



Standish Community High School

Deputy Designated Safeguarding Lead Candidate Information Pack



Closing Date: Monday 13th June 2022 at 9.00 a.m.
Interviews to be held on 21st June 2022



Chief Executive Officer: Andy Pollard

Who we are:

The Mosaic Multi Academy Trust was established in 2017. The schools in the Trust are Standish Community High School, Southlands High School and Golborne Community Primary School. The work for all in the Trust is to serve the educational interests of students in becoming successful learners, confident individuals and responsible citizens, irrespective of background or ability. We have set our Trust on achieving:

- Ambitious expectations with successful outcomes so that no child is left behind in achieving all they can
- Academies committed to excellent teaching and learning with highly performing personnel
- Well led academies across all levels working within well-established staffing structures
- Self-evaluation built around accountability, development and improvement. Each academy will have data astute and responsive management systems
- Academies that offer engaging, relevant and well-considered curricula
- Excellent Trust governance that will ensure we are a Trust that is financially viable and forward thinking
- Academies that provide safe and positive learning environments by dedicated members of support.



**Standish Community
High School**

At Standish Community High School, we are committed to the highest levels of academic achievement, personal growth and lifelong fulfilment. Our motto 'Be Outstanding' captures our determination and belief that all of our students deserve the very best education and opportunities that enable them to flourish and grow in confidence and develop the skills and expertise, to become happy and well-rounded, successful individuals.



**SOUTHLANDS
HIGH SCHOOL**
Endeavour for Excellence

Southlands High School believes in being a strong and loyal community in which every student and every member of staff is supported to achieve their very best and reach their fullest potential. Through high quality teaching, strong pastoral systems and a focus on personal development, we seek to prepare each and every student for the bright and optimistic future ahead of them.



At Golborne Community Primary School, our constant aim is to facilitate children's learning in a warm, encouraging and respectful community existing in a quality and stimulating environment. Our ethos relies heavily on the concept of independent learning and self-discipline. We hope to develop in all children the desire to learn and the ability to apply their full knowledge. At the same time, we want to help each child find the self-esteem and confidence that are so necessary to live a full and happy life.

May 2022

Dear Applicant,

Post: Deputy Designated Safeguarding Lead – Permanent Contract

Many thanks for your interest in the above position. Please find enclosed the following documents:

- ❖ Information about Standish Community High School
- ❖ Exam Results
- ❖ Job Description
- ❖ Person Specification
- ❖ Arranging a Visit/Application Process
- ❖ (Further Trust Information) Mosaic MAT Strategy 2021 – 2025

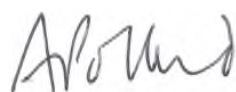
Standish Community High School is advertising for a permanent Deputy Safeguarding Lead to start **5th September 2022**.

The working hours will be 37 per week, term time plus 2 weeks, 8.15 a.m. to 4.15 p.m. Monday to Thursday and 8.15 a.m. to 3.45 p.m. Friday.

Your completed application form found at [Home | greater jobs](#) or on the Standish Community High School website should be accompanied by a covering letter which outlines your suitability for the post. Completed application forms can be forwarded by email to: recruitment@standishchs.wigan.sch.uk. You can now also apply through Teacher Vacancies [Find a job in teaching - Teaching Vacancies \(teaching-vacancies.service.gov.uk\)](#) and TES <https://www.tes.com/>.

Applications will be considered as soon as they are received and the closing date will be Monday 13th June 2022 at 9.00 a.m. Interviews are scheduled to take place Tuesday 21st June 2022. Any offer of employment is subject to a satisfactory enhanced criminal record check with barred list through the Disclosure and Barring Service (DBS), medical clearance, references and verification of qualifications satisfactory to the Trust.

Yours faithfully,



Mr A Pollard
Executive Headteacher



Standish Community High School

May 2022

Dear Applicant,

Welcome to Standish Community High School.

