



# RECRUITMENT PACK IBSTOCK SCHOOL

## Safeguarding Manager (& Deputy DSL)

37 hours per week – term-time only (0.8356 fte) - permanent

Grade 10, Points 23–26

Full time salary: £34,350 - £37,950 per annum

Actual salary: £28,702.35 - £31,710.46 per annum

Commencing as soon as possible



i nspiration i nnovation i ntegrity

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# **SAFEGUARDING MANAGER**

## **& DEPUTY DSL**

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**Commencing as soon as possible**

As part of our continued growth, we are looking to appoint an enthusiastic, highly committed person, who enjoys the challenges and rewards of working with young people, to join our safeguarding team as Safeguarding Manager and Deputy Designated Safeguarding Lead. At Ibstock School we have a tradition of strong teamwork and clear leadership that is committed to doing whatever it takes to improve student outcomes. We are a value-based school and everything we do is encompassed by our core values of 'inspiring our community to thrive'.

As Safeguarding Manager, you will work closely with the Deputy Headteacher/Lead DSL, playing a significant role in the designated safeguarding team across Ibstock School to promote the safety, wellbeing and protection of students, with a focus on positive access to education. You will have proven experience of safeguarding practices and will be able to maintain an inner calm and confidence. In this role, you must be an excellent team player and communicator, with the ability to build positive relationships with a broad range of stakeholders. A relevant NVQ Level 3 (or equivalent qualification) is required, or a proven ability of working at this level in a similar role, in either an education or health and social care setting.

With over 700 students on roll, Ibstock School is at the heart of the local community, serving families in Ibstock and the surrounding villages of North-West Leicestershire. We have recently completed our journey through age-range change to become an 11-16 school.

*LiFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.*

*All offers of employment will be subject to a DBS check and an online search.*

February 2025

Dear applicant

### **Safeguarding Manager**

Thank you for your interest in the above post at Ibstock School. We are looking to appoint an enthusiastic, highly committed person, who enjoys the challenges and rewards of working with young people, to join our safeguarding team. This is a key post in our continued development, which is available for an immediate start (subject to completion of all required pre-employment checks).

### **Context**

With over 700 students on roll, the school is at the heart of the local community, serving families in Ibstock and the surrounding villages of North-West Leicestershire. We joined LiFE Multi Academy Trust in July 2021 and in the summer term 2024 our first cohort of GCSE students took their exams, completing the process of age range change to become an 11-16 school. The School is committed to creating a safe, nurturing and inclusive environment for all our students and we prioritise the wellbeing and safety of our young people, ensuring they have the support they need to succeed academically and socially.

### **About the role and you**

The role will involve working closely with the Deputy Head/DSL to support students to achieve the best that they can be. You will play a significant role in the designated safeguarding team across the school, promoting the safety, wellbeing and protection of students, with a focus on positive access to education. The successful candidate will have proven experience of safeguarding practices and will be able to maintain an inner calm and confidence. You must be an excellent team player and communicator, with the ability to build positive relationships with a broad range of stakeholders. A relevant NVQ level 3 (or equivalent qualification) is required, or a proven ability of working at this level in a similar role, in either an education or health and social care setting.

### **How to apply**

We encourage you to visit our website for more detailed information about the school and further information about the vacancy. Informal enquiries are welcomed by emailing [jobs@ibstockschool.co.uk](mailto:jobs@ibstockschool.co.uk) or by calling 01530 260705.

Applications should be made via our Eteach portal by clicking on the link below and should be received no later than **9.00 am on Thursday 13 February 2025**.

<https://www.eteach.com/careers/lifemultiacademytrust/>

Interviews for shortlisted candidates will take place on Tuesday 25 February; however, we regularly review applications and reserve the right to close an advert early if we identify suitable candidates. To avoid disappointment, we advise you to submit your application as early as possible.

## **The application process**

### Safeguarding

We are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to behave in such a way that supports this commitment. Appointment to this post will be subject to satisfactory pre-employment checks, including an online check.

### Data Protection

Should you be unsuccessful with your application, the school will confidentially destroy your application form after six months of its submission. If you are successful in your application, this information will be kept securely as part of your personal employment record.

