

DIRECTOR OF SAFEGUARDING RECRUITMENT PACK

February 2025



Meet our Headteacher



A handwritten signature in black ink, which appears to read 'Jafay'.

Headteacher

Welcome to our Woodlands family! I am thrilled that you are considering joining us to work alongside our dedicated staff and wonderful pupils. Let me tell you about Woodlands and our story so far.

Woodlands is a specialist provision catering for children and young people aged nine to sixteen who have Special Educational Needs (SEN), specifically Social, Emotional and Mental Health needs (SEMH). We provide education for up to 84 children and young people with EHC plans on a non-residential basis.

“This is a happy school where staff and pupils get along well and staff want the very best outcomes for pupils.” This is what Ofsted found when they recently inspected us and we are so proud that our report reflects our commitment to our children and young people, and to their families. This is a great place to work where the words “life changing” really apply to what we do. Staff are well supported, and wellbeing is not a buzzword but a meaningful outcome we want for all our staff.

There is a thread that runs through our history of being a school that supports vulnerable pupils who have often experienced trauma in their backgrounds, be that adverse childhood experiences or educational trauma before they found their way to us. In the 1940s this building was a school for Jewish Kindertransport refugees. Anna Essinger, who brought a whole school here from Nazi Germany, created a place where children felt safe and accepted and were able to learn. We want the same for our pupils today.

We believe in this approach, where high expectations are

combined with high support and a “we know you can, and we will help you” attitude, will help our children and young people achieve what we know they are capable of. As a result, Ofsted judged our Behaviour and Attitudes as “good” as well as our Personal development, testament to the bespoke support we give to each of our children and young people who consequently feel understood and valued by the adults who support them.

Our curriculum is broad, balanced and ambitious. We provide a strong academic curriculum to GCSE / Level 2 and additionally a bespoke approach through our ‘Oaks’ provision, which includes elements of the academic curriculum and also vocational learning both in school and off-site. The curriculum is centred around the needs of the child or young person set out in their Education, Health and Care Plan and is reviewed frequently.

Our ultimate aim at Woodlands is to prepare our young people for adulthood and enable them to take their next steps knowing they have the skills for independent living and the knowledge and understanding to become healthy adults who can access employment and engage positively with their communities.

More than this even, we want them to feel loved and cared for and replace their feelings of educational failure with the experience of what success feels like, knowing that they are unique and valued and can take that belief out into the world with them when they leave us.

Job description



Post title

Director of Safeguarding



Salary

Grade 10

£36,124 - £37,938 (pro rata)



Hours of work

Full time – options include term time only, term time plus five weeks



Post status

Permanent

We offer

- ❑ A supportive environment with an experienced team where you will be invested in and valued
- ❑ A varied and exciting role – building relationships with a range of colleagues across the Multi-Academy Trust
- ❑ A varied day with different experiences and challenges
- ❑ A Talent Pathway that offers you continued professional development and learning for you as an individual

Why this role above others?

Come and make a difference to the life chances of our young people.

Woodlands is a special school for pupils who have social, emotional and mental health needs. We are proud of the high expectations and aspirations we set for every child and young person, providing an inspiring environment where everyone can learn and achieve.

We provide ambitious and exciting opportunities through well-designed and individualised curriculum packages.

You will be part of a highly effective, supportive team who readily share best practice amongst the team.

You will have the opportunity to work collaboratively with individual children, young people and their parents. You will find each day rewarding, making the difference, and providing support and nurture for children and parents alike.

You will join us in celebrating success and encouraging all our young people to develop broader life skills, investing in them as a whole child.

We are incredibly proud of the achievements of all our pupils and trust that you will feel the same as we work together to ensure the successful future for them.

Any questions in regards to the role can be raised with Lisa Dugmore ahead of the closing date:

Lisa.Dugmore@wdl.mmat.co.uk

Responsible to:

Senior Lead for Learner Welfare

Outline of role:

The Director of Safeguarding will be responsible for ensuring the highest standards of safeguarding and child protection within the school. As the Designated Safeguarding Lead (DSL), you will oversee all safeguarding processes, act as the first point of contact for any safeguarding concerns, and work proactively to support vulnerable learners.

You will play a key role in promoting a culture of safeguarding across the school, ensuring that all staff are trained, confident, and compliant with safeguarding legislation. You will also work closely with external agencies, families, and internal teams to ensure the safety and well-being of all learners.