Thank you for considering an application to the permanent post of Deputy Designated Safeguarding Lead at Standish Community High School. I am happy to recommend Standish to you as a high performing and successful school with an intake of 1300 students. In our most recent Section 8 Ofsted Inspection carried out in October 2021, we retained the judgement of "good". However, we continue to work relentlessly to achieve "outstanding" (<https://files.ofsted.gov.uk/v1/file/50173438>)

Our attainment figures for 2015 placed us in the top non-selected state-funded schools in England. This accolade has contributed to our designation as a Leading Edge school by the Secondary Schools and Academies Trust (SSAT). For the fourth year running we were placed in the top 10% of non-selective schools nationally for attainment and in 2016 and 2017, we were placed in the top 20% of schools nationally for progress. These awards, along with others we have received, show our aspirations and ambitions for our students and equally the commitment, dedication and professionalism of our staff. We were delighted that our successes continued in 2018 and 2019 achieving positive progress 8 scores.

Although all schools are facing considerable change in education, we believe that our core values and positive ethos will guide us as we face the future. As a school, we remain entirely focussed on and determined to unleash the potential in all students irrespective of background or ability.

Standish Community High School has formed a Multi Academy Trust, as the lead school, with another local secondary school and more recently a local primary school. This has provided the potential to open greater career opportunities in the near future. The Mosaic Academy Trust, as an organisation seeks to value each and every member of the community, to become a family of schools that will welcome other schools and be a Trust, whose chief aim is to become stronger as a whole than by the sum of its parts. The Trust has a Trade Union Recognition Agreement in place.

Hopefully, this has inspired you to take a serious look at Standish. I consider it a tremendous privilege to be the Headteacher at Standish and lead such an incredibly well-motivated and inspiring team of teachers and support staff.

I look forward to receiving your application form.

Yours faithfully,

Mrs L Barker
Headteacher

EXAM RESULTS

	2017	2018	2019	2020	2021
Attainment 8	54.26	55.8	54.6	n/a	n/a
Progress 8	0.37	0.24	0.24	n/a	n/a

Standish	2017	2018	2019	2020	2021
5 x 9 – 4 including English and Maths	80	79	81	81	85
English and Maths Grade 4 and above	84	85	85	85	88
3 9 – 7	37	40	38	40	41
5 9 – 7	29	29	24	28	25

English Grade 9 – 4	94	95	92	93	94
English Grade 9 – 5	80	86	82	84	86
English Grade 9 – 7	43	47	44	42	40

Maths Grade 9 – 4	85	86	85	85	87
Maths Grade 9 – 5	64	70	62	66	66
Maths Grade 9 – 7	32	33	24	29	30

Standish Subjects	Grade 9s – 2017	Grade 9s – 2018	Grade 9s – 2019	Grade 9s – 2020	Grade 9s – 2021
English Language	22	15	21	20	24
English Literature	35	19	16	21	26
Maths	16	15	12	16	17

JOB DESCRIPTION

INTRODUCTION	
Post Title:	Deputy Designated Safeguarding Lead (Permanent Contract)
Purpose:	The Deputy Designated Safeguarding Lead will have a responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies.
Responsible to:	Deputy Headteacher.
Responsible for:	No line management responsibility.
Liaising with:	Headteacher, Designated Safeguarding Lead, Senior Leadership Team, Teachers, Support Staff, Students, Parents/Carers and Outside Agencies
Working time:	37 hours per week, Term -Time plus 2 week working Monday to Thursday 8.15 a.m. to 4.15 p.m. and Fridays 8.15 a.m. to 3.45 p.m.
Salary /Grade:	Grade 8, SCP 25 - 30 (£30,095.00 - £34,375.00 per annum) Actual Salary £26,318.62 - £30,061.56
Disclosure Level	Enhanced
Conditions of Employment	No holidays are permitted during the 190 day teaching year.
MAIN DUTIES AND RESPONSIBILITIES	
General Duties	
<ul style="list-style-type: none"> Take responsibility for safeguarding and child protection, including online safety, at the school. Contribute to creating a safe and welcoming learning environment. Be available during all school hours during term time for staff to discuss any safeguarding concerns. During school hours, this will be in person; however, they may be available virtually in exceptional circumstances outside of school hours. Keep, maintain and monitor accurate and detailed records of concerns, disclosures, actions, interventions, referrals and follow up work. 	
Managing Referrals	
<ul style="list-style-type: none"> Act as the first point of contact for staff members raising safeguarding and child protection concerns. Identify pupils who may be at risk and use the correct referral protocol to reduce these risks. Respond appropriately to disclosures or concerns relating to the wellbeing, welfare and safety of a pupil. Refer cases of suspected child protection issues to the appropriate agencies, authorities and the Local Safeguarding Partnership . Work closely with staff on safeguarding and child protection matters, ensuring that staff members understand when it is necessary for a referral to be made. Refer cases of suspected abuse to the LA and children's social care services (CSCS), and to the police where appropriate. Where radicalisation is a concern, refer cases to the Channel programme. Support staff members who make referrals to external agencies. Implement the LA escalation and resolution policies where professional challenge is required and escalate internally to the DSL where necessary and appropriate. Liaise with the LA and follow up any referrals made, ensuring the school aids the LA's work where necessary. 	
Working With Others	
<ul style="list-style-type: none"> Act as a source of support, advice and expertise for all staff. 	

