

<b>Job Title:</b> Designated Safeguarding Lead (Non-Teaching)	<b>Pay Scale:</b> PPS 35 - 40
<b>Normal Place of Work:</b> The Priory City of Lincoln Academy	<b>Line Manager:</b> Deputy Headteacher – Inclusion and Culture
<p><b>Role Summary:</b></p> <p>As part of the Senior Leadership Team, to take strategic and operational lead responsibility for safeguarding and child protection across the Academy, working in line with statutory guidance and Trust policies to ensure that safeguarding is effective, robust and embedded within the culture of the academy.</p> <p>To ensure timely identification of risk, appropriate intervention, and effective multi-agency working, securing positive outcomes for all pupils, particularly the most vulnerable.</p> <p>To act as the Academy’s Designated Safeguarding Lead (DSL), providing expert advice, challenge and oversight to ensure safeguarding practice is consistent, high-quality, reflective and impact-driven. To manage the safeguarding team within the Academy.</p>	

## **DUTIES AND RESPONSIBILITIES**

### **Main Duties**

- Promote and embed a strong safeguarding culture where the welfare of children is paramount and all staff take responsibility for keeping children safe.
- Take lead responsibility for safeguarding and child protection, ensuring systems, policies and procedures are: compliant with statutory guidance; consistently implemented; and regularly reviewed for impact and effectiveness.
- Ensure concerns are identified, recorded and acted upon promptly, with clear decision-making in line with local thresholds and statutory guidance.

### **Managing Referrals and Safeguarding Practice**

- Lead and quality assure all safeguarding referrals and decision-making, ensuring: timely referrals to Local Authority Children’s Social Care; appropriate use of early help and escalation where needed; and clear rationale for decisions recorded.
- Refer cases to external agencies where appropriate, and in line with statutory and national guidance, e.g., Police; Prevent.
- Ensure staff are confident and supported in raising concerns and making referrals.
- Provide professional challenge where safeguarding responses are not appropriate or timely.
- Retain oversight of safeguarding for young people in Alternative Provision or who are educated off-site.

## **Working with Others**

- Act as the primary point of contact for safeguarding partners and external agencies.
- Maintain effective multi-agency working, ensuring information sharing is timely, appropriate and in line with statutory guidance.
- Liaise closely with the Headteacher and the Senior Leadership Team (SLT) regarding: high-risk cases; child protection investigations; and emerging safeguarding risks.
- Work collaboratively with internal teams (teaching, pastoral, SEND, attendance, mental health) to ensure a holistic understanding of need and risk.
- Promote and secure effective engagement with parents/carers, particularly where there are identified vulnerabilities.
- Work with the Headteacher and the Local Governing Body (LGB) to ensure full understanding of safeguarding at the Academy, producing reports as appropriate.
- To work with transition partners to ensure that safeguarding information is tracked and shared for pupil leavers/joiners, in line with statutory guidance.
- Plan and coordinate early identification of vulnerable children and families

## **Promoting Educational Outcomes**

- Ensure safeguarding practice actively supports educational outcomes, particularly for vulnerable pupils.
- Maintain oversight of children with a social worker and other vulnerable cohorts, ensuring: their needs are understood by staff; barriers to learning are identified and addressed; and high expectations are maintained.
- Work with leaders to ensure timely and appropriate interventions are in place and evaluated for impact.
- Support Senior Leaders with the development of the Personal Development curriculum in response to identified trends.

## **Training, Knowledge and Quality Assurance**

- Maintain expert-level safeguarding knowledge, including: Keeping children safe in education (KCSIE) and statutory updates; local safeguarding arrangements; and thresholds and referral processes.
- Undertake required DSL training and regularly update knowledge.
- Ensure all staff: receive appropriate safeguarding training; understand their responsibilities; and can identify and respond to concerns effectively.
- Deliver and oversee continuous professional learning to strengthen safeguarding practice.
- Monitor and quality assure safeguarding practice, including audits of records, referrals and outcomes.
- Lead, and take part in, lessons learned activities with staff, as appropriate, to ensure a reflective culture which drives improvement.

## **Safeguarding Systems and Record Keeping**

- Ensure safeguarding systems are robust, secure and effective.
- Maintain accurate, detailed and contemporaneous records, including: clear summaries of concerns; actions taken and decisions made; and outcomes and next steps.
- Ensure information is shared appropriately with relevant professionals.
- Oversee the timely and secure transfer of child protection files, ensuring continuity of safeguarding support.
- Retain oversight of risk management plans
- Retain oversight of mental health provision at the Academy

## Safeguarding Practice and Vulnerable Groups

- Maintain a strong understanding of: the impact of trauma and adverse childhood experiences (ACEs); the needs of vulnerable groups, including SEND and young carers; and contextual safeguarding risks.
- Ensure safeguarding practice reflects individual needs and vulnerabilities.
- Lead on safeguarding aspects of: online safety, including emerging risks; and Prevent duty, including radicalisation awareness.

## Pupil Voice and Culture

- Promote a culture where pupils feel safe, listened to and able to report concerns.
- Ensure systems are in place to capture and respond to pupil voice.
- Support staff to: recognise barriers to disclosure; and build trusted, professional relationships.

## Availability and Capacity

- Ensure appropriate safeguarding cover during academy hours, in line with statutory guidance.
- Ensure appropriate safeguarding cover during absence and out-of-term periods, in line with statutory guidance.
- Deploy safeguarding team capacity effectively to respond to risk and demand.

## Strategic Contribution

- Contribute to whole-school leadership, ensuring safeguarding informs: behaviour systems; attendance strategies; and inclusion and pastoral provision.
- Identify emerging safeguarding risks and trends and lead proactive responses.

