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**Information Pack:**  
Designated Safeguarding Lead

[www.hsg.haringey.sch.uk](http://www.hsg.haringey.sch.uk)

# Headteacher's Welcome

Thank you for considering our school as your next career move. We are a unique provision in the borough of Haringey as the only Girls School in the borough. We are a community school and when you join us, that is what you become part of: a caring, aspirational community with supportive colleagues and awesome students at all levels.

Hornsey School for Girls lives and breathes its motto – 'The better prepared the stronger'. We recognise that our students have limitless potential and our school will create, through its experiences and teaching, the next generation of leaders, innovators and social change. We know that in extremely competitive environments in the workplace as well as academically, preparation to succeed is critical. Academia is important to us – but not at the cost of the emotional wellbeing of our school community. For students this means we support their wellbeing every step of the way. We also value our staff team. We want all of our team to have a healthy work/life balance and have a confidential employee assistance programme in place.

The school is a 5 form entry comprehensive. Our standards and expectations are high of all – we are not the school for you if meeting expectations including above average outcomes for exam classes is not your priority. It absolutely is ours, and we manage this by giving you the tools and resources you need to enable this to happen. Our outcomes at Key stage 4 have consistently been above average since 2016. This is a trend we intend to keep and we can only do this by supporting and enhancing our greatest assets – our diverse staff and student body.

You join us knowing you join a 'good' school. This school is a dynamic and exciting learning environment with creative teaching and learning as the norm. Our students are bright, articulate and intellectually curious about the world we live in. They are committed to social justice and they are supported in this by a broad curriculum which allows them avenues to flourish, explore their passion and experience the diversity of the world around them. If this sounds like the kind of school you want to work in, then we would be delighted to receive your application.

We look forward to receiving your application.



Kuljit Rahelu



# The Role

**Job Title:** Designated Safeguarding Lead

**Reporting to:** DHT

**Responsible for:** external counselling, referrals, curriculum support and training around safeguarding including online safety, police and social worker liaison and support, safeguarding and pupil premium funding and support for identified students, rigorous and timely record keeping to all safeguarding cases.

## The role:

The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety). They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children. Be the lead in undertaking investigations of a safeguarding nature

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as families, the local authority, social care teams, other DSLs, relevant agencies including the police

Some safeguarding activities may be delegated to the deputy DSL, but the DSL will retain ultimate lead responsibility and accountability for safeguarding, child protection, LAC, Pupil premium receipt.

*Duties: Please note the following are indicative not exhaustive duties of the role*

## Duties and Responsibilities:

### Managing Referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support pastoral staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Ensure mental health risk assessments are in place for students who need additional support
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Refer cases to the police where a crime may have been committed after confirmation from the HT or her deputy.



# Core Responsibilities

## Working with staff and other agencies

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Lead and manage the Counselling service including increasing/ decreasing the staff needed and ensuring that any triage/ waiting list is minimal to ensure responsive management and needs assessment
- Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff on matters of safety, 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, where safeguarding concerns are linked to mental health
- Undertake the audit and relevant actions associated with this around sexual harassment or pattern in child on child abuse which impacts safeguarding
- 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
  - Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school
- The above includes:
  - Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
  - Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential



# Core Responsibilities

*Continued...*

- Undertaking relevant teaching of selected children at risk of lower attainment in their social context

## Managing the child protection file

- The appropriate digital portal is correctly administered to ensure files/ folders hold correct time-relevant information
- Ensure child protection files are kept up to date
- Keep information confidential and store it securely
- Make sure records 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
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- Where children leave the school (including in year transfers):
  - Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE
  - Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place

## Raising awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- 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



# Core Responsibilities

## *Continued...*

- Ensure any audits required for safeguarding including sexual and peer on peer abuse are undertaken and actioned
- Help promote educational outcomes by small group teaching, sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

## Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent/ Channel awareness training
- Refresh knowledge and skills at regular intervals and at least annually around the demands of the area, social care, safeguarding and mental wellbeing

## Provide support to staff

- Undertake rota duties to support student behaviour and outcomes whole school
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Devise and share appropriate materials and curriculum support to ensure outcomes of staff are appropriate
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support

## Understanding the views of children

- Teaching up to a 20% teaching allocation in specialised subject area to support students at risk of under attainment as a result of safeguarding issues/ mental wellbeing
- 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



# Core Responsibilities

## *Continued...*

- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

## **Holding and Sharing information**

- Understand the importance of information sharing, both within the school with other team leaders, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners as appropriate
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals

## **Other areas of responsibility**

- LAC student lead and key liaison
- Teaching and learning lead for small groups up to 20% of a timetable as and when required to secure outcomes

The DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

During term time, the DSL 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 call 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 DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.