- Engage with children's social care and specialist services as required.
- Continuously keep the DSL and Headteacher informed of any safeguarding issues or ongoing enquiries.
- Ensure the DSL and Headteacher are kept up-to-date on a regular basis regarding all child protection issues and investigations.
- Have a good knowledge of local inter-agency arrangements led by the three safeguarding partners (the LA and a clinical commissioning group and a chief officer of police from within the LA), and act as the joint main point of contact with the safeguarding partners.
- Have a working knowledge of how LAs conduct a child protection plans, child in need plans, case conferences and early helps and be able to attend/ lead these, as well as effectively contribute to these when required.
- As required, work with the DSL and Headteacher to refer any concerns or allegations regarding staff to the DSL who will liaise with and refer onto LA designated officer (LADO).
- Work with staff (particularly teachers, pastoral staff, the school nurse, IT technicians, the senior mental health lead and the SENCO) on safeguarding matters.
- Liaise with the senior mental health lead where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances. Undertake meetings and discussions with parents pertinent to Safeguarding, Child Protection and student welfare.
- Work with the DSL and other key members of staff, taking the 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 these pupils.
- Support the DSL in compiling written reports to the governing board and Senior Leadership Team in a timely manner.

Information Sharing

- Ensure child protection files, records and information are kept up-to-date.
- Keep detailed, accurate and secure written records of concerns and referrals using CPOMS.
- Where necessary, securely transfer child protection files, and any additional safeguarding information considered appropriate, to other educational establishments, ensuring that confirmation of receipt is obtained. Obtain necessary records and information for incoming students from previous schools and settings.
- Understand the importance of information sharing with appropriate staff and external agencies.
- Work in line with relevant data protection legislation, including the Data Protection Act 2018 and UK GDPR.

Raising Awareness

- Ensure that child protection policies and procedures are understood by all staff members, especially new and part-time staff, and are implemented correctly.
- Ensure the school's safeguarding and child protection policies are available publicly.
- Support the review the school's Safeguarding, Child Protection and Early Help Policy on an annual basis.
- Link in with the safeguarding partner arrangements to ensure staff are aware of any training opportunities and the latest local policies, initiatives and interventions available to support staff and young people on safeguarding arrangements.
- Assist in promoting educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with staff.

Training

- Attend comprehensive safeguarding and child protection training at least every two years.
- Undertake Prevent awareness training.
- In addition to formal training, update knowledge and skills at regular intervals and at least annually.
- Keep abreast of local and national developments, requirements and actively seek out training and relevant CPD opportunities relating to Child protection and safeguarding.
- Understand the assessment process for providing early help and intervention, and take the lead when early help is appropriate.
- Ensure staff members are aware of the training opportunities that are available to them.

- Support the DSL with the provision of training and relevant safeguarding updates to staff and governors as required.
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- Ensure decisions, practice and actions are compliant with all school, LA and Greater Manchester protocols and policies. Be conversant with policies and ensure how associated policies are linked and connected including;
 - The Safeguarding, Child Protection & Early Help Policy
 - The Behaviour for Learning Policy
 - The Staff Code of Conduct
 - The Children Missing Education Policy
 - Wigan LA resolution (formerly escalation policy)
- Provide safeguarding and child protection guidance to other deputy DDSLs, where appropriate.
- Support the DSL in ensuring staff members have access to and understand the school's Safeguarding, Child Protection and Early Help Child Protection and Safeguarding Policy and procedures.
- Provide advice and support to staff members regarding child protection issues such as radicalisation.
- Support the DSL in keeping staff members up-to-date with guidance regarding safeguarding and child protection including the Prevent duty.

