



**Application Pack for the position of
Deputy Designated Safeguarding Lead**

Glenthorne High School

Required from 1st September 2025

www.glenthorne.sutton.sch.uk

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JOB DESCRIPTION

POST TITLE:	Deputy Designated Safeguarding Lead
SALARY:	Grade 6/SO1 (£30 245.48 - £33 445.62 pro rata) (FTE 35 518.00 - £39 276.00)
REPORTING:	Designated Safeguarding Lead
Hours:	36 hours per week; Mondays—Thursdays: 8.15am - 4pm, and Fridays 8.15 - 3.45.

MAIN DUTIES/RESPONSIBILITIES

Key Responsibilities

The post holder is accountable to the Headteacher through their line manager and is responsible for providing an effective administrative support to the DSL as follows:

Managing referrals

- Refer cases of suspected abuse to the local authority children's social care when directed by DSL
- Support staff who make referrals to local authority children's social care when directed by DSL
- Refer cases where there is a radicalisation concern when directed by DSL
- Support staff who make referrals to Prevent when directed by DSL
- Keep detailed, accurate and secure written records of concerns and referrals
- Oversee the process for internal referrals for students accessing early help support through the school

Working with staff and other agencies as directed by the DSL.

- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part-time staff).
- Inform the Designated Safeguarding Lead of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations.
- Liaise with staff on matters of safety, safeguarding, and liaise with DSL before making a referral
- Act as a source of support, advice and expertise for staff.
- Understand the assessment process for providing early help and intervention.
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.
- Attend and contribute to child protection case conferences and other safeguarding meetings effectively, when required to do so.

Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role.
- Undergo annual training regarding online safety and be able to:
 - Provide advice and support to staff on protecting and identifying children at risk.
- Undergo Prevent training and be able to:
 - Support the school or college in meeting the requirements of the Prevent duty.
 - Provide advice and support to staff on protecting children from the risk of radicalization.
- Undergo training on female genital mutilation (FGM) and be able to:

- Provide advice and support to staff on protecting and identifying children at risk of FGM.
- Report known cases of FGM to the police, and help others to do so.
- Refresh knowledge and skills at least annually, to remain up to date with any developments relevant to the role.
- Obtain access to relevant resources.
- Complete any training as deemed appropriate by updated legislation as directed by the DSL.

Raise awareness

- Ensure the school's child protection policies are known, understood and used appropriately.
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community.
- Ensure that parents have read the safeguarding policy, and are aware that referrals about suspected abuse or neglect may be made, and the role of the school in this.
- Link with the local safeguarding children board (LSPC) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Be alert to the specific needs of children in need, those with special educational needs, and young carers.
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them.

Other areas of responsibility

- Manage Smoothwall alerts.
- Undertake safer recruitment training and support the school to follow best practice.
- Provide safeguarding reports for the Governing Board.
- Model best practice and uphold the principles of confidentiality and data protection at all times.
- Provide a point of contact for all families with a social worker.
- Explore and engage with external agencies/services that could offer support to young people in need (beyond social care, health, police)

All Staff

- To work collaboratively within immediate team and the wider school community.
- To be fully committed to the safeguarding and promotion of welfare for all young people.
- To be aware of and comply with policies and procedures relating to child protection, safeguarding, pastoral issues, health and safety, security, confidentiality, and data protection. Reporting all concerns to the appropriate person.
- To follow the Trust Code of Conduct.
- To undertake any other duties as may be required from time to time by the Headteacher, SLT or Line Manager

During term time, the DDSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person but can also be via phone or video calling in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DDSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

The Willow Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

Deputy Designated Safeguarding Lead

Criteria	Qualities	Essential	Desirable
Qualifications and training	GCSE (or equivalent) in English and Maths	✓	
	Educated to Degree Level (desired, but not essential)		✓
	Safeguarding Training To have completed the most up to date training offer from Sutton to include any mandatory modules currently offered, including DSL New to Role training		✓
Experience	Successful leadership and management experience in a school or other relevant organisation.		✓
	Experience of managing safeguarding in a school or other relevant organisation, including: <ul style="list-style-type: none"> Building relationships with children and their parents, particularly the most vulnerable Working and communicating effectively with relevant agencies Implementing and encouraging good safeguarding practice throughout a large team of people 	✓	
	Demonstrable evidence of developing and implementing strategies to help children and their families.	✓	
	Experience of handling large amounts of sensitive data and upholding the principles of confidentiality	✓	
Skills and knowledge	Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies.	✓	
	Ability to work with a range of people with the aim of ensuring the safety and welfare of children.	✓	
	Awareness of local and national agencies that provide support for children and their families	✓	
	Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns.	✓	
	Good IT skills, including previous use of <i>CPOMs</i> .	✓	
	Effective communication and interpersonal skills	✓	
	Ability to communicate a vision and inspire others	✓	
	Ability to build effective working relationships with staff and other stakeholders	✓	

