSL and DDSL's should also consider if it would be appropriate to share any additional information with the new school 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. For example, information that would allow the new school 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.

Understanding the views of children

It is important that children feel heard and understood. Therefore, DDSLs 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 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.

Availability

During term time the DSL or DDSL's should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL or DDSL's would be expected to be available in person, it is a matter for individual schools, working with the DSL, 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 the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The Cotswold School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, Governors, visitors and volunteers, to share the same commitment.

This position is subject to an enhanced DBS check, satisfactory references and checks regarding suitability to work with children. This post is in regulated activity and is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions Order 1975, amended 2013 & 2020).

Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified. Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post.

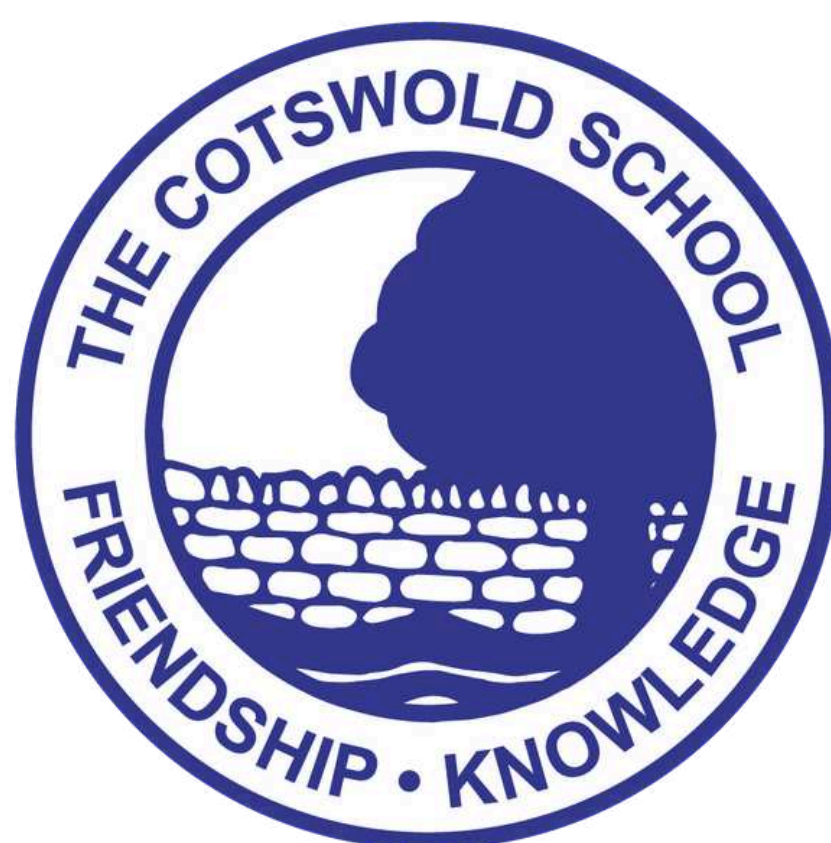
We are an equal opportunities employer and value and respect diversity across our whole school community. This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Notes to applicants

- Please do not use the TES or Gloucestershire County Council application form. Please use The Cotswold School Application Form which can be downloaded via our website
- Please complete the application form in full to ensure that full consideration can be given to all candidates and to comply with legal requirements relating to recruitment in schools
- Please do not include a CV or write 'see CV' in any sections on the form
- Please ensure that you include the title of the post that you are applying for (Section 1)
- Please provide an explanation for any gaps in chronological dates relating to education and employment history (Sections 4,5 & 6)
- If you are not writing a covering letter to submit with your application, then please complete Section 10, in full
- Please provide full details of two referees (Section 11)
- Both declarations (Sections 15 & 16) must be signed and dated
- Once completed, please return your application form by email to Mrs C Chapple, cchapple@thecotswoldschool.co.uk
- If returning by post, please send to Mrs C Chapple, The Cotswold School, The Avenue, Bourton on the Water, Cheltenham, Gloucestershire GL54 2BD
- The closing date and time must be strictly adhered to
- All information given will be treated as confidential

The Cotswold School is committed to being an Equal Opportunities Employer and welcomes applications from people with disabilities. If you require additional help with our recruitment process, please contact Mrs C Chapple, HR Officer (contact details above).





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