Working With Pupils

- Encourage a culture of listening to pupils and taking account of their wishes and feelings throughout the school and its procedures.
- Understand the difficulties pupils may have in approaching staff about their circumstances and ensure trusted relationships are built.
- Be alert to, and understand, the specific needs of vulnerable pupils.
- Monitor pupils at risk of harm or those that have been subject to harm, providing support and ensuring their welfare.

SCHOOL ETHOS

- Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
- Promote actively the school's corporate policies.

SIGNATURES

The school 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.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements, which are commensurate with the job title and grade.

Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified. Employees are expected to comply with any reasonable request from the Headteacher / SLT link to undertake work of a similar level that is not specified in this job description.

Signed
(Deputy Designated Safeguarding Lead)

Signed
(Headteacher)

Dated
(Deputy Designated Safeguarding Lead)

Dated
(Headteacher)

SAFEGUARDING OF CHILDREN AND YOUNG PEOPLE

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION DEPUTY DESIGNATED SAFEGUARDING LEAD

Requirements	Essential	Desirable
Experience		
Working effectively with vulnerable pupils.	Y	
Liaising with a range of agencies and professionals to support pupils.	Y	
Working effectively with parents to safeguard pupils.	Y	
Promoting pupils' learning and welfare.	Y	
Inter-agency liaison.	Y	
Managing child protection cases and investigations.	Y	
Leading or effectively contributing to child protection cases.		Y
Training & Qualifications		
Have evidence of undergoing sufficient safeguarding and child protection training to Level 3.	Y	
Be willing to undertake further training.	Y	
Current first aid certificate.		Y
Knowledge & Understanding Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post		
Explain the principles involved in giving advice and guidance to pupils, including the stance on confidentiality.	Y	
Demonstrate how to write action plans for pupils, maintain accurate records and create complex safeguarding reports.	Y	
Show how they would motivate pupils by establishing empathetic and supportive working relationships.	Y	
Work as part of a team as well as independently, using their initiative.	Y	
Demonstrate knowledge of the responsibilities of agencies towards vulnerable pupils.	Y	
Explain the additional support which can be of assistance to vulnerable pupils and families.	Y	
Clearly and concisely articulate concepts.	Y	
Have contacts within relevant external agencies.		Y
Personal Skills, Abilities and Competencies Applicants should be able to provide evidence that they have the necessary skills and abilities required		
Excellent verbal and written communication skills.	Y	
Excellent time management and organisation.	Y	
High expectations of self and professional standards.	Y	
A commitment to CPD.	Y	
The ability to work as both part of a team and independently.	Y	
The ability to maintain successful working relationships with other colleagues.	Y	
A willingness to work outside of the timetabled day where necessary.	Y	
High levels of drive, energy and integrity.	Y	
Confident in a leading and supporting colleagues.	Y	
Able to promote good behaviour consistently.	Y	
Able to plan and take control of situations.	Y	
Committed to contributing to the wider school and its community.	Y	
Capable of handling a demanding workload and successfully prioritising work.	Y	

Committed to protecting the welfare of young people.	Y	
Professionally assertive and clear thinking.	Y	
PERSONAL QUALITIES		
Tact and a sense of humour		Y
A personal and friendly nature		Y
A flexible approach and a strong work ethic	Y	
APPLICATION		
Accurate completion of school (or Teacher Vacancy / TES) application form	Y	
Supporting Statement which addresses person specification, evidence in letter and application	Y	
High standards in spelling and writing		Y
LEGAL ISSUES		
Legally entitled to work in the UK	Y	
Enhanced DBS Clearance	Y	
Valid UK Driving Licence, access to a vehicle with business insurance		Y

Arranging a visit:

Candidates wishing to visit the school or arrange a telephone discussion can contact Rachael Atherton, School Payroll and HR Manager, who will arrange a suitable time: 01257 478731.

