



Full time Safeguarding Lead (*Equivalent to an Assistant Headteacher role*) – Job description

Please note that this job is open to teachers with QTS or those who have worked at a level in Safeguarding settings.

Pay scale	Salary information available on request and is dependent on experience. <ul style="list-style-type: none"> • Qualified teachers would be paid on the leadership scale. Teachers pay and conditions would apply to qualified teachers. • Candidates without QTS (Qualified Teacher Status) would be paid on Bucks Pay Scale. This would be a term time only position for candidates who are not qualified teachers.
Reports to;	<ul style="list-style-type: none"> • IPSL, Deputy Head teacher & Head teacher
Responsibility for;	<ul style="list-style-type: none"> • Whole school safeguarding under the direction of the Headteacher, Deputy Headteacher and IPSL
Liaison with;	<ul style="list-style-type: none"> • Teaching staff, support staff, Headteacher, Deputy Head, IPSL, FLO Team, Assistant Heads, Year leaders, pupils, parents, governors, SEND team

1. Core purpose of the job - Safeguarding

- To work with the IPSL in the development of strategic safeguarding and child protection policies and procedures and guidance for William Harding School
- To monitor and review the strategic implementation of the relevant policies and documentation and procedures to ensure they are adhered to, remain current and fit for purpose
- To monitor strategic records to ensure that they are sufficiently detailed and fit for purpose
- Keep abreast of developments in the field of child protection by liaising with the local authority and BSCB, attending relevant training or events and reading relevant bulletins and publications and driving change and improvement
- To ensure that William Harding School is always presented positively within and beyond the School
- To regularly train staff members around all areas associated with Safeguarding and Child Protection to keep them updated of information

2. To work under the direction of the Headteacher, Deputy Headteacher and IPSL in any directed tasks that involve;

- To lead on and be responsible for safeguarding alongside the IPSL and under direction of the SLT, including supporting all staff through training, coaching and mentoring, to ensure all pupils' needs are met
- To play a major role in the school improvement and school self-evaluation of safeguarding
- Lead proactively as a key leader of safeguarding alongside the SLT
- Leading rigorously with impact on whole school safeguarding matters
- Working with the SLT to determine safeguarding strategic priorities and leading on implementation
- Driving for ambitious continuous school improvement through proactive monitoring and follow up
- To support the SLT in establishing an ambitious safeguarding vision and ethos
- To work with the IPSL on strategic data analysis and use to drive improvement, training and development of safeguarding
- Deputise for the IPSL in their absence and for the SLT in the event of their absence, alongside the AHTs
- Support a range of other leaders in the school to support school improvement/priorities/staff CPD within safeguarding

3. Key areas of responsibility

(For qualified teachers) work within the statutory conditions of employment set out in the current School Teachers' Pay and Conditions Document. This job description should be read in conjunction with this.

All duties listed below are to be undertaken with regards to safeguarding under the direction of the IPSL, Deputy Head and Head teacher. This list is not exhaustive and there is an expectation to carry out all reasonable requests from the SLT.

a) Direction and development of the school

- To lead and monitor the development and impact of school policies, targets, priorities and identify developments needed – working with the IPSL / Deputy Head teacher/Head teacher to achieve them
- To work with the IPSL / Deputy Head teacher/Head teacher to ensure the smooth running of the school on a day to day basis

b) Leadership and Management

- To challenge and support all other leaders in developing professionally
- To ensure own continuing professional development
- To deal promptly with poor performance of staff and teams
- To undertake, in the absence of the SLT, the professional duties of an SLT member
- To work with the Headteacher, Deputy Headteacher and IPSL on the smooth running of the school and management of resources
- To be a visible role model, lead and motivate staff within the school and undertake any duties directed by the SLT
- To lead on taking responsibility for absences and ensure all staff positions are covered
- In partnership with the SLT, to lead by example when implementing and managing change initiatives
- To liaise and work with subject leads to ensure safeguarding is explored and promoted within all subjects

c) Pastoral Care and behaviour

- To lead on and promote high standards of behaviour and positive attitudes and to implement policies and procedures to support staff
- Lead on developing and maintaining the ethos and values of the school through behaviour, attitudes and relationships
- Ensure effective transition and progress from each year group to the next
- To work alongside the Pastoral Team
- To work alongside the AHT for behaviour and community to maintain and develop behaviour management strategies

d) Inclusion

- Be aware of and support difference and ensure that the school's equalities and diversity policies are followed
- To monitor reports to ensure that additional needs or language barriers do not become a barrier to disclosure

e) Strengthening Community

- Work with the IPSL and SLT in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers
- Develop and maintain contact with all specialist support services as appropriate
- Promote the positive involvement of parents/carers in school life and build a safe space for parental involvement
- Strengthen partnerships and community working
- Promote positive relationships and work with colleagues in other schools and external agencies