## Additional Expectations

- Maintain a highly visible presence to support safeguarding culture including the delivery of assemblies and parent facing events.
- Engage fully with training, supervision and professional development.
- Uphold the Trust's commitment to safeguarding and promoting the welfare of children at all times.

## Key Relationships

The post holder will be expected to develop and maintain good relationships with:

• Head Teacher, SLT and all Trust staff	To ensure a high-quality service is provided that meets the needs of the Trust.
• Parents and Pupils	
• Visitors and external agencies	

## Generic Responsibilities

- Represent and promote The Priory Federation of Academies' values internally and externally.
- Ensure that the Federations internal customers receive an excellent customer service experience in all dealings with the service.
- Deliver your day-to-day duties consistently with the agreed service level.
- Act as a champion for change and improvement, constantly enhancing quality.
- Contribute to the annual quality review of the service and the programme of continuous improvement.
- Actively promote and act, at all times, in accordance with Federation policies, e.g., Health and Safety, Equal Opportunities and Safeguarding.

- Make a commitment and contribution to improving standards for pupils, as appropriate.
- Contribute to the maintenance of a caring and stimulating environment for pupils.
- Undertake other duties commensurate with the job level.

The post holder will interact professionally with colleagues to ensure understanding and awareness of responsibilities of all colleagues and undergo any relevant training.

Elements of this job description may be changed following consultation with your manager.

## **TERMS OF EMPLOYMENT**

All offers of employment are subject to The Trust receiving proof of identity, two satisfactory references, satisfactory health and enhanced DBS checks, a signed Code of Conduct, evidence of your relevant qualifications and successful completion of a 12-month probation period.

## **HEALTH AND SAFETY**

All employees are responsible for reading, understanding and carrying out the requirements of The Trust's Health and Safety policy and for informing a relevant person if they become aware of any non-compliance with the policy or of any identified training needs.

## **HOURS OF WORK**

The Academy Day is between 8:00 am and 6:00 pm. A flexible approach to working is expected as some tasks may be required to be carried out in the evenings and during holiday periods.

## **CONTINUAL PROFESSIONAL DEVELOPMENT**

The Trust requires individuals to identify and analyse their own training and development needs and to actively participate in the design of a development plan to meet these needs and the needs of the Academy. This may be achieved through an appraisal process.

The post holder should recognise and take advantage of development opportunities and should periodically review their own progress towards meeting previously agreed goals.

## **CONDITIONS OF SERVICE**

Governed by the National Agreement on Pay and Conditions of Service supplemented by local conditions as adopted.

## **SPECIAL ARRANGEMENTS**

The post holder may be required to work outside of normal academy hours on occasion, with due notice.

## **SAFEGUARDING STATEMENT**

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

## **EQUALITY, DIVERSITY AND INCLUSION**

The Priory Federation of Academies Trust is committed to maintaining a diverse workforce and an inclusive environment for all. Our aim, embedded in the Trust Values, is to enrich our workforce at every level and we encourage applications from all under-represented groups.

**Person Specification –Designated Safeguarding Lead (Non-Teaching)**

	<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>	<b>How Assessed</b>
	<b>Education &amp; Qualifications</b>			
<b>1</b>	Degree (or relevant professional experience)	X		AF / Cert
<b>2</b>	Qualified Designated Safeguarding Lead (or willingness to train)	X		AF / Cert
	<b>Experience</b>			
<b>3</b>	Experience working with vulnerable young people and/or adults, including those with emotional or behavioural needs	X		AF/IV
<b>4</b>	Experience in a DSL or Deputy DSL role		X	AF/IV
<b>5</b>	Experience working with external agencies (e.g., social care, police, health)		X	AF/IV
<b>6</b>	Experience of interpreting safeguarding legislation and advising others		X	AF/IV
	<b>Knowledge &amp; Skills</b>			
<b>7</b>	Strong understanding of safeguarding legislation and statutory guidance (e.g., KCSIE, Prevent)	X		AF/IV
<b>8</b>	Ability to assess risk and make appropriate safeguarding decisions in line with thresholds	X		AF/IV
<b>9</b>	Ability to build effective relationships with pupils, families, staff and external agencies	X		AF/IV
<b>10</b>	Excellent communication, organisation and time management skills	X		AF/IV
<b>11</b>	Ability to maintain accurate, confidential safeguarding records	X		AF/IV
<b>12</b>	Understanding of issues affecting vulnerable groups (including SEND, mental health, contextual safeguarding)	X		AF/IV
	<b>Personal Attributes</b>			
<b>13</b>	Demonstrates professionalism, integrity and confidentiality	X		IV/R
<b>14</b>	Takes responsibility and shows accountability	X		IV/R
<b>15</b>	Resilient and able to respond effectively under pressure	X		IV/R
<b>16</b>	Proactive and solution-focused approach	X		IV/R
<b>17</b>	Committed to continuous professional development	X		IV/R
	<b>Commitment</b>			
<b>18</b>	Commitment to safeguarding and promoting the welfare of children	X		IV/R
<b>19</b>	Commitment to Trust ethos, values and inclusive practice	X		IV/R
<b>20</b>	Commitment to equality, diversity and inclusion	X		IV/R

\*Key to how skills are assessed:

AF = Skill assessed via application form

IV = Skill assessed via interview

AT = Skill assessed via test/work-related task

Cert = Certificate checked at interview

R = Skills assessed via References

I have read and accept the content of the job description.

Signed Line Manager: .....

Dated: .....

Signed Employee.....

Dated.....