

Director of Safeguarding

Application Pack

Dear Colleague,

Altus Education Partnership was established in 2017 through Rochdale Sixth Form College, an Ofsted Outstanding provider, and grew from our desire to improve education in the borough of Rochdale as a whole.

The Trust currently comprises four academies:

- **Rochdale Sixth Form College** opened in 2010 to address the significant underachievement in A level performance in the borough. Since then, it has raised achievement in the area dramatically and is recognised nationally as a centre of excellence. The College is Ofsted Outstanding, Sixth Form College of the Year 2021, and regularly one of the highest performing colleges in the country according to the DfE's Performance Tables and National Achievement Rate tables
- **Edgar Wood Academy** is a secondary school which opened in a new build in 2021 under Wave 13 of the Free Schools' programme. The Academy has already established a strong reputation in the local community and is significantly over-subscribed for 2024-25
- **Kingsway Park High School** is an Ofsted rated Good school with a strong track record of providing its students with an excellent education. The Academy recently benefitted from a new teaching block which opened at the end of 2024
- **Bamford Academy** is an Ofsted rated Good school providing a caring and nurturing environment for all of its pupils; it is a popular first choice for many parents and young people in the local community

We are delighted that **Caldershaw Academy** will join Altus Education Partnership on 1st July 2025.

Altus Education Partnership is now on the cusp of significant and rapid growth, with a high number of schools indicating an interest in joining the Trust, and seven of these schools entering into a Trust Partnership Agreement. This means that while the Trust currently has around 4,500 students and 500 staff over 4 academies, within three years this could easily increase to around 10,000 students, 1,000 staff and 10 or more academies.

Additionally, the Trust has codified and solidified its relationship with a number of key educational partners in the borough. Most notably, and uniquely in the sector, Altus has a Memorandum of Understanding with Hopwood Hall College around the curricula the two colleges offer, and to support transition of students to post-16 education.

If you feel inspired by our strategy and what we are trying to achieve, I'd be delighted if you submitted your application. Full details and all documentation are in this pack; if you wish to discuss the post further, please do not hesitate to contact us.

I very much look forward to hearing from you.

Yours faithfully



Richard Ronksley
CEO

Making your application

I hope that when you read this pack you are inspired to apply for the post. If you are, then this is what you need to do:

Application

1. Complete the Altus Education Partnership application form
2. Provide a supporting statement of no more than two sides of A4 which should address the criteria in the person specification
3. Send your application by email to recruitment@altusep.com.

Deadline

The deadline for the post is **28th April 2025** to arrive no later than 12.00 midday.
Interviews are expected to take place week commencing **5th May 2025**.

Shortlisting

Regrettably, we are unable to inform candidates who have not been shortlisted. If you do not hear from us, please consider your application unsuccessful this time.

Salary

Leadership Pay Scale LS18 (£75,675) – LS22 (£83,464)

Start Date

September 2025

For an Application Pack

1. Visit www.altusep.com or
2. Contact: recruitment@altusep.com

Altus Education Partnership is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974. In accordance with the recommendations set out in KCSIE the Trust carries out online searches on shortlisted candidates. It is also Trust policy to contact at least 1 reference prior to interview.

Altus Education Partnership Vision, Mission and Values

Our Vision & Mission

To advance education in the borough of Rochdale and its surrounds so that young people lead happy and fulfilling lives and make positive differences to their communities and society.

Our Values

At every level of the Trust, we fully subscribe to the Seven Principles of Public Life. Regardless of legal status, we expect a similar commitment from those with whom we work.

