

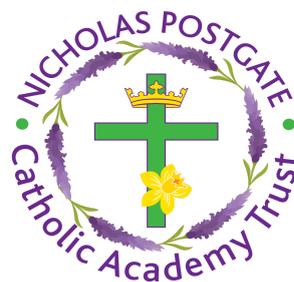


APPLICANT PACK

Designated Safeguarding Lead (Non Teaching)

St Peter's Catholic College

Middlesbrough



Letter to Applicants

Dear applicant,

We are delighted you have shown an interest in the role of Designated Safeguarding Lead at St Peter's Catholic College. Although we are a Catholic Trust we welcome both staff (and pupils) from all faiths to join our family of schools.

Within this application pack you will find:

- a) Information on how to access the online application form and additional forms related to this (these can be completed electronically and emailed)
- b) Job Description and Person Specification
- c) Further information about our Trust including our Benefits and Wellbeing package.

Applicants should return their application forms to enquiries@stpeters.npcat.org.uk by the **closing date, Wednesday 17th December 2025, 9am**. Any gaps in previous employment must be explained.

Should you wish to have an informal discussion about the role, please do not hesitate to contact Victoria Mitchell, Deputy Headteacher at mitchell.v@stpeters.npcat.org.uk.

As mentioned in the advertisement, a DBS disclosure is required for this post. It is important to note that:

Nicholas Postgate Catholic Academy Trust is committed to safeguarding and promoting the welfare of children.

We would like to take this opportunity to thank you for your interest in this vacancy and wish you well with your application.

Job Advert

Required:	January 2026
Salary:	£36,363 - £38,220 pro rata (actual salary: £33,029 - £34,716)
Hours:	37 hours per week, Term Time Only plus 3 weeks
Contract Type:	Permanent
Location:	St Peter's Catholic College, Normanby Road, Middlesbrough, TS6 6SP

St Peter's Catholic College is part of Nicholas Postgate Catholic Academy Trust, a family of 32 primary schools, and 6 secondary schools. With more than 12,300 pupils and 1,500 staff, the Trust is now one of the largest Catholic Multi Academy Trust in the UK.

The postholder will safeguard and protect the young people and staff within school and ensure there is a culture of vigilance in safeguarding practice, receive safeguarding referrals and coordinate a procedure which addresses and prioritises the needs of those affected by liaising with statutory agencies.

The successful candidate will:

- Hold an NVQ Level 3 in learning support or equivalent qualification / experience
- Have completed the DCSF induction programme
- Have successful experience working with children in a school
- Have substantial knowledge of appropriate procedures, regulations and guidance particularly in relation to the most recent guidance for Keeping Children Safe in Education and Working Together to Safeguard Children.
- Have substantial understanding and effective implementation of Child Protection procedures, local safeguarding partnerships, and safeguarding practice reviews
- Have the ability to make a proactive contribution to the work of school staff and external agencies in supporting children, their families and carers

The Trust offers:

- A strong, supportive ethos
- Happy, enthusiastic and friendly pupils
- Highly experienced and talented colleagues
- Excellent professional development and progression opportunities across our 38 schools

- Supportive Trust board, governors and parents

Closing date: Wednesday 17th December 2025 by 9am

Interview date: Thursday 18th December 2025

Please refer to the back cover of the application pack for details of how to apply for this position.

Nicholas Postgate Catholic Academy Trust is committed to equality of opportunity, safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The post is subject to an enhanced DBS check along with other relevant employment checks.

Job Description

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

Post title: Designated Safeguarding Lead (non-teaching)

Grade: J, SCP 25-27

Job Purpose:

- As a member of the school's senior leadership team, undertake the **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).
- To safeguard and protect the young people and staff within school and ensure there is a culture of vigilance in safeguarding practice.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.
- To ensure the delivery of safeguarding training in accordance with the Trust safeguarding programme, to ensure policies and procedures are updated and implemented and there is shared learning as appropriate with staff, volunteers and governors, in accordance with the Trust and statutory requirements.
- To receive safeguarding referrals and coordinate a procedure which addresses and prioritises the needs of those affected by liaising with statutory agencies.
- To contribute to the identification of vulnerable learners in the school.

