

Information Pack for

Designated Safeguarding Lead



Hornsey
School for Girls

FORTIOR·QUO·PARATIOR
The Better Prepared the Stronger



Hornsey School for Girls

Inderwick Road, Hornsey, London, N8 9JF

Headteacher – Ms Kuljit Rahelu

www.hsg.haringey.sch.uk



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For further information about the school please see our website at 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

Headteacher

Hornsey School for Girls

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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.

Work Life balance – reasons to work with us

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:

- A supportive line management structure
- Regular opt-in to staff wellbeing events hosted in school and outside
- Welcomes flexible working applications and agree all those that meet the business needs of the school
- Staff consultation group to share your ideas and views
- Generous Local Government Pension Scheme
- An Employee Assistance Programme (EAP)

JOB DESCRIPTION – Designated Safeguarding Lead

Job Title: Designated Safeguarding Lead	Salary: MPS/UPS + TLR 1A
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.	
Reporting to: DHT	
Job Purpose: <p>The Designated Safeguarding Lead (DSL) will take lead responsibility for all safeguarding and child protection matters across the school, including online safety. The DSL will lead in investigations of a safeguarding nature and ensure the safeguarding and welfare of children is a priority across the school.</p> <p>It is important to:</p> <ul style="list-style-type: none">• Take lead responsibility for safeguarding and child protection (including online safety) across the school• Participate in strategy discussions and inter-agency meetings, and contribute to the assessment of children• Be the lead professional in safeguarding investigations• Support and advise all staff on child welfare and protection matters• Liaise with families, the local authority, social care, police, and other agencies• Oversee the welfare of Looked After Children (LAC) and children in receipt of Pupil Premium <p>Principal Accountabilities:</p> <ul style="list-style-type: none">• To lead and manage safeguarding and child protection across the school, including the online environment• To act as the first point of contact for safeguarding concerns raised by staff, pupils, or families• To support and advise colleagues on safeguarding issues and procedures• To participate in multi-agency meetings and contribute to assessments and plans for children• To liaise effectively with external agencies including social care, police, health services, and other schools• To ensure accurate and secure safeguarding records are maintained• To manage and oversee safeguarding training for all staff• To monitor safeguarding trends and report to senior leadership and governors• To take responsibility for the welfare of LAC and children receiving Pupil Premium funding• To oversee and manage the work of the Deputy DSL(s), while retaining ultimate responsibility	
Core Responsibilities (exact responsibilities to be agreed on appointment):	
Managing Referrals <ol style="list-style-type: none">1. Refer cases of suspected abuse and neglect to the local authority children’s social care2. Support pastoral staff who make referrals to the local authority children’s social care3. Refer cases to the Channel programme where there is a radicalisation concern4. Support staff who make referrals to the Channel programme5. Ensure mental health risk assessments are in place for students who need additional support6. Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child7. Refer cases to the police where a crime may have been committed after confirmation from the HT or her deputy.	

Working with Staff and External Agencies

8. Act as a source of support, advice and expertise for all staff.
9. Act as a point of contact with the safeguarding partners.
10. Inform the headteacher of safeguarding issues, especially:
 - a. Ongoing enquiries under section 47 of the Children Act 1989
 - b. Police investigations
 - c. Requirements for pupils to have an appropriate adult
11. Liaise with the case manager and the local authority designated officer(s) (LADO) regarding staff-related child protection concerns.
12. Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and coordinate referrals with relevant agencies.
13. Liaise with the senior mental health lead and, where available, the mental health support team regarding safeguarding concerns linked to mental health.
14. Undertake audits and actions related to sexual harassment or patterns in child-on-child abuse impacting safeguarding.
15. Promote supportive engagement with parents/carers, especially in challenging circumstances.
16. Work with the headteacher and strategic leads to promote educational outcomes by:
 - a. Knowing welfare/safeguarding issues children face
 - b. Identifying impacts on attendance, engagement, and achievement
 - c. Support teaching staff to provide academic support or adjustments for vulnerable pupils.
 - d. Teach small groups of students at risk due to safeguarding concerns (up to 20% timetable).

Managing the Child Protection File

17. Ensure the digital portal is administered correctly with up-to-date, time-relevant information.
18. Maintain confidentiality and secure storage of all child protection files.
19. Include in records:
 - a. A comprehensive summary of the concern
 - b. How the concern was followed up and resolved
 - c. Actions taken, decisions made, and outcomes
 - i. Limit file access to those with appropriate authority, following KCSIE guidelines.
 - ii. When children transfer schools:
 - d. Securely transfer child protection files separately from the pupil file
 - e. Obtain confirmation of receipt
 - f. Consider sharing additional helpful information in advance

Raising Awareness

20. Ensure all staff (especially new/part-time) have access to and understand the school's child protection policy and procedures.
21. Work with the governing board to ensure annual review and regular updates of policies and procedures.