In addition, we are:

- **Committed to improving the lives of our students**
- **Clear on our approach to inclusivity and excellence**
- **Dedicated to the borough of Rochdale, its communities, and its surrounds**
- **Accountable for our actions. We will always seek solutions, not blame**
- **Responsible for one another. If one fails; we pull together. If one succeeds; we celebrate. Success or failure; we all learn**
- **We do what we say we'll do, and we do it well**

The Ambition is that by the time students leave they will:

- Have achieved their personal academic potential giving them a greater choice in life
- Have the highest aspirations and developed the self-esteem, confidence, and emotional resilience to exploit their potential
- Be contributing members of the community and have compassion for others
- Be able to celebrate their success and that of others
- Have developed the confidence to overcome barriers to success
- Be articulate, creative, and prepared for future growth and learning
- Be happy!

Shared Objective for all Staff: "To maximise students' achievements"

- At Altus Education Partnership we do this through engaging our students in their subjects and inspiring them to enjoy their studies in a totally positive atmosphere
- Our students are challenged to achieve through a culture of high expectations and a belief in their ability
- Above all, staff at Altus Education Partnership like their students and demonstrate this through their daily conduct and interaction

Job Description

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|--------------------|--|
| Job Title: | Director of Safeguarding |
| Reports to: | Heads of Education |
| Contract: | Permanent |
| Salary: | Leadership Pay Scale LS18 (£75,675) – LS22 (£83,464) |
| Start Date: | September 2025 |

Overall Purpose of the Post

- Provide strategic leadership for safeguarding and child protection across the academies within the Trust, ensuring that the safeguarding and wellbeing of all children and young people remain the highest priority.
- Lead the development and implementation of robust safeguarding, behaviour, and attendance strategies to ensure that students attend, participate, and thrive in a safe learning environment.
- Ensure compliance with legal safeguarding requirements while promoting best practices to create a culture of vigilance and accountability across all academies.

Responsibilities

Safeguarding Strategy and Leadership

- Be the Trust's safeguarding expert and primary point of contact for all child protection issues and queries.
- Develop, oversee, and monitor a comprehensive safeguarding strategy to ensure compliance, effective practice, and continuous improvement.
- Ensure that safeguarding policies and procedures are consistently implemented across all academies in line with Keeping Children Safe in Education (KCSIE) and other relevant legislation.
- Lead the Trust's Safeguarding Forum, delivering regular training events and briefings to share changes in safeguarding compliance and best practices.
- Ensure all policies, including updates aligned with KCSIE, are swiftly disseminated and supported by training.

Compliance and Quality Assurance

- Conduct annual safeguarding audits, SCR audits (in collaboration with HR), and record reviews to identify improvement priorities and remedial actions.
- Monitor the quality and impact of safeguarding training across academies, ensuring that all staff have appropriate knowledge and skills.
- Provide expert input to the Trust's risk register, identifying operational and safeguarding risks.
- Review safeguarding incidents and develop mechanisms to capture and communicate lessons learned.

Support and Guidance

- Provide specialist child protection advice to Designated Safeguarding Leads (DSLs), senior leaders, and staff across the Trust.
- Lead on complex safeguarding cases and support academies with assessments as needed.
- Support academy leaders in building and maintaining effective partnerships with external agencies, including local authorities and child protection services.
- Provide challenge, support, and ongoing guidance to DSLs and senior leadership teams to improve safeguarding practices.

Training and Development

- Develop and deliver safeguarding training for all staff, particularly DSLs and senior leaders, ensuring compliance with statutory requirements.
- Embed systems that ensure consistent use of safeguarding platforms (e.g., CPOMS) across academies.
- Ensure the provision of appropriate supervision for staff working in safeguarding roles.

Partnership and Engagement

- Ensure academy leaders actively engage with parents, carers, and external stakeholders to support safeguarding efforts.
- Build partnerships with local services, external agencies, and multi-agency safeguarding networks.
- Represent the Trust locally, regionally, and nationally on safeguarding matters as required.

Support for the Trust

- Ensure compliance with policies and procedures related to child protection, health and safety, security, confidentiality, and data protection.
- Promote equality, diversity, and inclusion to ensure all children, young people, and staff feel valued and respected.
- Provide safeguarding expertise in the Trust's due diligence processes.
- Maintain safeguarding data and produce reports identifying themes, trends, and progress against key performance indicators.

