

Isca Academy Deputy Safeguarding Officer



At Isca we place our students at the heart of everything that we do, and are relentless in the pursuit of excellence for every individual.

♥ We INSPIRE our students, ♥
♥ celebrate their SUCCESS, ♥
care about our COMMUNITY and
have AMBITION for every single
child.



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Key Details

Salary

Grade D – Actual Salary
£23,071.62 – £25,407.68

Location

Isca Academy,
Earl Richards Road
South, Exeter EX2 6AP

Hours

Monday – Friday
Term-time only

Interviews

To be confirmed

Closing date

24th April 2026

Required from

April 2026

We reserve the right to close this advert early if we receive a high volume of suitable applications.

Isca Academy is an aged 11-16 secondary school based in the heart of Exeter. We firmly believe in the value of a rounded education which promotes creativity, resilience, self-belief and confidence; and we pride ourselves on our exceptional extra-curricular, creative and outdoor education programmes.

How to apply

For an informal conversation about the position please contact Alicia Ranson at recruitment@iscaexeter.co.uk

An application pack can be found at <https://www.tedwraggtrust.co.uk/vacancy> or click on the apply now button



About Isca Academy



Vicki Joyce
Headteacher



Isca has an experienced and skilled staff who have a track record of going above and beyond to provide exceptional opportunities for our students. We recognise that delivering great qualifications is important however, in parallel, building students' character and self-esteem, nurturing their ambition and inspiring a new generation to achieve beyond their wildest imagination is the Isca difference.



- **Ambitious:** works hard, has the highest standards and is positive for the future
- **Selfless:** self-aware and emotionally intelligent to support self and others to thrive
- **Collaborative:** builds strong relationships and networks

A Warm Welcome from our CEO



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Moira Marder, OBE

On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working for our Trust. This is an excellent opportunity to join our Trust and work in one of our 17 schools.

In our **ambitious** and **inclusive** Trust of schools we know that every individual is critical to help us to achieve our collective mission to **transform lives, strengthen communities** and **make the world a better place.**

Our values driven, growing 2-18 Trust, has the highest expectations for every child, every day, with social justice at our core. In this pack you will find out more about how we **support, develop and grow great people**. This is a hugely exciting time for our Trust as we continue to grow, embed, improve and innovate to **improve the life chances of all children** in the South West.



We demonstrate our love
through our values



How we will succeed



Job Description

Key Purpose

- To work under the direct instruction of the DDSL and the DSL, in conjunction with the Inclusion Team, to co-ordinate the school's Early Help response and family support work for identified students and their families.
- To provide support for students in locations which will include locations outside of the school environment – personal transport will be required.
- To provide comprehensive administrative support for Safeguarding, including CPOMS.
- To work under direct supervision/instruction to support access to learning by working with other staff, including specialist staff and professional agencies to support the achievement and progress of students.

Key Duties & Accountabilities

- Take a leading role in managing and delivering Early Help and family support to targeted families, as identified by the Inclusion Team including acting as the lead professional.
- Manage and supervise key students as agreed by the Inclusion Team.
- Conduct home visits as and when required by the safeguarding, attendance and inclusion team.
- Provide advice to students relating to their social, health, hygiene and emotional development needs where the student and their family has been identified as requiring help, in conjunction with the SEND team.
- Undertake comprehensive assessments of students to determine those in need of particular help through the Early Help process.
- Establish productive working relationships with students and their families, acting as a role model and a single point of contact.
- Arrange and deliver 1:1 and small group mentoring arrangements with students and provide support for distressed students individually or in small groups.
- Work closely with the Attendance Officer and Education Welfare Officer to support families where the attendance of their child is a concern.
- Take a lead role in managing the speedy/effective transfer of students across phases and support the reintegration of those who have been absent or who are vulnerable and new to the school (EHE).
- Provide information and advice to enable students and their families to make choices about their own learning/behaviour and attendance and consequences of their actions.
- Challenge and motivate students and their families, promote and reinforce self-esteem.
- Provide feedback to students in relation to progress, achievement, behaviour, attendance etc.
- Establish constructive relationships with carers/parents, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.

Key Duties & Accountabilities

To assist the DDSL as required with:

- Home visits
- Parental and multi-agency meetings.
- Any urgent safeguarding processes, such as escorting children to class/drop in to lessons/provide supervision at student break and lunch times.
- Contributing to external agency meetings where necessary.
- Being the first point of contact for safeguarding issues in absence of DDSL.
- Maintaining filing systems to ensure there is appropriate access in accordance with GDPR.
- Supporting safeguarding colleagues by filing and maintaining Child Protection, Child in Need and CIC records.