This role is particularly significant in our SEMH (Social, Emotional, and Mental Health) school, where many learners have experienced trauma, adversity, or social care involvement. A trauma-informed approach and a deep understanding of the challenges faced by vulnerable young people are essential.

Main duties:

Leading Safeguarding and Child Protection

- Act as the Designated Safeguarding Lead (DSL), ensuring compliance with Keeping Children Safe in Education (KCSIE) and other statutory requirements.
- Lead on all safeguarding and child protection matters, ensuring that concerns are identified and responded to swiftly and appropriately.
- Develop, implement, and review safeguarding and child protection policies, ensuring they reflect current legislation and best practice.
- Maintain detailed, accurate, and secure safeguarding records using the school's safeguarding recording system.
- Provide clear guidance and support to staff regarding safeguarding concerns, ensuring correct procedures are followed.

2. Supporting learners at Risk

- Act as the main point of contact for learners experiencing safeguarding issues, offering appropriate support and intervention.
- Work directly with learners and families to reduce risks, offering early help and referring to external agencies where needed.
- Promote the emotional well-being of learners, working closely with pastoral, SEN, and behaviour teams to implement individualised safeguarding plans.
- Manage disclosures sensitively, ensuring that learners feel listened to and supported while following safeguarding protocols.
- Advocate for learners in meetings with social services, CAMHS, Police, and other external agencies.

3. E-Safety Coordinator

- Develop an E-Safe culture throughout the setting as part of safeguarding, which is in line with national best practice recommendations (e.g., Ofsted, DfE).
- Act as a named point of contact on all E-Safety issues and liaise with other members of staff as appropriate.
- Audit and evaluate current practice to identify strengths and areas for improvement.
- Keep up to date with current research, legislation, and trends. This may include accessing appropriate training and using a range of approaches to enable them to understand the role of new technology as part of modern British society and the wider safeguarding agenda.

- Embed E-Safety in staff training and CPD by ensuring that all members of staff receive up to date and appropriate E-Safety training (at least annually and as part of induction) which sets out clear boundaries for safe and professional online conduct.
- Ensure that E-Safety is promoted to parents and carers and the wider community through a variety of channels and approaches.
- Ensure there are robust reporting channels for the community to access regarding E-Safety concerns, including internal, local, and national support.
- Ensure that age-appropriate filtering is in place, which is actively monitored.
- Work with the lead for data protection and data security to ensure that practice is in line with legislation.
- Maintain an E-Safety incident/ action log to record incidents and actions taken.
- Liaise with the local authority and other local and national bodies as appropriate.
- Monitor and report on E-Safety issues to the school leadership team, Governing Body, and other agencies as appropriate.

4. Multi-Agency Working

- Develop and maintain strong relationships with social workers, early help teams, Police, health professionals, and other safeguarding partners.
- Attend Child Protection Conferences, Core Group Meetings, and Strategy Discussions as required.
- Ensure timely and accurate referrals to external agencies, supporting learners and families in accessing appropriate support.

5. Staff Training and Development

- Deliver regular safeguarding training to all staff, ensuring they understand their responsibilities in identifying and reporting concerns.
- Provide updates and briefings on safeguarding legislation, local authority guidance, and school procedures.
- Ensure all staff complete mandatory safeguarding training and refresher courses.
- Offer one-to-one support and guidance to staff who need additional safeguarding knowledge or who are supporting vulnerable students.

6. Policy and Compliance

- Ensure that the school meets all safeguarding audit and inspection requirements, working closely with the Senior Leadership Team (SLT).
- Conduct safeguarding audits and risk assessments to identify areas for improvement.
- Keep up to date with local and national safeguarding developments, ensuring school policies remain compliant with the latest legislation.
- Oversee safer recruitment practices, ensuring all staff and volunteers undergo the appropriate checks, including DBS and reference checks.
- Maintain and update the Single Central Record (SCR) to ensure compliance with statutory requirements.

7. Promoting a Safeguarding Culture

- Champion a whole-school approach to safeguarding, ensuring it is embedded in every aspect of school life.
- Promote trauma-informed and restorative practices, helping staff understand the impact of adverse childhood experiences (ACEs).
- Work alongside the Pastoral, SEN, and Mental Health Teams to support holistic interventions that meet learners' complex needs.
- Encourage learner participation in safeguarding initiatives, such as peer mentoring and e-safety awareness campaigns.
- Engage with parents and carers, providing safeguarding support, guidance, and signposting to external services when needed.