Additional Responsibilities

- Manage the 'Low-Level Concerns' policy and escalation procedures.
- Provide guidance on allegations against staff in collaboration with Trust HR.
- Actively contribute to professional development opportunities for staff.
- Participate in Trust-wide quality improvement activities and cross-department collaboration.

Professional Standards

- Uphold the professional standards expected of Trust staff in all dealings with colleagues, students, and the wider community.
- Adhere to Trust policies on equal opportunities, health and safety, and confidentiality.
- Actively promote the Trust's ethos and values, fostering a collaborative and positive culture.
- Engage in ongoing self-review and professional development.

General Requirements

Other

- The Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. An Enhanced DBS check will be carried out on the successful candidate
- The Trust is committed to equal opportunities for all
- The successful candidate will be required to complete a satisfactory medical screening assessment and provide two satisfactory references, identity check and right to work
- The terms and conditions are specified within the contract of employment

This job description is a representative document. Other reasonably similar duties may be allocated from time-to-time commensurate with the general character of the post and its grading. The person appointed will be expected to work flexibly and the exact nature of the duties described above is subject to periodic review and is liable to change.

Person Specification

| | | Assessed by: | | |
|--|--|-------------------------|-------------|-----------|
| No. | CATEGORIES | Essential/ Desirable | App Form | Interview |
| QUALIFICATIONS | | | | |
| 1. | Degree-level education or equivalent professional qualification. | E | √ | √ |
| 2. | Designated Safeguarding Lead (DSL) training. | E | √ | √ |
| 3. | Qualified Teacher Status | D | √ | √ |
| EXPERIENCE | | | | |
| 4. | Evidence of ongoing professional development in safeguarding and child protection. | E | √ | √ |
| 5. | In-depth understanding of current safeguarding legislation and statutory guidance, including KCSIE and Working Together to Safeguard Children. | E | √ | √ |
| 6. | Experience supporting and challenging senior leaders to improve safeguarding practices. | E | √ | √ |
| 7. | Proven track record in managing safeguarding audits and ensuring compliance | E | √ | √ |
| 8. | Familiarity with safeguarding software systems such as CPOMS. | E | √ | √ |
| 9. | Delivering staff training and promoting professional development of other staff | E | √ | √ |
| ABILITIES, SKILLS AND KNOWLEDGE | | | | |
| 10. | Knowledge of safeguarding procedures, including risk assessments and referral processes | E | √ | √ |
| 11. | Understanding of safer recruitment practices and staff training requirements. | E | √ | √ |
| 12. | Evidence of leading a team at middle or senior leadership level | E | √ | √ |
| 13. | An ability to effectively use IT software packages which support all aspects of pupil monitoring | E | √ | √ |
| 14. | Excellent communication skills, both written and oral | E | √ | √ |
| 15. | Ability to manage complex and sensitive safeguarding cases with discretion and professionalism. | E | √ | √ |
| 16. | A comprehensive understanding both of national performance measures for schools and the Ofsted framework for inspections and experience in using these to drive forward significant improvements within a school | E | √ | √ |
| 17. | An effective, inclusive and cooperative leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile | E | √ | √ |
| 18. | An ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes using a range of sources | E | √ | √ |

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|---------------------------------|--|---|---|---|
| 19. | Proven track record in managing safeguarding audits and ensuring compliance. | E | √ | √ |
| 20. | Capacity to manage competing priorities and work under pressure while maintaining attention to detail. | E | √ | √ |
| PERSONAL CHARACTERISTICS | | | | |
| 21. | An unwavering commitment to the Altus Education Partnership's vision, mission and values | E | √ | √ |
| 22. | Willing to be accountable and to take personal responsibility for own actions. | E | √ | √ |
| 23. | Resilience and the ability to grow professionally and flexibly within a start-up and developing organisation | E | √ | √ |



BRINGING EDUCATION TOGETHER

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