Application process:

To apply, please visit [Home | greater jobs](#). Completed application forms can be forwarded by email to: recruitment@standishchs.wigan.sch.uk. You can now also apply through Teacher Vacancies [Find a job in teaching - Teaching Vacancies \(teaching-vacancies.service.gov.uk\)](#) and TES <https://www.tes.com/>

Advertising date: 23rd May 2022
Closing date: 13th June 2022
Short listing: 13th & 14th June 2022
Interview date: 21st June 2022

In line with Safer Recruitment guidelines, we will be taking up references in advance of the interviews and taking them into account throughout the interview process.

Standish Community High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and adhere to the school's child protection policies and procedures. Enhanced checks through the Disclosure and Barring Service (DBS) will be required for this post.

The post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulation and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations and is also subject to medical clearance.

More information about the school can be found on the website www.standishchs.wigan.sch.uk

When completing your application, please ensure that all sections are completed, gaps in employment history are accounted for and details of awarding bodies included. You should refer to the job description and person specification to guide your application. Your supporting Information should be no more than 2000 words. Please note that late applications will not be considered.



MOSAIC MULTI ACADEMY TRUST STRATEGY 2021 – 2025

Vision

“The Mosaic Multi-Academy Trust exists to help all Headteachers, school leaders and their schools flourish”

Mosaic MAT partner schools will treat each student as a unique individual, tailoring the curriculum to academic, vocational and extra-curricular, to ensure each achieves their optimum potential. Our chief aim is that the curriculum ensures that students become successful lifelong learners, confident inspired individuals and responsible aspiring citizens.



Values

Care: *We are considerate of others and execute our responsibilities with attention to detail.*

Hope: *Our decisions are made on a positive expectation of success.*

Openness: *We conduct all conversations with transparency and frankness.*

Integrity: *Our work is characterised by honesty and a strong moral purpose.*

Collegiality: *Our aim is to work in collaboration, cooperation and companionship with all colleagues.*

Endeavour: *We aim to be the best we can be in all that we do.*

Service: *Our work is primarily for others; our success is measured by the success achieved by others.*

STRATEGY 1

Excellent quality of education with ambitious curriculum design and delivery. Implementation by professionally developed and expert senior and middle leaders.

- 1. Curriculum development** - We will ensure that each school's curriculum meets the needs of all students
- 2. Teaching development** - We will ensure that curriculum design and excellent teaching are complementary strengths led by subject leaders
- 3. Appraisal** - We will ensure that appraisal processes maximise the potential in our teachers and create a culture of development and innovation in our schools
- 4. Inclusivity** - We will make sure our learning intentions and experiences are provided for all students irrespective of background or ability. We will ensure that personal development intentions ensure that barriers to learning are removed and extra-curricular pursuits are open to all.

STRATEGY 2

Partnership and accountability. All of our students will benefit from being a part of a wider family of schools

1. **Ofsted** - We will ensure that all schools provide excellent overall effectiveness
2. **School Improvement** - We will have strategic approach to school improvement where all of our schools will be both supported and challenged
3. **ESFA and ICFP – Integrated Curriculum Financial Planning** - We will ensure that key performance indicators that relate to the curriculum inform sound financial planning
4. **Governance** - The Trust will have established a governance structure with active participation from all trustees and governors. All skills needed to fully address the scope of governance will have been achieved
5. **Growth** - We aim to grow in proportion to our success. The first phase is to achieve between 5000 and 8000 students in the MAT.



STRATEGY 3

Sustainable, efficient and effective and cost-efficient planning and management to ensure the best learning opportunities for our students.

1. **Virtuous Circle** - We will ensure the Trust establishes principles of organisational sustainability – economic, effective and efficient
2. **Central Services** - We will develop a highly capable central function that will provide efficient and effective services trust-wide
3. **Estate Management** - We will ensure that the fundamentals of good estate management are in place so that we will make the most of our resources
4. **Risk** - We seek to ensure that trustees and senior leaders work effectively through the context of risk: risk assessment and risk management
5. **Workload** - We will reduce the burden of unnecessary work on the workforce
6. **Safeguarding** - We will ensure the safety and well-being of all associated with Mosaic MAT.