Person Specification

Essential Criteria:

Qualifications:

- Level 3 or 4 Safeguarding and Child Protection qualification (or willingness to complete).
- Relevant professional qualification (e.g., Social Work Degree, Youth Work, Education, or equivalent experience).
- Evidence of DSL training or willingness to complete upon appointment.

Experience:

- Proven experience in a safeguarding role within an education, social care, or youth work setting.
- Experience working with children and young people with SEMH, SEND, or complex needs.
- Direct experience of working with child protection cases, referrals, and multi-agency safeguarding work.
- Experience managing safeguarding records, case notes, and risk assessments.

Knowledge and Skills:

- Strong knowledge of Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children, and other safeguarding legislation.
- Understanding of the Children's Act (1989 & 2004), The Prevent Duty, and Sexual Violence & Harassment Guidance.
- Excellent understanding of trauma-informed practice and the impact of adverse childhood experiences (ACEs).
- Ability to handle safeguarding disclosures sensitively and effectively.
- Strong written and verbal communication skills, with the ability to liaise with professionals, families, and learners.
- High levels of discretion, confidentiality, and professionalism.
- Other Requirements:
- Enhanced DBS clearance
- A commitment to continuous professional development in safeguarding and child protection.
- Ability to work under pressure, prioritise tasks, and make sound decisions in complex situations.

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Desirable Criteria:

- Experience working in an SEMH school, PRU, or alternative provision.
- Training in mental health first aid, restorative approaches, or therapeutic interventions.
- Experience of delivering safeguarding training to staff.
- Knowledge of County Lines, Child Criminal Exploitation (CCE), and online safeguarding risks.



Developing self and leading others:

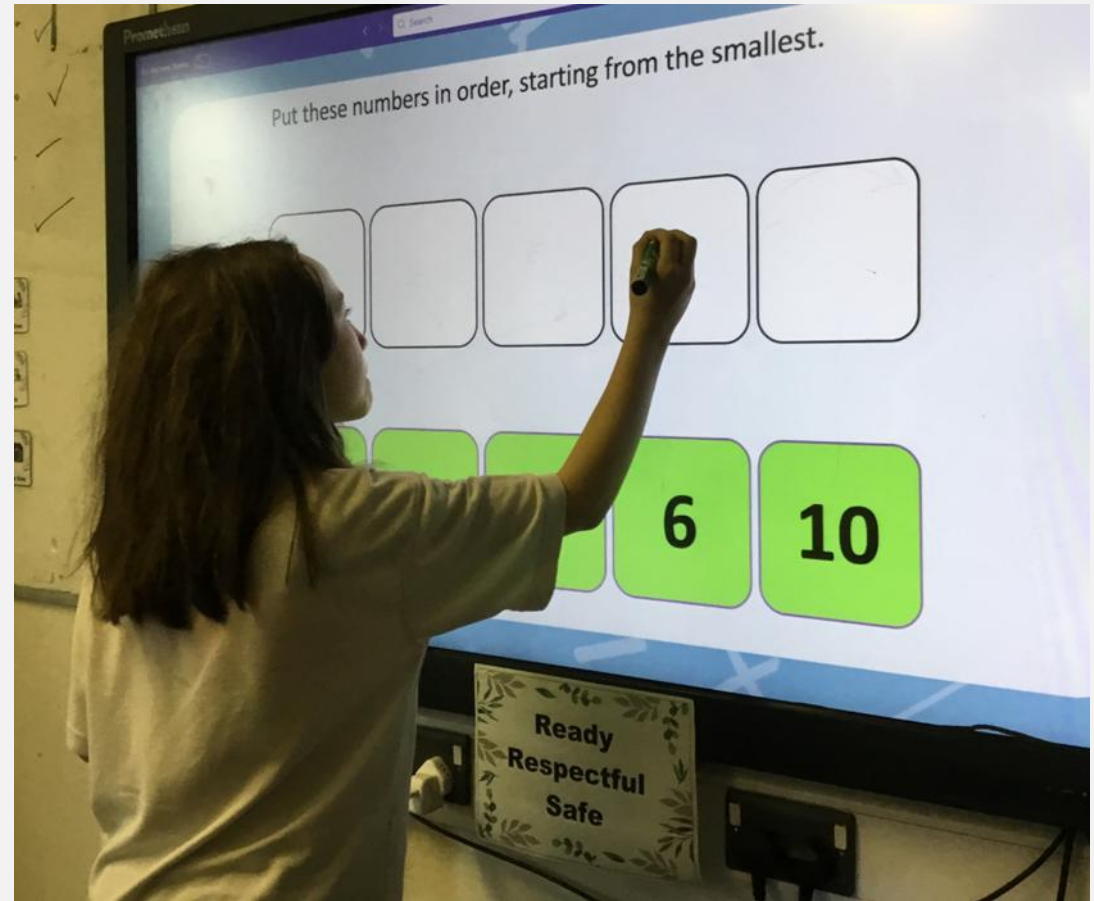
- Take responsibility for own professional development including maintaining an up to date knowledge of developments and related legislation including engaging fully in performance management of self and other staff (if applicable)
- Contribute to effective staff induction and professional development
- Manage own workload, providing support where necessary and delegating where appropriate to ensure that professional duties are fulfilled, as identified