Support the School by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the school.
- Appreciating and supporting the role of other professionals.
- Attending relevant meetings as required.
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.

Working Environment

- Normal office environment.
- The post will be based at Isca Academy. The post holder will be required to travel to and work with any school within the Trust.

Other Duties

- Ensure that the aims, priorities and policies of the Academy and Trust are adhered to, including the staff Safeguarding Code of Conduct.
- Attend parents, staff and team meetings as required, making a valued and professional contribution.
- Undertake break, lunch and after school supervision as agreed, according to Academy policy.
- Encourage the good conduct of all students and at all times on the Academy site and within its vicinity.
- To make a full commitment to personal professional development, engage positively in organised professional development activity and staff appraisal procedures.
- Maintain respectful and effective communication with students and other staff, including attendance at Inclusion meetings and through completing logs as appropriate.
- Maintain respectful, positive and effective communication with parents, including phone calls and letters home, as appropriate.

Other Duties

- Maintain positive and effective communication and liaison with partner schools and the wider community, as appropriate.
- Act as an advocate of the Academy and its pupils in all circumstances, ensuring every opportunity is taken to celebrate our success.
- To carry out other duties as reasonably requested by the Headteacher.

Other Information

- The Trust is committed to ensuring that our employees are able to achieve their full potential in an environment offering dignity, respect and equality of opportunity. As an employee, you are representing the Trust and must support and demonstrate your commitment to the Trust's ethos and anti-discriminatory practices.
- The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking or vaping in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
- The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
- The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.
- The post-holder must comply with the Trust's Health and Safety requirements specifically for the school they are working at.
- The post holder may be required to move their base to any location within the Trust upon request.
- As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.
- This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.



Person Specification

Essential / Desirable

Qualifications & Experience

- GCSE in Math's and English.
- Qualification / experience in supporting students with safeguarding issues.
- Experience of working with and supporting young people
- Experience of working with appropriate software such as Microsoft office, Bromcom, Class charts, CPOMS.

- Essential
- Essential
- Essential
- Essential

Training in specific safeguarding themes such as:

- Domestic violence;
- ACES.
- Level 3 Safeguarding or equivalent.
- Multi-agency working

- Desirable
- Desirable
- Desirable
- Desirable

Knowledge,
Skills &
Understanding

- Proven experience of working in this field with children or adults and for families
- Experience of working with outside agencies (such as, police, social services, MASH, SAFE, women's refuge, ADVAC etc)
- Full working knowledge of relevant policies/ codes of practice and awareness of relevant legislation connected with Early Help and Family Support
- Working knowledge of supporting vulnerable/ disadvantaged families, children or adults
- Previous role in this area– Early Help, Family Support or Safeguarding
- Secure knowledge of barriers to learning and how they impact on the child and the whole family
- Proven ability to take the initiative in developing own workload and organising time effectively, working to deadlines
- Attention to detail and accuracy in written communication, with strong report writing skills
- Can demonstrate and promote good practice in line with the ethos of the Academy
- Able to seek guidance and recognise when pressure points arise
- Proven ability to identify and implement appropriate plans to support vulnerable children and their families
- Able to converse well with individuals from differing societal and professional backgrounds, transmitting information in terminology appropriate to the situation.
- Possesses a good working knowledge of Microsoft Office: Word and Excel.
- Able to maintain the strictest confidentiality

- Essential
- Essential
- Essential
- Desirable
- Desirable
- Desirable
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- Essential
- Essential
- Essential

Person Specification

Essential / Desirable

Personal & Interpersonal Qualities

Other Information

- | | |
|---|-------------|
| • Able to relate and communicate effectively with children and adults, including other professionals | • Essential |
| • Works effectively as part of a team | • Essential |
| • Proactive and positive in your approach | • Essential |
| • Has good interpersonal skills and the ability to develop and maintain effective working relationships | • Essential |
| | |
| • This post is subject to an enhanced DBS disclosure | • Essential |
| • This role requires a full UK driving license | • Essential |
| • This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English | • Essential |
| • To be able to utilise personal transport to attend meetings/appointments at short notice (mileage expenses will be paid at TWT rates) | • Essential |



#lifeattedwragg

We know that our people are our **greatest asset** and research tells us that happiness at work is directly linked to student happiness and consequently **student outcomes**.

We are working hard to make sure that all our employees **love coming to work**.



Our Trust is dedicated to fostering an environment where employees can **reach their full potential, with dignity, respect, and equal opportunities for all**.

We value the unique contributions of each individual, recognising that **diversity strengthens our community and makes our Trust a positive place to work and grow**.

We are committed to excellent employment practices that attract and retain talent from a variety of backgrounds and communities.