- Being part of the complaints procedure as requested by SLT, organising and conducting meetings where appropriate with parents and carers, to ensure positive outcomes for all parties.
- Work alongside the ELT to undertake difficult conversations with parents and escalate concerns about external agencies
- Work with a range of external agencies such as MASH, police, Virtual School and other settings

f) Health and Safety

- Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality and data protection. Reporting all concerns to the appropriate person

g) Disclosure and Barring Service

- This post is classed as having a high degree of contact with children. An enhanced DBS disclosure will be sought through the Criminal Records Bureau

4. Accountability

This role is directly responsible and accountable to the IPSL, Deputy Head teacher, Head teacher and Governing Body.

5. Job entitlements

- Access to training and staff development according to personal and school needs
- High quality INSET and staff meetings
- Annual performance appraisal and review
- Well-being perks – please see <https://www.williamhardingschool.co.uk/> wellbeing tab

6. Review of Duties

- The specific duties attached to any member of staff are subject to annual review and may, after discussion, be changed. The post holder is expected to perform reasonable duties requested by the Head teacher from time to time, commensurate with experience, role and salary.

Person Specification

Qualifications and training	Essential	Desirable
Experience	<ul style="list-style-type: none"> • Qualified teacher status OR a previous senior role within MASH, Police or Social Care • Degree or equivalent (for teachers) • Commitment to continuing professional development • 	<ul style="list-style-type: none"> • Further educational qualifications such as SLE, NPQML, NPQSL, Masters or Safeguarding senior training or for QTS? • Undertaken DSL training
	<ul style="list-style-type: none"> • Experience of joint working in the area of behaviour and safeguarding • Experience of leadership/team leader • Experience and impact on others within the team • Experience of working with young people with SEN, PP or EAL needs • Experience of support families in crisis • Experience of leading other aspects of improvement within the setting with clear impact • Experience of effective involvement with parents • Experience of monitoring and evaluation to drive school improvement in relation to behaviour and attitudes • Involvement in the implementation of whole setting / department initiatives with impact • Experience of analysing data for impact 	<ul style="list-style-type: none"> • Proven track record of excellence as a classroom practitioner with at least three years' classroom experience if QTS • Leading on Inclusion • Experience of working as part of a leadership team • Experience of teaching in different Key Stages if QTS • Experience of school to school support/agency to agency working

		<ul style="list-style-type: none"> • Experience of effective involvement with Governors/stakeholders • Experience of working in a school that has driven for rapid improvement if QTS
Knowledge and understanding	<ul style="list-style-type: none"> • Knowledge of behaviour strategies • Experience and understanding of monitoring and evaluating behaviour • Strong knowledge and understanding of safeguarding policies and procedures such as Keeping Children Safe in Education and Working Together to Safeguard Children • Knowledge, understanding and experience of leading on behaviour • Good understanding safeguarding and procedures to keep children safe 	<ul style="list-style-type: none"> • Knowledge of Health and Safety requirements • Knowledge of EYFS curriculum/ how young children learn • Knowledge of Statutory assessments if QTS • Understanding of trauma and attachment and the impact on children • Clear understanding of the National Curriculum if QTS • Knowledge of the Ofsted Inspection handbook regarding Personal Development and Behaviour if QTS • Good understanding of the Inspection Framework
Skills and attributes:	<ul style="list-style-type: none"> • Demonstrate outstanding practice and an ability to share this with others • Understanding of pupils' barriers to learning, how this presents in the classroom/with young people and how to influence/improve these • Good communication • Ability to work well in a team and to build a sense of community • Good organisational and time management skills • Demonstrate a positive and professional attitude • Ability to lead on change management 	<ul style="list-style-type: none"> • Proven successful experience of leadership within a large primary school/organisation
Personal qualities	<ul style="list-style-type: none"> • Personal integrity, warmth and sensitivity to empathise with pupils and families • Calm and approachable manner • Personal confidence when delivering difficult messages • Ability to relate well to others and to build positive relationships within the community • Flexibility and open mindedness 	<ul style="list-style-type: none"> • Enthusiasm • Sense of humour • Resilience