Community responsibilities:

- Effective dialogue with parents in accordance with school policies.
- Attend and support community events as required.

In addition to the above all Marches Academy Trust staff are required to:

- Adhere to policies and procedures, including Equality and Diversity and Health and Safety.
- Respect confidentiality: all confidential information should be kept in confidence and not released to unauthorised persons.
- Undertake appropriate training and development as required.
- Participate in the Performance Review Cycle.
- Demonstrate excellent Customer Care in dealing with all customers.
- Ensure positive effective working relationships with the school teams, stakeholders and partners.



Objectives and outcomes:

- To be agreed with the successful post-holder once appointed.
- The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.
- The post holder may have opportunities to work in other schools within The Marches Academy Trust.

Welcome from the CEO

This is a high achieving Trust that is imaginative and creative in its approach to teaching and learning and is keen to look for continued sustained improvement.

Our vision 'Achievement through Caring' is central to all that we do at The Marches Academy Trust. Our schools are, innovative and striving to ensure that young people make the very most of their learning adventure and are equipped with the skills required to prosper in the modern world.

We are immensely proud of the Alliance of Leading Learning who provide a wide range of professional development opportunities across our Trust, nationally and internationally.

Sarah Finch

CEO

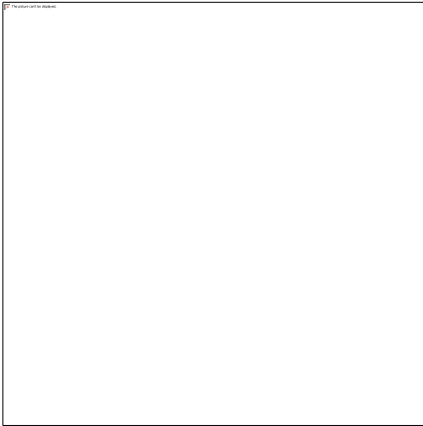
The Marches Academy Trust

Our family of schools currently includes:

- The Marches School and Sixth Form in Oswestry
- Sir John Talbot's School and Sixth Form in Whitchurch
- Tilstock CE Primary School and Nursery in Whitchurch
- The Grove School and Sixth Form in Market Drayton
- Lower Heath CE Primary School and Nursery in Lower Heath
- Shrewsbury Academy in Shrewsbury
- Longlands Primary School and Nursery in Market Drayton
- Grange Primary School and Nursery in Shrewsbury
- Oakmeadow CE Primary School and Nursery in Shrewsbury
- Woodlands School in Wem
- Idsall School and Sixth Form in Shifnal



Meet our Chair of Trustees



Alex Fry

Chair of Trustees

Thank you for your interest in this role.

The Trust is looking to appoint an individual to build on our Trust's current strengths and achievements.

As a thriving Trust serving over 6,000 learners and their families in Shropshire, this a pivotal role in driving continuous improvement across our schools and will contribute to our vision of 'achievement through caring'.

Collaborative working with other schools in our Trust offers many benefits for learners and staff; sharing best practice in teaching and learning, curriculum collaboration, extracurricular opportunities, staff development, finance and human resources, legal services, school improvement structures and governance arrangements.

We hope that the opportunity to shape the work of our schools and their staff to harness their professional expertise, with the goal of securing excellent outcomes, is one you would relish.

The prospect of this role goes beyond the immediate job description. The successful candidate will influence and help shape the strategy of the Trust, have the opportunity to support our ITT provision, support leadership development and career paths as well as drive efficiencies across our schools.

For the right individual, this is an exceptional opportunity. The right candidate will have no better chance of working with wonderful learners, super staff and shaping our Trust into the future.

Who we are



Welcome to the Marches Academy Trust!

We are a multi-academy sponsor based in Shropshire, currently comprising five secondary schools, five primary schools and one special school.

Across our Trust we have a wealth of experience to inspire and motivate children, young people and staff to be the very best they can.