### References

Applicants must provide the details of two referees. One reference should be from your current employer or if unemployed, your last employer. Where possible, references should be from separate sources and not from the same organisation or employer. All referees should have known you for at least one year or more and cannot be from a spouse, partner, friend or relation or from someone with whom you live. The school will contact referees for verification. Please ensure that you have permission to provide their details on the application form and note that references will be sought prior to interview for all shortlisted candidates.

### Equal Opportunities

We are determined to ensure that no applicant or employee receives less favourable treatment on the grounds of gender, age, disability, religion, belief, sexual orientation, marital status, or race, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

We look forward to receiving your application. Thank you in advance for your interest in working with us and for the effort that you have made with your application. If you wish to discuss or clarify anything arising from the information attached, please do not hesitate to contact us.

Yours sincerely



Nicola Koncarevic

Executive Headteacher  
Ibstock School

# JOB DESCRIPTION

## Safeguarding Manager (& Deputy DSL)

Grade 10 (Point 23 to Point 26)

Line manager: Deputy Headteacher/DSL

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### Core purpose

To play a significant role in the designated safeguarding team across Ibstock School, promoting the safety, wellbeing and protection of students, with a focus on positive access to education.

The key responsibilities of the post will fall under the following areas and include:

### Culture and Ethos

- to promote, communicate and demonstrate a whole-school culture of safeguarding alongside the senior leadership team
- to maintain confidentiality at all times

### Safeguarding

- to safeguard the students and young people at Ibstock School
- to make high quality safeguarding and child protection referrals as required
- to ensure the systems for referring, monitoring, tracking and following up on safeguarding concerns are rigorously implemented and of a high quality
- to triage and action the safeguarding alerts and ensure that safeguarding practices are following in regards to all statutory responsibilities
- to obtain access to resources and attend any professional development
- to attend Local Authority network meetings and brief colleagues accordingly
- to organise and/or deliver, evaluate and record child protection and safeguarding training, update and implement policies and procedures and share learning from DSL network meetings and case reviews
- to attend school safeguarding meetings/e-safety meetings
- to be available within school contracted hours and at times, may be required to be contactable and to take action outside of school hours, including school holidays
- to take responsibility for developing and implementing the school's safeguarding and child protection policies, ensuring that they are reviewed annually, and procedures and implementations are updated and reviewed regularly in line with Local Authority and LiFE Multi-Academy Trust guidelines
- to ensure the school's safeguarding and child protection policy is available publicly and parents/carers are aware that referrals about suspected abuse or neglect may be made and the school's role in this.

## **Communication and Liaison**

- to liaise with the Designated Safeguarding Lead, professionals and the headteacher on issues, especially ongoing enquiries under Section 47 of the Children Act 1989, students subject to child protection plans and instances where there are police investigations
- to liaise with the school's senior leadership team and safeguarding teams in order to ensure shared caseload knowledge
- to work with the designated teacher for Looked After Children (LAC) or previously Looked After (PLAC) to ensure that they are supported fully in and out of school, both pastorally and administratively
- to liaise with outside agencies on child protection issues, including alternative providers of education
- to advise staff on daily management of safeguarding issues
- to liaise with transfer schools to ensure smooth transition and ensure that students' safeguarding records are sent in a compliant, secure and timely manner for all students moving to new educational settings
- to act as a source of support, advice and expertise to staff on matters of child protection and safeguarding and when deciding whether to make a referral
- to encourage a culture of listening to students and young people so that measures can be put in place to protect them
- to update DSL and DDSL's of any changes to procedures or practices as soon as practicable
- to deliver appropriately differentiated child protection and safeguarding assemblies to all year groups

## **Accountabilities**

- to attend and lead, as required, multi-agency meetings such as CP, CIN, strategy meetings, team around the students and TAF meetings, some of which may take place outside of normal working hours
- to maintain confidentiality at all times and comply with GDPR and the safe sharing of information
- to adhere to all school policies
- to implement and promote LiFE Multi Academy Trust's and the school's policies and procedures relating to all areas of employment and service delivery

## **Responsibilities**

- to refer all cases of suspected abuse to the appropriate local authority student's social care teams
- to challenge behaviour which breaches the school's values, ethos and Code of Conduct
- to be aware of and support difference and ensure an equal voice for all
- to support and contribute towards the ethos, work and aims of Ibstock School
- to share expertise and skills with others
- to participate in training and other learning activities and personal improvement programmes as required

- to recognise own strengths and areas of expertise and use these to advise and support others
- to assist with the preparation of and support for wider school events
- to undertake any other duties as the headteacher may reasonably require from time to time.