# Person Specification

## Qualifications & Training

- GCSE (or equivalent) in English and maths **Essential**
- Degree **Essential**
- PGCE **Essential**
- Accredited DSL level 3 training **Essential**

## Experience

- Successful leadership and management experience in a school or other relevant organisation **Essential**
- Experience of managing safeguarding in a school or other relevant organisation, including:
  - Building relationships with children and their parents, particularly the most vulnerable **Essential**
  - Working and communicating effectively with relevant agencies **Essential**
  - Implementing and encouraging good safeguarding practice throughout a large team of people **Desirable**
- Demonstrable evidence of developing and implementing strategies to help children and their families **Desirable**
- Experience of handling large amounts of sensitive data and upholding the principles of confidentiality **Essential**

## Skills & knowledge

- Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies **Desirable**
- Ability to work with a range of people with the aim of ensuring the safety and welfare of children **Essential**
- Awareness of local and national agencies that provide support for children and their families **Desirable**

- Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns **Essential**
- Effective communication and interpersonal skills **Essential**
- Good IT skills, including development of appropriate digital platforms to record and hold records **Essential**
- Ability to communicate a vision and inspire others **Desirable**
- Ability to build effective working relationships with staff and other stakeholders **Desirable**

## Personal qualities

- Commitment to ensuring the safety and welfare of children **Essential**
- Commitment to upholding and promoting the ethos and values of the school **Essential**
- Ability to work under pressure and prioritise effectively **Essential**
- Commitment to maintaining confidentiality at all times **Essential**
- Commitment to equality **Essential**
- Integrity, honesty and fairness **Essential**

# Work Benefits

Our school is committed to ensuring all employees have support and guidance to ensure their mental wellbeing and work life balance is healthy.

## Additionally the school offers:

- Enhanced PPA allocation in excess of STPCD
- Meeting schedules and timeframes shared at the start of the year to enable planning
- Directed time used to support CPE as well as operational management
- Welcomes flexible working applications and agree all those that meet the business needs of the school
- Centralised detention systems to reduce demands on middle leaders/ teachers
- Staff consultation group to share ideas and hear staff views
- Staff consultation group to share ideas and hear staff views

Hornsey School for Girls is an equal opportunities employer. We welcome applications from all suitably qualified individuals, regardless of race, gender, disability, religion or belief, sexual orientation or age. We are committed to supporting a diverse and inclusive workforce and will make any reasonable adjustments required to enable access to employment opportunities for disabled applicants, or to support the continued employment of any staff member who develops a disabling condition.



# Safeguarding Statement

## Our core safeguarding principles are:

### Promotion

- Making sure pupils, parents, staff and all adults that come into contact with children know the systems and the support in place to keep children safe and there is a culture of vigilance permeating across the school.

### Prevention

- Positive, supportive, vigilant, open and safe culture. Well taught curriculum that includes relationships and online safety, pastoral opportunities for children and safer recruitment procedures.