Achievement Through Caring drives our Trust, and our values are shared throughout our family of schools; we work together on embedding them in everything we do.

Our Trust prides itself on delivering high quality education and connecting with our children and young people to inspire and enthuse them to learn, achieve and to be happy.

Check out our video:

<https://youtu.be/RxuP4WDUM88>

Interested? Here's how to apply:

[Search for Jobs \(webitrent.com\)](http://webitrent.com)

The closing date for applications is: Friday 28th February

Interviews will take place week commencing 3rd March

The Trust is committed to safeguarding and promoting the welfare of the children in our care and expect all staff to share this commitment.

A core belief in staff wellbeing and work life balance evidenced in policy and practice

Our Trust Vision Statement and Values



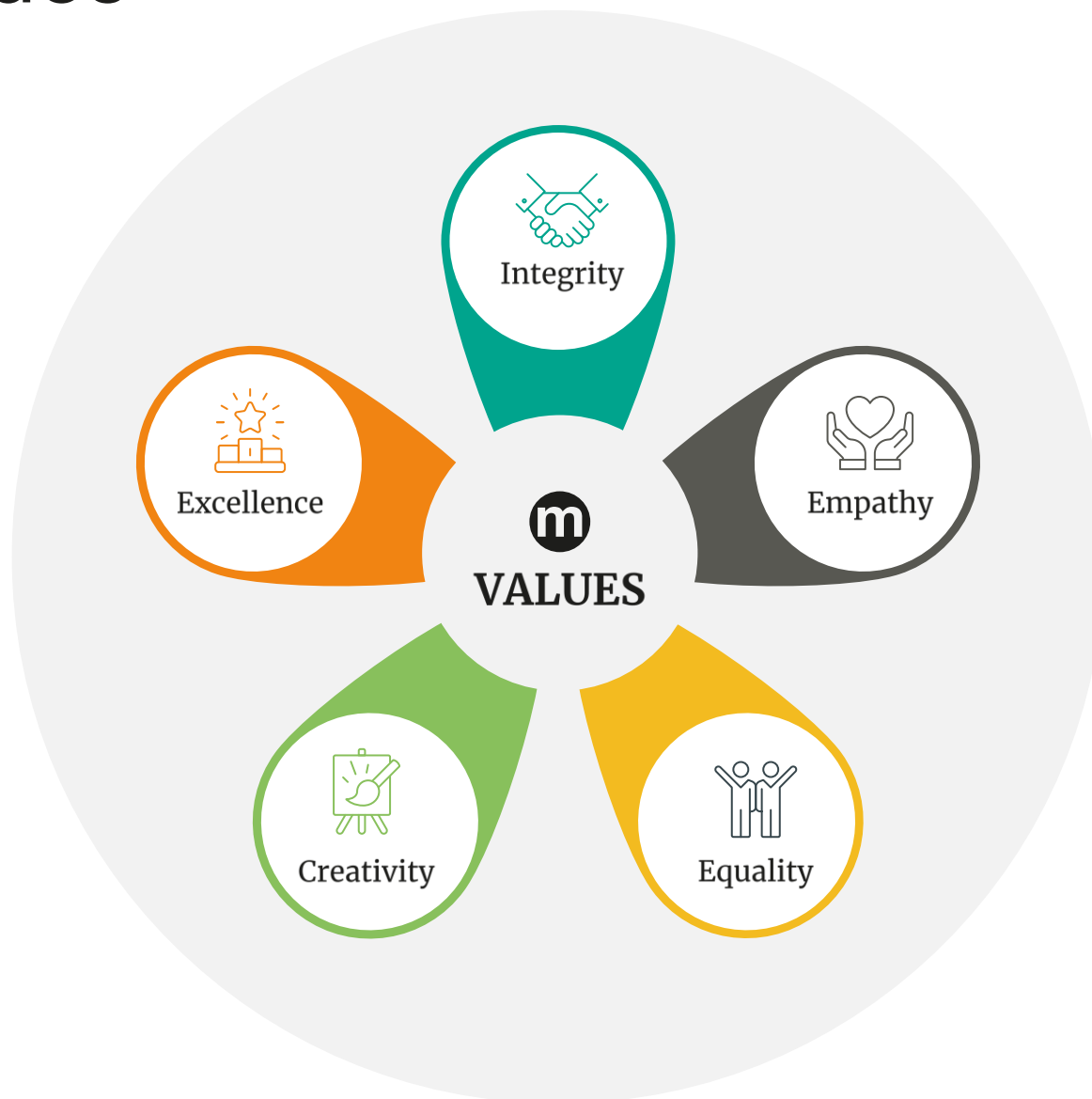
Our Vision

Achievement through caring



Mission Statement

As a Trust, it's our mission to empower everyone in our Trust and our communities to live and breathe our values and Achievement Through Caring, to reach their full potential.