Main responsibilities

Focus of the Role:

To manage referrals

- Refer cases for early help, or suspected abuse or neglect to the relevant agencies, including social care, health services and the police, including cases under the Prevent Duty.
- Act as a point of contact within school for the local safeguarding partners.
- Where a person is dismissed or has left due to risk/harm to a child, ensure the case has been referred to the Disclosure and Barring Service as required.
- Liaise with senior school staff, the school's allocated Trust Safeguarding Partner, and the Trust Head of Safeguarding, as appropriate.

- To make professional challenge and escalate concerns, as required.
- Refer cases to the Channel programme where there is a radicalisation concern and support staff who make a referral to the programme.
- Refer cases where a crime may have been committed, to the Police, as required.
- Undertake and review risk assessments where there has been an incident of Child on Child Sexual Violence or Sexual Harassment ensuring that both the victim and the perpetrator are supported.
- Ensure children experiencing Child on Child Abuse are supported in school.
- Be aware of pupils who have a social worker.

Work with others

- Act as a point of contact with the statutory local safeguarding partners.
- Liaise with the Headteacher regarding issues under section 47 Children Act 1989 and police investigations.
- Attend strategy meetings, child protection conferences and core groups as required, or ensure a suitably trained member of staff attends the meeting.
- As required, liaise with the 'case manager' (as per Part Four of Keeping Children Safe in Education) and the local authority designated officer (LADO) for child protection concerns in cases which concern a staff member.
- Liaise with the police and children's social care where there has been an Operation Encompass report.
- Liaise with staff (especially teachers, pastoral staff, school nurses, IT technicians, special educational needs coordinators (SENCO), senior mental health leads) on matters of safety and 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.
- 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 collaboratively with the Central Trust Safeguarding Team with regards to safeguarding supervision and safeguarding quality assurance audits.
- Be aware of all school excursions and residentials and clarify with the appropriate group leader(s) their role and responsibility in connection with safeguarding / child protection during the visit.
- 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, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:

- ensuring that the school knows its cohort of children who have, or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
- supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have, or have had, a social worker to reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.
- Work collaboratively with the Central Trust Attendance Team and Safeguarding Team to be aware of pupils that are educated off-site, including pupils in alternative provision and those that have part-time provision.
- Contribute to the school's Vulnerable Learners meetings to ensure pupils that are not making expected progress in their learning are readily identified and concerns are addressed.

Training, knowledge and skills

- Undertake training to provide the knowledge and skills to carry out the role, to be updated at least every two years, and to ensure any deputies have also undertaken this training.
- Undertake Prevent Awareness training and understand and support the school or college with regards to the requirements of the Prevent Duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation and extremism.
- 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.
- Understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children's social care in order to safeguard and promote the welfare of 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.
- Have an understanding of safeguarding practice reviews.
- Be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- Understand the unique risks associated with online safety and be confident that staff have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- Recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and

radicalisation and be confident in staff capability to support children with SEND to stay safe online.

- In accordance with the Trust safeguarding training programme, obtain access to resources and attend any relevant or refresher training courses.
- In addition to any formal training, refresh own and staff knowledge and skills (this might be via e-bulletins, meeting other 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 that pupils and staff are able to recognise the school's safeguarding team through photographic identification, including the Designated Safeguarding Lead (and any deputies) and any other relevant staff.
- Ensure copies of policies, including a copy of the most recent publication of Part One of Keeping Children Safe in Education is provided to staff at induction (or Annex A, where staff do not work directly with children).
- Ensure all staff sign to say that they have read Part One of Keeping Children Safe in Education, (or Annex A, where staff do not work directly with children).
- Ensure each member of staff has access to, and understands, the NPCAT Safeguarding and Child Protection Policy and the school's related Safeguarding & Child Protection Procedures, especially new and part-time staff.
- In accordance with Trust requirements, ensure the NPCAT Safeguarding and Child Protection Policy and the school's related Safeguarding and Child Protection procedures are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, in collaboration with the Central Trust Safeguarding Team.
- Ensure the NPCAT Safeguarding and Child Protection Policy and the related school's Safeguarding and Child Protection Procedures are available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school in this.
- In collaboration with the Central Trust Safeguarding Team, link with the local safeguarding partnership to make sure staff are aware of any training opportunities and the latest local policies or local safeguarding arrangements.
- Through the school's vulnerable learners meetings, help to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.
- Ensure that the school has appropriate filtering and monitoring systems in place for online content and ensure that staff, pupils and visitors to their site follow the NPCAT ICT Systems Acceptable Users Policy.

- Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHEE) and Relationships Education (RE) or Relationships and Sex Education (RSE) and 'recognise when they are at risk and how to get help when they need it'.
- Have an overview of the Designated Teacher role, appointed to promote the educational achievement of looked after children, including working with the local authority Virtual School Headteacher.
- Ensure that the NPCAT Confidential Reporting (Whistleblowing Policy) and referral pathways are communicated to staff.

Providing support to staff

- Act as a source of support, advice and expertise for all staff, including to consider how safeguarding, welfare and educational outcomes are linked, to inform the provision of academic and pastoral support.
- Ensure that staff are supported during the referral processes to the relevant agencies, including social care, health services and the police.

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect children.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Managing the Child Protection Online Management System (CPOMS) and the child protection file.

- Ensure that information is kept confidential and secure on CPOMS, with staff permissions for CPOMS being commensurate with their role and responsibilities and on a 'need to know' basis.
- Ensure that child protection files are kept up to date and that information is kept confidential and secure and is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part One and Part Two of Keeping Children Safe in Education, and in accordance with the NPCAT General Data Protection Regulation Policy and the related school's General Data Protection Procedures.
- Where children leave the school (including in-year transfers) ensure the child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer, or within the first 5 days of the start of a new term.

- In addition to the child protection file transferring, consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, that would allow the new school or college to continue supporting pupils and to have that support in place for when the child arrives.

Holding and sharing information

- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Understand the importance of information sharing, both within the school and with other schools on transfer, including in-year and between primary and secondary education, and with the local safeguarding partners, other agencies, organisations and practitioners.
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Availability

- During term time to always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.
- In collaboration with the Headteacher and/or the Trust Head of Safeguarding, arrange adequate and appropriate cover arrangements for any out of hours / out of term activities.

General:

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with the line manager.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy.
- To work at all times in accordance with the provisions of UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.
- At all times to maintain a professional approach and abide by the NPCAT Staff Code of Conduct.
- NPCAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.
- The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher / Trust Head of Safeguarding to carry out appropriate duties within the context of the job, skills and grade.

Safeguarding, Equality & Diversity and Health & Safety

- To safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all specified procedures.
- To carry out your duties with full regard to the NPCAT's Equality Policy and objectives.
- To comply with Health and Safety policies, organisation statements and procedures, report any incidents/accidents/hazards and take a proactive approach to health and safety matters in order to protect both yourself and others.

Employees are 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 should be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Trust 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. We will consider any reasonable adjustments under the terms of the Equality Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

This Job Description may be altered to reflect or anticipate changes in the job which are commensurate with the salary and job title.

The job-holder will ensure that Trust policies are reflected in all aspects of their work, in particular those relating to:

- (i) Equal Opportunities*
- (ii) Health and Safety*
- (iii) General Data Protection Regulations (2018)*
- (iv) Safeguarding*

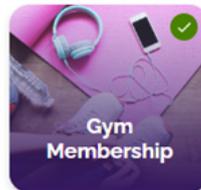
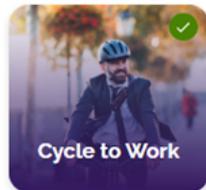
Person Specification