The aim of our people strategy is to be the **greatest place to work in the South West**.

We know that to realise our ambitious aim we must **welcome, retain and develop our great people** who work day in day out to **transform the lives of the children in our Trust**.



#lifeattedwragg is focussed on ensuring all our employees:

- **Love coming to work** and have a strong sense of belonging
- **Experience high quality development** through our dedicated development curriculums delivered by the Ted Wragg Institute
- **Inspire others** with their open and collaborative approach

Love coming to work



Experience high quality development



Inspire others



The Ted Wragg Institute



We want to ensure that our people feel **invested** and **fulfilled in their role** by providing personalised, relevant and engaging professional development. Our brand-new **Ted Wragg Institute** (TWI) delivers our **high-quality development** offer for all, across our family of schools.

Our incredible offer includes Trust CDP, Leadership Development, Networks, Cohort-specific training and NPQs. Take a look at our offer this year here.

Early Career Teachers

If you are an Early Career Teacher you will benefit from our tailored Early Career Framework combining weekly instructional coaching, asynchronous independent learning, online 'clinics' and in-person conferences. With a dedicated mentor or coach and access to supportive networks the ECTs in our Trust are supported and developed to reach their full potential.

Our professional development delivery model

Our professional development delivery is underpinned by our Education key concept (see page 8). We believe that professional development should build knowledge, motivate, develop techniques and embed practice.

At the Ted Wragg Trust, we are research informed and believe that it is important that everyone involved in sharing ideas understands the underlying rationale and evidence base. We ensure that professional development is:



Sustained

Frequency is critical,
not time span



Practice-BasedDomain-Specific

Create new habits Create new habits



Professional Buy-In

Purpose & benefits
eclipse volunteering

We believe this slightly adapted model from 'Teaching Walkthrus 2', Tom Sherrington and Oliver Caviglioli is applicable to all professional development and will underpin the delivery of all our professional development networks, seminars and webinars.



Our Ted Wragg Standard



Our Ted Wragg Standard provides a **minimum set of high standards** across all our schools to establish clear structures, implement effective processes and hold each other to account **to enable excellence**. It is based on our three key concepts: Leadership, Education and Every Child Succeeds.

Key Concept: Leadership



We believe that great leadership:



Fiercely
educates



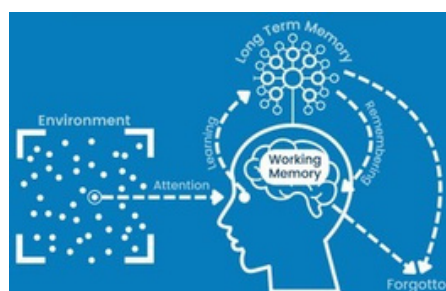
Thrives in a
complex system



Is locally
enabled

Key Concept: Education

We have a clearly defined and articulated learning model that is understood by all teaching staff. This model of the learning process uses the concepts of Working Memory and Long-Term Memory. It draws on ideas from Cognitive Load Theory and the work of Daniel Willingham.



Key Concept: Every Child Succeeds



We believe individual development is well explained using Maslow; that an individual grows in an ecosystem and can be interpreted using Bronfenbrenner's work, and that we are interdependent.

We believe that to enable our children to live a life of opportunity, we need to understand what true inclusion means. To us, our model is based on Maslow's hierarchy of needs and the Bronfenbrenner's ecology of inclusive education.

Microsystem

- | | | |
|---|--|---|
| Child <ul style="list-style-type: none"> • sleep well • eat breakfast • Follow school rules and routines • attend school regularly | Family <ul style="list-style-type: none"> • healthy sleep patterns • nutritional diet including breakfast • Online safety parental controls • adequate housing • clean clothing • Support school policies • Protect from dangers • attend medical appointments • Ensure attendance is good | School <ul style="list-style-type: none"> • Behaviour, Health and Safety, Accessibility, Safeguarding, Supporting Pupils with Medical Conditions and Anti-Bullying Policy • Online Safety lessons and workshops for parents/carers • Early Help support • First Aid trained staff • Attendance Engagement Officer and Attendance Policy • Nutritional lunches and free breakfast • Foodbank support • Wrap around care |
|---|--|---|

Mesosystem

- We endeavour to provide a safe and welcoming environment for pupils and their families.
- We listen to our pupils and families and take seriously what they tell us.
- We work in partnership with other agencies such as CAMHS and Early Help

Macrosystem

- Keeping Children Safe in Education
- Teacher Standards
- Devon and Plymouth Children's Social Services
- 0-25 SEND Team
- Virtual School

Our Benefits

A critical part of our People Strategy is to ensure that we welcome and retain our great employees and ensure that they are supported both at home and at work. When you join our Ted Wragg family we are here for you every step of the way. Here are some of the benefits we offer:

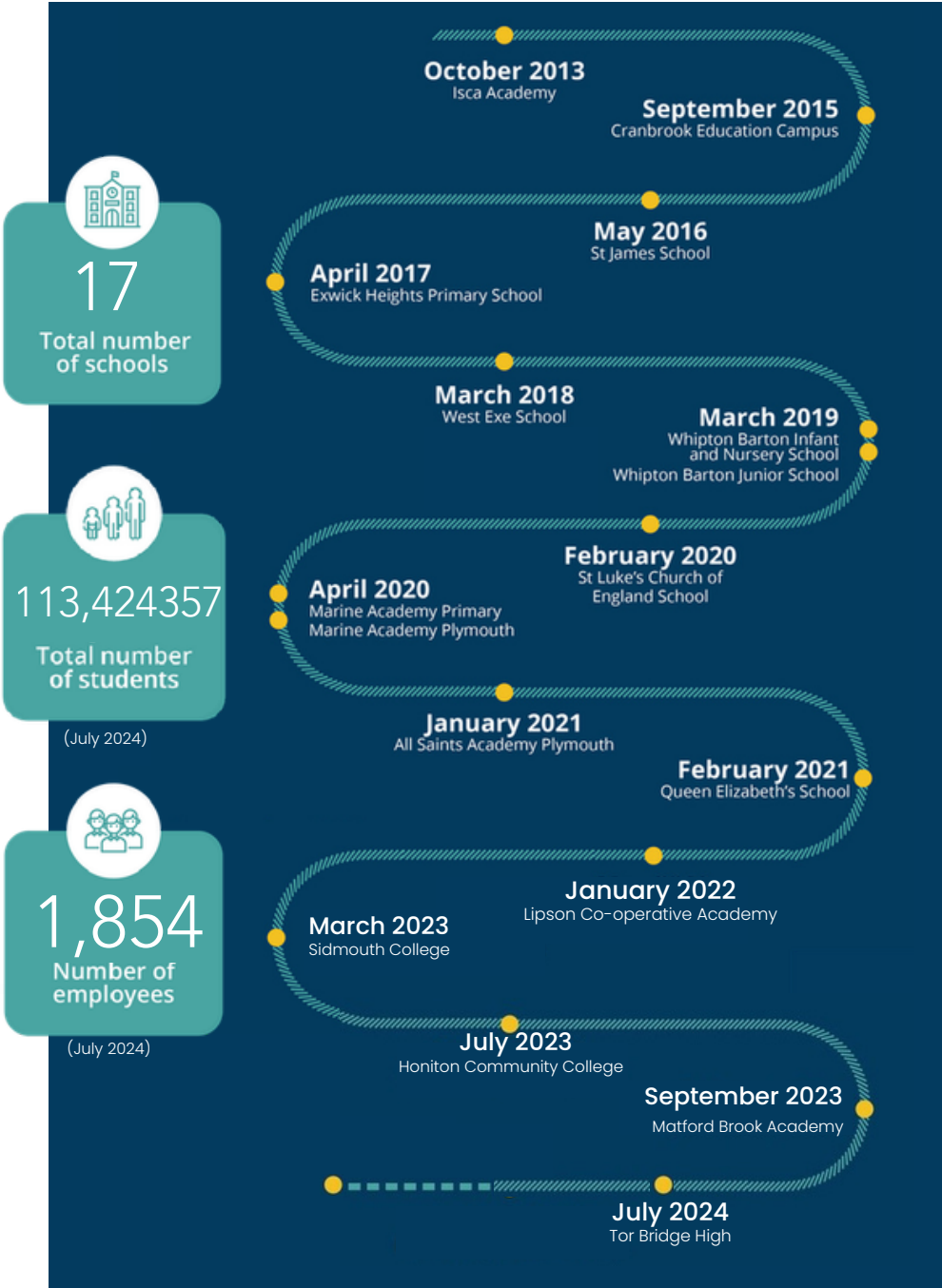
 Exceptional development and networking opportunities	 Cost of blue light cards can be claimed through expenses
 Free annual flu jab, eye test and allowance for glasses	 Exclusive discounts, cashback and vouchers
 Free, confidential employee helpline. Available 24-7 through Health Assured	 Access to Wisdom app to support your mental health
 Up to 10% off all Pure Gyms	 up to the value of £2,000.
 Up to 2 days paid emergency time off for dependants	 Generous public sector pension schemes for all staff
 Timetabled instructional coaching for all teachers	 Family friendly policies and flexible working opportunities



Our Trust Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Thank you for your interest in working with us!