### Protection

- Following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

### The school will:

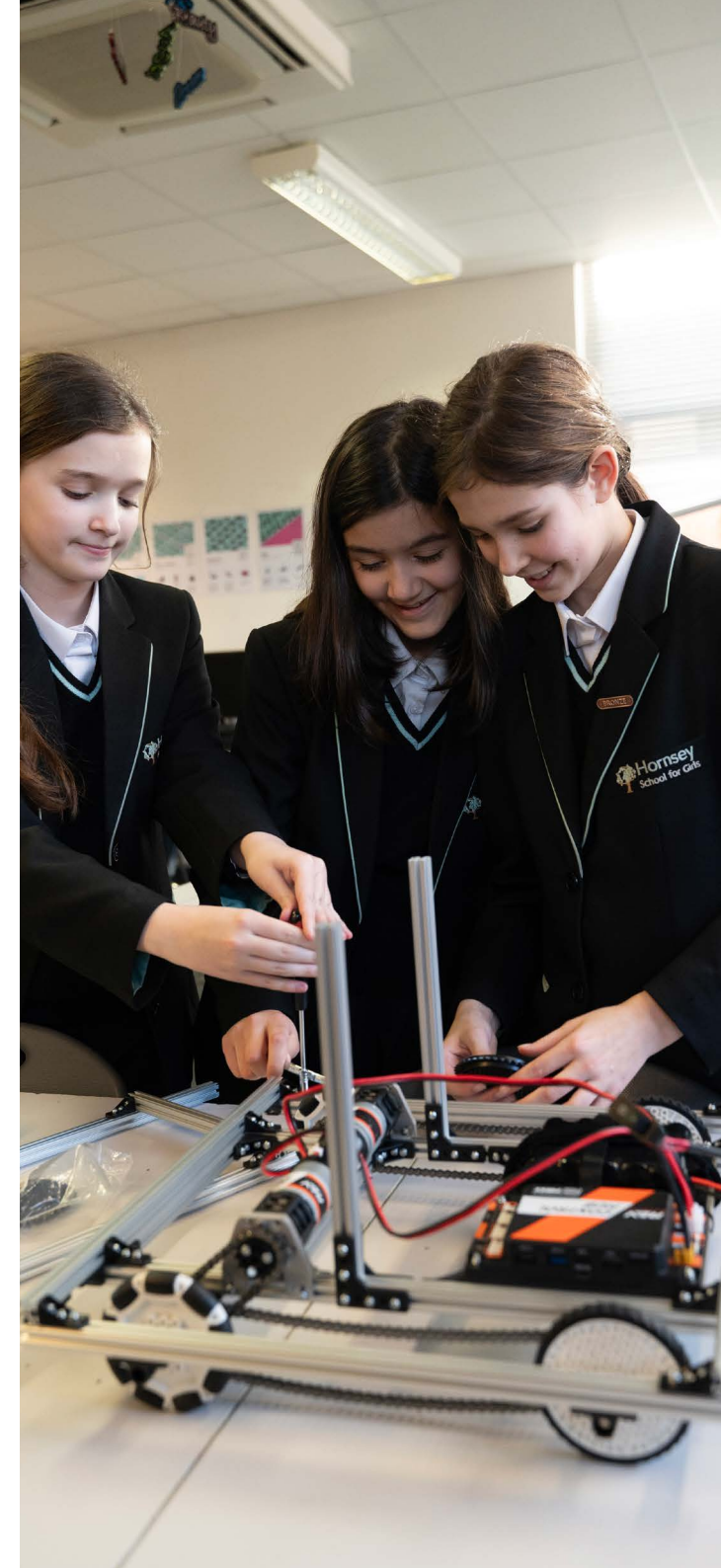
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure students and parents know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the CPSHE (Citizenship, Personal, Social and Health Education) curriculum for students to develop the skills they need to recognise and stay safe from abuse.
- Act in the best interests of children first. All children have a right to be heard and to have their wishes and feelings taken into account and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- Recognise the importance of safeguarding and the promotion of children's welfare at all times. Safeguarding is embedded in all the school's processes and procedures and at the heart of our school to provide an ethos and environment that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly. All our staff understand safe professional practice and adhere to our safeguarding policies

### Support

- For all learners, parents and staff, and where appropriate specific interventions that are required for those who may be at risk of harm.

### Working with parents and other agencies

- To ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.



# School Values

Hornsey School for Girls expects excellence from all members of its community. We provide a dynamic and challenging learning environment that enables students to realise their ambitions, achieve exam results consistently above the national average, and become confident, articulate, and intellectually curious individuals. We are committed to preparing students to engage thoughtfully and responsibly with the world around them.

Creativity and innovation in teaching and learning are both supported and expected. The successful applicant will be required to carry out their responsibilities in accordance with these values and the school's broader educational philosophy.

## Ethos

Our key priority is to ensure high achievement for every girl at Hornsey. Through high standards of teaching, our broad and balanced academic curriculum and our extensive opportunities we inspire every young woman to raise her expectations and to be ambitious to fulfil her potential. We foster a love of learning for all of our students and encourage creativity and innovation across the curriculum.

As an international school, Hornsey students are encouraged to participate in national and international issues with integrity and confidence. We believe that every student has an opportunity to have an impact in influencing the world around us and we nurture leadership qualities in all of our students.

Our safe and welcoming school ethos is conducive to effective learning enabling every student to thrive in a calm and purposeful atmosphere. We foster healthy relationships, resilience and collaboration between students in order to prepare them for their world of tomorrow as well as today.

## Values

1. Have respect for all. Treat everyone and everything around you with the highest respect.
2. Show kindness to everyone. Celebrate everyone for who they are including their race, culture, ability, sexuality and individuality.
3. Give 100%. Work hard in lessons and at home; give everything you do your absolute best at all times.