Criteria	Essential		Desirable	
Qualifications	E1	NVQ Level 3 in learning support or equivalent qualification / experience.	D1	Completion of DCSF induction programme.
	E2	GCSE Grade 4 or equivalent in English.		
	E3	GCSE Grade 4 or equivalent in Maths.		
	E4	Relevant Child Protection / Safeguarding qualifications.		
Experience and Knowledge	E5	Successful experience working with children in a school.	D2	Knowledge of First Aid and the administration of medicines in schools.
	E6	Substantial knowledge of appropriate procedures, regulations and guidance particularly in relation to the most recent guidance for Keeping Children Safe in Education and Working Together to Safeguard Children.		
	E7	Substantial understanding and effective implementation of Child Protection procedures, local safeguarding partnerships, and safeguarding practice reviews.	D3	Good working knowledge of ICT to support learning and for administrative / organisational effectiveness.
Communication	E8	Ability to write detailed reports, complete returns and write complex letters.		
	E9	Ability to use clear language to communicate information unambiguously.		
	E10	Ability to listen effectively.		
	E11	Specialist language / communication skills if appropriate.		
	E12	Ability to negotiate effectively with adults and children.		

Skills and Abilities	E13	Good organisational skills. Ability to remain calm under pressure.		
	E14	Ability to manage and support the work of others.		
	E15	Ability to manage time effectively.		
	E16	Ability to meet deadlines.		
	E17	Demonstrate creativity and an ability to resolve problems independently.		
Working with Children	E18	Substantial understanding of child development and pastoral issues such as inclusion and transition.	D4	Successful completion of training to support SEN if appropriate.
	E19	Understand and support the importance of physical and emotional wellbeing.	D5	Good understanding of the school organisation, timetable and learning and pastoral support systems.
Working with Others	E20	Ability to make a proactive contribution to the work of school staff and external agencies in supporting children, their families and carers.		
	E21	Ability to work with parents and carers to improve support for children.		
	E22	Ability to make professional challenge and escalate concerns.		
	E23	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults.		
	E24	Ability to work effectively with a range of adults in school, within the Trust and within external agencies.		
	E25	Contribute to the development and implementation of effective systems to share information in compliance with GDPR and Data Protection requirements.		

General	E26	Awareness of and promotion of equality.		
	E27	Good understanding of Health & Safety.		
	E28	Understand and comply with procedures and legislation relating to confidentiality.		
	E29	Demonstrate a clear commitment to develop and learn in the role.		
	E30	Ability to effectively evaluate own performance.		

Why work for us



NPCAT recognises the importance of staff welfare and a managed workload and this is reflected in the way we treat our people.

As a responsible and caring employer, we appreciate and value each of our staff. Their holistic health and wellbeing are vital to enabling all of us to maintain the optimum work-life balance.

We see exceptional staff welfare as an essential element towards enabling us to develop a rich, nurturing climate for learning across all our schools.

We offer a broad package of emotional and practical support to our staff.

We are clear about our expectations of employees and offer a positive, transparent and supportive working culture in return.

We offer:

- Competitive pay
- Defined benefit pensions
- Annual pay progression and recognition of additional responsibilities
- Annual cost of living adjustment
- On-site parking at our school premises
- Support with parking and subsistence costs where appropriate.

Additional benefits include access to:

- Vivup - Lifestyle savings - store discounts
- Vivup - Discounted gym membership
- Vivup - Cycle scheme
- Full wellbeing package

NPCAT is committed to equality of opportunity and will not tolerate any harassment, intimidation, discrimination or victimisation.



How to Apply

Application form and further information is available from:

npcat.org.uk/current-vacancies

Applicants should complete and return a **Support Staff Application Form & Recruitment Monitoring Form** to: enquiries@stpeters.npcat.org.uk

Should you be shortlisted for an interview, you will be required to complete a Rehabilitation of Offenders Disclosure Form.

Job Description: This informs you of the main responsibilities for the post and explains what we are looking for. It informs you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

Person Specification: This specification sets out which criteria will be used to shortlist candidates for interview.

If you require any additional information about this post, please contact Victoria Mitchell, Deputy Headteacher at mitchell.v@stpeters.npcat.org.uk.

Thank you for your interest in NPCAT. We look forward to receiving your application.

Please note that if you do not hear from us within 2 weeks from the closing date you are to assume your application has been unsuccessful on this occasion.

Nicholas Postgate Catholic Academy Trust is committed to equality of opportunity, safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The post is subject to an enhanced DBS check along with other relevant employment checks.