

DEPUTY DESIGNATED SAFEGUARDING LEAD (DDSL)

Harris Academy Battersea

Grade 7 (inner London) - £36 630- to £38 318 (actual salary) +
Annual Loyalty Bonus + Harris Wellbeing Cash Plan + Additional Harris Benefits

Core Hours: 8:00am-4:30pm, term time +5 days

For a confidential discussion about this post with the Head of Academy, more
information or to arrange a visit, please contact the school on
020 7622 0026 or m.vlaykova@harrisbattersea.org.uk

Please visit www.harriscareers.org.uk to apply online and submit your application.
Shortlisted candidates may be asked for additional information before interview invitation.

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Harris Academy Battersea

Dear Candidate

Thank you for expressing an interest in the post of **Deputy Designated Safeguarding Lead (DDSL)** at Harris Academy Battersea. Our DDSL will work closely with the Designated Safeguarding Lead (DSL) to promote and safeguard the welfare of all pupils across the school. The postholder will play a key role in ensuring that safeguarding remains a central priority within the school, supporting a strong culture of vigilance, openness and professional curiosity.

If you are DDSL and looking for an opportunity to grow, inspire and develop, this may be the role for you. Our DDSL will contribute to creating a safe, inclusive and supportive school environment where every pupil is protected from harm and has the opportunity to thrive.

The development of our students academically, personally and professionally is at the heart of everything we do at Harris Academy Battersea. Our values of **Knowledge, Integrity and Resilience** embody the qualities we seek to promote and expect to see in our young people. Our **DDSL** will take a key role in the communication and reiteration of our vision and mission to our students: ***'We develop aspirational young people to thrive in a changing world'***.

If you are committed to these values and want to make a real difference to the lives of our young people, then we would welcome an application.

Yours sincerely

A handwritten signature in black ink, appearing to read 'S. Hinz', written over a light blue horizontal line.

Steven Hinz
Head of Academy

Our Academy

Harris Academy Battersea is a mixed state secondary school serving a truly comprehensive community in the heart of London. We are an Ofsted '**Outstanding**' school with a track record of delivering fantastic outcomes year on year for our students. In 2023, [Ofsted visited the academy and judged us as remaining 'outstanding'](#), commenting on our "**highly ambitious curriculum**", the "**exceptionally high quality of education**" provided and noted that "**behaviour in the school is very strong**". Nevertheless, we are extremely ambitious for our school and as we seek to continue to grow and develop, we are looking for more brilliant people to join us.

Our Academy is centred on the [values](#) of **Knowledge, Integrity and Resilience** and these underpin the way we work for both students and staff. Our staff are inclusive, diverse and committed to our mission: we develop aspirational young people to thrive in a changing world.

HABS offers a broad, academic and challenging curriculum founded on six key curriculum aims:

- To develop deep, long-lasting knowledge
- To develop students into accomplished readers, writers and orators
- To provide experiences within and beyond the classroom that enrich learning and ensure students can make informed choices about their futures
- To equip students to challenge injustice in all its forms
- To enable students to understand how they learn
- To support students to reflect on their choices and values to improve themselves and their community

These aims underpin all elements of our curriculum, and **we see our core academic curriculum and wider personal development curriculum as intrinsically linked**. All staff at the Academy contribute to the personal development of our students through their roles as tutors and through their contributions to the wider life of the academy.

A thriving school can only function with fantastic staff, and our vision is to make teaching at HABS both **enjoyable and sustainable**. The wellbeing of staff underpins every decision we make, and we seek to ensure that every member of staff can enjoy a work-life-balance enabling them to bring their best to work each day.

At HABS, **professional growth and development** is central to our mission. Our professional development motto is 'improve, not prove' and leaders are relentlessly focussed on supporting staff in getting even better through a wide range of internal and external training opportunities.

As a part of the [Harris Federation](#), all staff in the Academy benefit from being part of our network of more than fifty primary and secondary academies across London. Vibrant networks of subject experts meet regularly and teachers can access bespoke support from our central teams of consultants.

For more information about what we do and who we are, we encourage you to visit our website [here](#) as well as our careers page [here](#) and explore!



Job Purpose

- To support the DSL in the effective management of safeguarding concerns, ensuring that concerns are identified, recorded, reported and responded to appropriately and in line with statutory guidance, school policies and local safeguarding procedures.
- To provide advice, guidance and support to staff on safeguarding matters, including child protection, early help and the identification of children who may be at risk of harm. They will contribute to safeguarding training and awareness across the school, helping to ensure that all staff understand their responsibilities and feel confident in raising concerns.
- To work collaboratively with pupils, parents/carers, staff and external agencies, including social care, health, police and other relevant professionals, where appropriate. They will contribute to referrals, information sharing, multi-agency meetings and safeguarding plans, ensuring that the voice and welfare of the child remain at the centre of all safeguarding activity.

Responsible to: Assistant Principal for Safeguarding and Attendance

Liaise with: Senior Leadership Team, other school leaders, pastoral support staff and relevant staff with cross-school responsibilities, teaching/support staff, external agencies and parents.

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.

Raise Awareness

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school 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; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on safeguarding arrangements.
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, 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.

Child Protection Files

- Where children leave the school or college (including for in-year transfers) the Deputy designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. 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 Deputy designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.
- In addition to the child protection file, the Deputy designated safeguarding lead should also consider if it would be appropriate to share any Information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the Deputy 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 Deputy 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 Deputy 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 Deputy designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

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
- 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.

Person Specification

Area	Essential	Desirable
Qualifications	• University graduate (Good Honours degree) or equivalent	• Evidence of continuing professional development • Experience in Multi-ethnic urban schools. • Further qualification. Experience of working in an 11-18 school.. • Evidence of continuous self-development and updated knowledge in safeguarding
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.	• 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

Academy Ethos	• 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 • Enthusiasm for and commitment to the achievement of the Academy's overall vision for success at all levels. • Motivation to work with children and young people. • Ability to build & sustain professional standards, relationships & personal boundaries with children and young people. • Emotional maturity & resilience in dealing with challenging behaviours. • Ability to contribute towards creating a safe & 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.	
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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. General Data Protection Regulations (2018) and Data Protection Act (2018)
4. Safeguarding children and young people

Applying For The Position

We encourage you to apply as soon as possible as we may interview and offer to a candidate before the closing date. Please note that we only accept applications submitted before the closing date via our careers website.

Thank you for your interest in the Harris Federation. We look forward to receiving your application.

Before You Start Your Application

Please remember to check your junk mail folders for our email communications and add us to your safe senders list to ensure all future email communication is received. This is important to ensure you are kept up to date on the status of your application and to avoid delays in the recruitment process.

To submit an application, you'll need to have ready:

- Personal information about you
- Details of your education and employment history
- Details of any qualifications and training gained
- A CV and/or supporting statement to upload

Help and Support

For our Help and Support completing your application, visit www.harriscareers.org.uk

Safeguarding Notice

The Harris Federation and all our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our [Policy Statement on the Recruitment of Ex-Offenders](#).