The Willow Learning Trust is an equal opportunities employer and welcomes applications from all the sectors of the community. We are committed to protecting our pupils and staff and therefore have a rigorous recruitment process which include assessing candidates suitability to work with children. Candidates will be shortlisted against the above essential criteria assessable from application forms. Issues relating to safeguarding and promoting the welfare of children will be explored during the interview process.

PERSON SPECIFICATION

Deputy Designated Safeguarding Lead

Criteria	Qualities	Essential	Desirable
Personal qualities	Commitment to ensuring the safety and welfare of children	✓	
	Uphold and promote the ethos and values of the school	✓	
	Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school.	✓	
	Ability to work under pressure and prioritise effectively	✓	
	Maintain confidentiality at all times.	✓	
	Commitment to equality	✓	
	A warm and approachable nature	✓	

Notes: This job description may be amended at any time in consultation with the postholder.

INFORMATION FOR APPLICANTS



Glenthorne High School is a successful, over-subscribed, mixed comprehensive school for pupils between the ages of 11 and 19 situated in the London Borough of Sutton. In July 2017 we became part of the Willow Learning Trust with two local primary schools: Aragon and Abbey.

We believe in Achievement for All. We have a reputation for excellence and are well known for high standards of achievement and behaviour. Significant investment in facilities over the last few years has seen the building of a new 6th form facility and most recently a MUGA (Multi Use Games Area).

We were inspected by OFSTED in November 2021 and were judged good with outstanding in Behaviour and Sixth-form provision. Inspectors recognised 'pupils are happy and safe and behave exceptionally well'. Relationships between staff and pupils are excellent. Also recognising Leaders and staff high expectations of pupils and that pupils do well in their subjects and are focused on doing their best.

The school was designated as a National Teaching School in March 2013 and we developed the Sutton Teaching School Alliance to support professional development and further improve best teaching practice across the Borough of Sutton. Glenthorne became a SCITT in 2014, leading secondary and primary schools in Sutton and Merton to deliver high quality ITT. The SCITT was judged 'Outstanding' in 2021. The SCITT comprises of over 20 high-performing local, yet diverse secondary and primary schools, which have made rapid progress over recent years, have high expectations of students and view teacher training as the key to future success.

We also have a specialism in the arts. We are a centre of excellence in the arts and hold the Artsmark Gold Award. We hold the Challenge Award recognising excellence in meeting the needs of our more able pupils. Professional development is encouraged at all levels of the school and is supported by performance management.

We value professional development and there are opportunities to develop subject, pastoral, and management skills.

Our priorities are to continue to improve specific aspects of teaching and learning, develop our curriculum and raise standards of attainment. Standards achieved by our pupils in public examinations are high; GCSE

& A level results stand at:

- 44% of entries obtained A*/A grades or 9-7 grades
- 89% of pupils gained at least a standard pass in English and Maths
- 76% of pupils gained at least a strong pass in English and Maths
- 93% of pupils achieved at least a standard pass in English Language or Literature.
- 87% of pupils achieved at least a strong pass in English Language or Literature.
- 90% of pupils achieved at least a standard pass in Maths.
- 79% of pupils achieved at least a strong pass in Maths.
- A Level results at 100% with 89% A*- C grades.

The curriculum at Glenthorne is organised into Subject Areas, each with its own Subject Leader. In Year 7, pupils are set in core subjects and languages with mixed-ability groups for other subjects. A wide range of GCSE and A [Level courses](#) are taught together with BTEC and other vocational courses. Subjects are taught in their own suites of well-equipped classrooms. Extra-curricular activities are a further strength of the school. Subject Areas encourage a wide range of extra-curricular activities - visits to galleries and theatres, clubs in Science and Technology, field trips, museum visits and so on. Recent school productions have included "We Will Rock You", "Mary Poppins" and "Oklahoma". All involved over 100 pupils and proved to be huge successes.