Our investment in you

Talent Spotting our Future Leaders

Our Talent Pathway supports the professional development of staff within the trust. We identify leadership talent and leadership needs for future succession planning – ensuring relevant and practical leadership development opportunities for staff.

Our talent management programme and our Career Development Pathways provide a framework for the discussion of your leadership journey and the professional learning you can access along the way.

Talent Contract

The Talent contract is a promise; a covenant between yourself and the trust that the Trust will do its' very best to support and develop you professionally. The Contract describes a variety of Professional development opportunities and encourages you to identify and pursue your training needs.

We believe successful creative lifelong learners participate in a journey of self-discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage.



Our investment in you

We really care about employee wellbeing and our commitment is set out in our Wellbeing Policy and Charter. This commitment is underpinned by our four pillars of wellbeing;

Emotional

Some examples include a robust induction programme, Trust newsletter, professional performance reviews (appraisal) and line manager check-in meeting. We have clear policies and procedures relating to all aspects of your employment and we carry out an annual well-being survey to gauge the health of our staff.

Physical

We are blessed that our schools are located in beautiful Shropshire market towns and /or rural locations. We can offer discounted local gyms and onsite facilities in our secondary schools.

Financial

We offer membership to two great pension schemes; Local government pension scheme and Teachers' pension scheme. Our terms and conditions are aligned to Burgundy Book & School Teachers Pay & Conditions Document (teachers) and NJC Green Book (associate staff). We also recognise continuous service for sickness, maternity and annual leave entitlements for those transferring under the Redundancy payments (local government) Modification Order (RPMO).

Social

Encouragement of great working relationships and sense of belonging through team building events, PD days, end of term events and Trust Awards evening.

Generous
non-contact
time for
staff

Wellbeing Offer

We are delighted that our wellbeing offer includes access to a free confidential medical and wellbeing service with School's Advisory Service (SAS) for all staff. Services available include counselling, bereavement counselling, physiotherapy, menopause support and stress awareness sessions. We encourage staff to utilize SAS in seeking out preventative and early intervention by making support easily accessible for all!





Alliance of Leading Learning

We are a school led inclusive partnership representing all phases and school contexts nationally and internationally. Our core team at The Marches Academy Trust have trained over 400 ITT and over 150 School Direct learners; we have also led the professional learning of over 5,000 educational leaders and governors.

We deliver the DfE National Professional Qualifications, and we actively encourage our staff to complete an NPQ programme at their earliest opportunity.

We also talent spot, from within our Trust team, colleagues who want to share their expertise and enhance their experiences by becoming an Improvement Consultant.

Supporting schools, departments and individuals across the Trust and also external schools.

Embracing all our work is the unique Professional Learning Conference we host each year which continues to inspire school colleagues nationally.

In joining The Marches Academy Trust you have direct access to an outward facing large group of outstanding schools across the West Midlands and beyond.

Quite simply we want to ensure the right expertise exists to enhance a self-improving system and impact learners, leaders and schools to drive continuous improvement.

You will be part of this success story as a member of our team; and on starting your new post you will also be starting your learning journey - with all the benefits of being part of a large and successful Trust with exemplary partnerships nationally and internationally.



We hold true to delivering current, inspirational training that has real impact back in the workplace. Most importantly our participants confirm in countless testimonials that we invest in their leadership journey.

Cavelle Priestley-Bird, Executive Director
(of People and Development)

Bits you need to know

The Marches Academy Trust values each person equally. We are committed to building a diverse team and embedding a welcoming, inclusive culture that encourages diversity and authenticity. We believe this will encourage creative ways of thinking – ensuring we collaborate more effectively and achieve better outcomes. We welcome applicants from all qualified candidates who share this commitment.

Everyone within our Academy Trust shares the objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn in an education setting and identifying those who are suffering or likely to suffer significant harm, taking appropriate action with the aim of ensuring they are kept safe both at home and within the education setting and we expect all staff to share this commitment. Shortlisted applicants will be asked to declare any criminal convictions and will be subject to online checks. The successful applicant will be subject to an enhanced DBS check.

“This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Criminal Records Bureau before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.”



Woodlands School

part of the Marches Academy Trust

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