### **Training and education**

- to possess a relevant professional qualification or other accreditation
- to hold a degree level qualification or equivalent ability/experience
- to have literacy, numeracy and ICT skills sufficient to perform the job tasks.

### **What you will need to succeed:**

- knowledge and experience of working with students, young people and families and dealing with barriers to education
- knowledge, experience and understanding of safeguarding procedures, child protection issues and law and regulations governing the employment of students
- ability to plan and prioritise own workload and meet deadlines within fixed and sometimes conflicting timescales
- experience of working with students and young people, parents and carers, to overcome attendance and behaviour difficulties
- experience of liaising with external agencies or organisations
- excellent IT skills, including spreadsheets, databases, CPOMS, word processing, Arbor MIS, internet and email
- high level written, oral, interpersonal and listening communication skills for effective interaction with internal and external contacts
- able to work effectively as an individual and as a member of a team
- able to work to deadlines and prioritise tasks
- able to deal calmly with confrontation and work positively under pressure
- be willing to undertake any training necessary to fulfil the roles the job requires
- be enthusiastic, highly organised and emotionally resilient

PLEASE NOTE: This job will require you to stay at school on occasion with members of the senior leadership team to support safeguarding processes. It may also require you to take a share of being available to receive a call from DAS if required during school holidays.



# PERSON SPECIFICATION

## Safeguarding Manager (& Deputy DSL)

| QUALIFICATIONS AND EXPERIENCE  |  |
|--|--|
| Essential  | Desirable  |
| <ul style="list-style-type: none"> <li>– 5 GCSEs, including mathematics and English</li> <li>– Two years’ experience of working in an education setting or health and social care</li> <li>– Experience of working effectively with young people</li> <li>– Experience of working effectively with parents / carers</li> </ul>   | <ul style="list-style-type: none"> <li>– A degree</li> </ul>   |
| KNOWLEDGE AND SKILLS   |  |
| Essential  | Desirable  |
| <ul style="list-style-type: none"> <li>– Experience of managing safeguarding in a school or other relevant organisation, including:               <ul style="list-style-type: none"> <li>• Building relationships with students and their parents/carers, particularly the most vulnerable</li> <li>• Working and communicating effectively with relevant agencies</li> <li>• Implementing and encouraging good safeguarding practice throughout a large team of people</li> </ul> </li> <li>• Demonstrable evidence of developing and implementing strategies to help children and their families</li> <li>• Experience of handling large amounts of sensitive data and upholding the principles of confidentiality</li> <li>• Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies</li> <li>• Ability to work with a range of people with the aim of ensuring the safety and welfare of children</li> <li>• Awareness of local and national agencies that provide support for children and their families</li> <li>• Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings and document safeguarding concerns</li> <li>• Effective communication and interpersonal skills</li> </ul> | <ul style="list-style-type: none"> <li>– Successful leadership and management experience in a school or other relevant organisation</li> <li>– Good IT skills, including previous use of CPOMS or similar systems</li> <li>– Ability to communicate a vision and inspire others</li> <li>– Demonstrable experience supporting looked-after and previously looked-after children</li> </ul> |

- Ability to build effective working relationships with staff and other stakeholders
- Possess a good understanding of supporting looked-after and previously looked- after children

## PERSONAL ATTRIBUTES

### Essential

- An enthusiasm for working with young people
- Flexible with a ‘can-do’ approach
- Integrity, empathy and patience
- Able to manage sensitive and confidential situations
- Commitment to ensuring the safety and welfare of students
- Commitment to upholding and promoting the ethos and values of the school
- Commitment to equality
- Able to work under sustained pressure while remaining cheerful and resilient
- Able to react appropriately to problems and unexpected situations, making rapid decisions and taking the initiative
- Able to operate effectively as a member of a team with minimum supervision
- Self-motivated
- Loyal and dependable
- Enthusiasm for working as part of the wider trust Safeguarding Network.