Sport is a key area of achievement and the school runs a Football Academy for Sixth Form students. We run many teams and clubs in a variety of different sports. There is also an excellent [Challenge Week for all KS3 students in July each year designed to promote teamwork, problem solving, creative thinking and resilience](#).

Pupils at the school are organised in mixed-ability tutor groups with nine (ten in Y7/8 & 9) in each year group. Most form tutors and Heads of Year move up the school with the year group. Together they play an important role in the monitoring of pupil progress as well as in supporting individual pupils. All pupils and staff are all allocated to one of four Houses: Rollason, Seacole, Turing and Morris, providing opportunities for pupils in all year groups to work together in friendly competition.

The SEN Department at the school is fully committed to supporting the needs of pupils who experience learning, behavioural or emotional difficulties. We offer a wide provision of intervention and support encompassing literacy, numeracy, speech and language, social skills, anger management and individual mentoring.

We also offer a wide variety of benefits including Electric car scheme, cycle to work, Benenden Heathcare, on-site parking and generous pension scheme.



Willow Learning Trust is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation. The Trust works hard to provide a working environment and management practices which balance the drive for high standards and expectation with the need to promote employee wellbeing and good health.

Please note the Trust is committed to promoting and safeguarding the welfare of all our children and staff. As

such, all posts are subject to an on-line check, enhanced DBS disclosure and pre-employment checks.

For further information about the school, please visit our website at www.glenthorne.sutton.sch.uk

GUIDANCE TO APPLICANTS

Please read these carefully before making your application.

THE APPLICATION FORM

Please complete in **black** pen or type. Additional sheets may be used.

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

PERSONAL DETAILS

For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

CAREER HISTORY

This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment e.g. you may include time spent as a carer for one of your family or a voluntary helper in a school. Please account for any gaps in your employment history.

If the title of the position does not make it clear what work you did e.g. twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

EDUCATION, QUALIFICATIONS, TRAINING

The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

STATEMENT OF SUITABILITY

This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability.

When reading your application, we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally acceptable e.g. to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.

PRE-EMPLOYMENT CHECKS & ONLINE CHECKS

If you are offered the post, the offer will be made subject to receipt of satisfactory references, online check, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us, we may want to discuss this with you.

We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances,



you may be asked to go for a medical examination. You will also be asked to supply evidence of any qualifications that are required.

All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

RELATIONSHIPS

We do not have a policy of excluding people who are related to school staff, Trustees or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

INTERVIEWS

Glenthorne has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview.

Prior to interview you will be asked to complete a Criminal Records Self Declaration, any issues of concern arising from a reference and/or Self Declaration will be explored during the interview process. At interview you will also be asked questions related to your Personal Statement, safeguarding and promoting the welfare of children.

COMPLAINTS

The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the CEO, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The CEO, or his/her representative, may want to talk to you before confirming the outcome of the investigation.

DATES FOR YOUR DIARY

Closing date: 11.59 pm, Sunday 29th June 2025

We reserve the right to interview and appoint before the closing date should a suitable candidate apply.

JOINING DATE: 1st September 2025





The Willow LEARNING TRUST **KEY BENEFITS**



PROFESSIONAL DEVELOPMENT

- Comprehensive programme of professional development for teaching and non-teaching staff
- A long and successful track record of supporting teachers from ITT, through ECT and into leadership roles
- Bespoke ECT programme
- Collaborative opportunities to work on innovation and in partnerships across the Trust
- Apprenticeships opportunities to support the development of staff new to role

WELLBEING

- 24/7 Employee assistance programme
- 50% discount on Benenden healthcare
- Opportunities for flexible working
- Hybrid working available for suitable posts
- PPA time that can be worked from home (Primary Schools only)
- Protected 'gained time' for planning (Secondary School)
- Wellbeing activities and initiatives suggested by staff



FINANCIAL

- National pay and conditions for teachers and support staff
- Golden Hello available for some teaching posts
- Recruitment and retention allowances
- Generous pension schemes
- Salary sacrifice schemes including: Cycle to work and Electric vehicles, legacy childcare vouchers
- Long service awards