22. Make the child protection policy publicly available and inform parents of the school's safeguarding role.
23. Liaise with safeguarding partners regarding staff training and local policy updates.
24. Conduct and act on safeguarding audits (including sexual and peer-on-peer abuse).
25. Help promote educational outcomes through small group teaching and information sharing about children who have or had a social worker.

Training

26. Undertake safeguarding training at least every 2 years in line with KCSIE Annex C.
27. Complete Prevent and Channel awareness training.
28. Refresh safeguarding knowledge and skills at least annually, particularly regarding social care and mental wellbeing.

Providing Support to Staff

29. Undertake rota duties to support student behaviour and outcomes school-wide.
30. Support and advise staff on welfare, safeguarding, and child protection issues.
31. Provide appropriate materials and curriculum support to enhance staff effectiveness.
32. Assist staff with referrals and help them link safeguarding with academic and pastoral outcomes.

Understanding the Views of Children

33. Teach up to 20% in a specialised subject area to support students at risk due to safeguarding concerns or mental health.
34. Foster a culture where children are listened to and their wishes and feelings are respected.
35. Recognise and address barriers children may face in disclosing concerns and build trusted relationships.

Holding and Sharing Information

36. Understand the importance of information sharing within school, and with other schools/agencies when appropriate.
37. Adhere to data protection legislation, including the Data Protection Act 2018 and UK GDPR.
38. Maintain detailed, accurate, and secure records of concerns and referrals.

Other Areas of Responsibility

39. Act as the designated lead for Looked After Children (LAC).
40. Lead small group teaching initiatives (up to 20% timetable) to support targeted 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.

Arrangements for appraisal of performance:

There is an annual appraisal cycle carried out by line managers, which seeks to acknowledge success, resolve problems and identify training / development needs

*The Post holder may be required to perform duties other than those given above. These may vary from time to time without changing the general level of responsibility.
Such variations would not justify the re-evaluation of a post.*

School Ethos

For Hornsey staff in general:

- To play a full part in the life of the school community, to support its distinctive vision and ethos to lead staff and students in doing the same.
- To actively support the school's corporate policies and aspirations.
- To adhere to the staff professional code of conduct as developed collectively by staff.
- To comply with the schools Health and Safety Policy and undertake risk assessments as appropriate.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

Excellence is expected by all in the school's community where a dynamic and challenging learning environment helps to realise the ambitions of all and continues to ensure exam results are above the national average. The school is committed to preparing students to be responsible, articulate and intellectually curious about the world they live in with confidence. Supporting a creative approach to teaching and learning is established and expected by all.

It is expected that the post holder will carry out her/his responsibilities within this philosophy. 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 will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

This role is subject to an enhanced DBS check.

JOB DESCRIPTION – Designated Safeguarding Lead

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.

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.

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 citizenship (personal, social, health, education) CPSHE 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.

PERSON SPECIFICATION — Designated Safeguarding Lead

	Essential or Desirable
Qualifications & Experience	
<ul style="list-style-type: none"> • GCSE (or equivalent) in English and maths • Degree • PGCE • Accredited DSL level 3 training 	<ul style="list-style-type: none"> • Essential • Essential • Essential • Desirable
Experience	
<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Experience of handling large amounts of sensitive data and upholding the principles of confidentiality 	<ul style="list-style-type: none"> • Desirable • Desirable • Essential • Desirable • Desirable
Knowledge & Skills	
<ul style="list-style-type: none"> • 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 development of appropriate digital platforms to record and hold records • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships with staff and other stakeholders 	<ul style="list-style-type: none"> • Desirable • Desirable • Essential • Desirable • Desirable • Essential • Essential • Desirable

Personal Qualities	
<ul style="list-style-type: none"> • Commitment to ensuring the safety and welfare of children • Commitment to upholding and promoting the ethos and values of the school • Integrity, honesty and fairness • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to equality 	<ul style="list-style-type: none"> • Essential • Essential • Essential • Essential • Essential • Desirable
Equal Opportunities	
<ul style="list-style-type: none"> • Commitment to implementation of the school's equal opportunities policy 	<ul style="list-style-type: none"> • Essential
Continuous Professional Development	
<ul style="list-style-type: none"> • Willingness to undertake additional training / staff development as appropriate • Ability to reflect on your own professional practice 	<ul style="list-style-type: none"> • Essential • Desirable

PERSON SPECIFICATION —Designated Safeguarding Lead

Other Requirements	

CONFIRMATION OF JOB DESCRIPTION AND PERSON SPECIFICATION

POST:

NAME:

I confirm that I have read this job description and person specification

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

Signatures:

The job description is current at the date below but may be reviewed, in consultation with you, and may be changed to reflect changes in the job requirements, which are commensurate with the job title and grade.

Signed.....

Date