### Desirable

## **Vision, Values and Ethos**

- LiFE Multi-Academy Trust Bringing Learning to LiFE
- Vision: We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence, we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.
- Each of our schools needs to be seen as a leader of, and vital to, its local community; each school is regarded as fundamental to the identity of its surrounding community. In this capacity we will relentlessly promote the values of inclusion and the celebration of diversity, alongside personal responsibility and respect.
- Values:
  - Ensuring that every student achieves positive, life-changing outcomes
  - Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond the school gate
  - The relentless pursuit of excellence by; expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world
  - Valuing and promoting the celebration and understanding of diversity and qualities of our staff and students
  - Ensuring that all students and staff feel known, appreciated and supported
  - Committing whole-heartedly to collaboration within, between and beyond our academies
  - Ensuring our curricula are agents for the promotion of our values at Ibstock School.

## Vision, Values and Ethos

### LiFE Multi Academy Trust

#### Bringing Learning to LiFE

#### Vision:

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## Our Trust consists of

The LiFE Multi Academy Trust currently consists of 10 Schools. Our lead school is Bosworth Academy with the other schools in the Trust being Ashby School, Braunstone Frith Academy, Countesthorpe Academy, Desford Community Primary School, Dovebank Primary School, Kingsway Primary School, Ibstock Community College, Ivanhoe School and the The Winstanley School.

## Our offer for all staff joining the LiFE Multi-Academy Trust and our schools

Professional Capital: *'we believe in getting the right people, getting them to work together and getting them to stay'*

| STRATEGY  | DESCRIPTION   |
|---|---|
| Putting Your Trust in Our Trust                         | We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.   |
| Coaching  | Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.   |
| Personal Improvement Plan versus Performance Management | Instead of the usual performance management, we encourage our staff to identify aspirational targets through our 'Personal Improvement Plan' (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.   |
| Health and Wellbeing Strategies                         | <p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> <li>providing employees with a safe, healthy and supportive environment in which to work</li> <li>recognising that the health and wellbeing of our employees is important</li> <li>providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged</li> </ul> <p>We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the work place. To show our commitment to this we have publicly signed up to 'Mindful Employer' and the 'Charter for Employers who are Positive about Mental Health'.</p> <p>We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.</p> |
| Equality and Equal Opportunities                        | Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages,  |

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|  | discrimination and inequalities of opportunity, and promote diversity in terms of its students, workforce and our wider communities we serve.  |
| Presumed Professionalism                           | We have a 'Presumed Professionalism' ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young people and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.  |
| Development of Professional Capital and Excellence | <p>As a Trust we always look to invest in our staff and pride ourselves on our 'home grown talent'. We pride ourselves on this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people.</p> <p>Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital.</p> <p>Examples of the many opportunities we encourage staff to take up externally include:</p> <p>The National Professional Qualification for Senior Leadership (NPQSL)</p> <p>The National Professional Qualification for Headship (NPQH)</p> <p>The National Professional Qualification for Middle Leadership (NPQML)</p> <p>The Outstanding Teacher Programme (OTP)</p> <p>Initial Teacher Training (ITT)</p> <p>Pathways are available at apprenticeship level, NQT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are led by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school.</p> <p>Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development.</p> <p>Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.</p> |
| Great Access to Progression and                    | Further evidence of our investment in 'home grown talent' is that 86% of our TLR holders have been internal appointments. We have clear professional   |

|  |   |
|--|---|
| Leadership Responsibility                | progression pathways within the CPD offered throughout the year at all levels within the Trust.   |
| Collaboration Across all Schools         | We are developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.   |
| Sabbatical and Flexible Working Policies | <p>We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details.</p> <p>Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.</p>  |
| Strong Induction Process                 | It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year. |
| ECT Support                              | Where possible we try to ensure that ECTs have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.  |
| 3D Networks                              | 3D Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3D Learning and Teaching model.  |
| Attendance of Staff                      | Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all staff and well above national averages in the education sector and beyond.   |

We are always looking for highly quality teachers and support staff who buy into our values across the LiFE Multi Academy Trust and our school.