



Three Spires TRUST **St Peter's Collegiate Academy**
2022 - 23 Academic Year

'Life in all its fullness'

Position: Senior Lead: Designated Safeguarding Lead

Academy: St Peter's Collegiate Academy

Closing date: Wednesday 26th April 2023

Salary: TST Grade 11 SCP 39-43 (£45'495 - £49'590) or equivalent for Teaching Staff

Contract: Full Time, permanent

Assessment dates: Week commencing 1st May 2023

Proposed start dates: ASAP

Message from the Principal

Thank you for your interest in the role of Senior Lead: Designated Safeguarding Lead at St Peter's Collegiate Academy. This candidate pack is intended to provide you with an overview of the advertised role for Senior Lead: Designated Safeguarding Lead. Please take time to look through the information about our Academy and browse the website: <https://stpetersacademy.org.uk/> If you require further information or would like to visit the Academy informally please contact us via email at: recruitment@stpetersacademy.org.uk

To be successful in this role you will need to be energetic, enthusiastic and determined, acting with moral purpose to support our pupils and to fulfil their God-given potential.

Academy profile

St Peter's Collegiate Academy is a Church of England Academy serving circa 1350 pupils including 250 pupils in the Sixth Form. Our faith is at the heart of every element of school life. Our values of Service, Respect and Aspiration are instilled in our students through our knowledge-rich curriculum, and our excellent pastoral care. We are extremely proud of the amazing work of our students and staff alike who strive to live out our Christian values in everything they do.

The Academy is located one mile from the centre of Wolverhampton, a city with a diverse community which is reflected in the multi-cultural and multi-faith dimensions of St Peter's. The Academy has a rich history and a long legacy within the city which is centrally located with easy access to the M5, M6 and M54 motorways and is well-connected to the local metro and train services by two separate bus routes. Situated on Compton Park West it neighbours St Edmund's Academy and attracts pupils from across the city, with most pupils attending from local neighbourhoods.

In January 2023 our new Principal Mr Mullen-Furness started his new role. After previously working at St Peter's, he is a familiar face to the community and lives locally.

Our core aim as an Academy is:

"To support our students in their pursuit of knowledge and wisdom, allowing them to flourish as lifelong learners seeking to love God and serve the community".

Currently, while we seek to optimise the learning experience our current provision is adversely affected by our ageing facilities. Fortunately these will soon be replaced by the DfE funded school

rebuilding programme which accounts for circa 80% of the Academy site and its facilities, providing pupils and staff with new learning environments better suited to the demands of 21st Century pedagogical practices. The staff of the Academy are focused on strategic improvement of the school to enhance pupil's experiences, mitigating the barriers they encounter, enabling them to participate in a broad and rich curriculum. We seek to prepare pupils through their education for the modern world and the challenges it provides. At St Peter's we encourage pupils to serve their community, have respect for all and to aspire to be the best version of themselves every day. This is only achievable if we support our staff to do the same, modelling the behaviours and relationships necessary to be a value-led person.

Information for applicants

Advertised role: Senior Lead: Designated Safeguarding Lead

Closing date: Wednesday 26th April 2023

The following guidance provides an overview of the application process and the stages your application will go through to give it appropriate consideration. We look forward to receiving your application in due course.

References

Please contact your referees in advance, giving them notice that a reference may be requested and that you permit them to provide a reference to us.

You must provide two appropriate referees including your most recent employer. We will not accept references from relatives, friends, work colleagues etc. Or open references i.e., not written in relation to the specific post for which you are applying.

If you are short-listed your references will be requested prior to interview. These will provide important information to the panel, informing the questions they may ask and the decision-making process. If you do not want your referees to be contacted before the interview and your application is short-listed, please indicate this clearly on your application form.

Criminal Record Declaration

The post is exempt from the Rehabilitation of Offenders Act 1974 and therefore convictions, cautions and warnings, including those otherwise regarded as “spent” must be declared. However, certain convictions and cautions are considered ‘protected’ meaning they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the government website.

Three Spires Trust and its academies are committed to safeguarding and promoting the welfare of children and expect all staff and to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including: an enhanced DBS; Prohibition check; Section 128 direction check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work. All applicants will be required to provide two suitable references.

Short-listing

Short-listing typically takes place the next working day after the closing date. The information you provide including the supporting statements will be used to inform the short-listing process, enabling us to assess how closely applications meet the criteria for the post. This process will be carried out by more than one person to ensure objectivity. It is common for those people to also be actively involved in the interview process.

Contacting you

We endeavour to contact all applicants regarding the outcome of their application as a matter of courtesy. You should expect to receive an email communication from us within two weeks of the closing date, although on occasion it may take longer than this due to the number of applicants, school holidays or the availability of governors.

Attending interview

If you are invited to interview you will be required to bring certain original documents with you including proof of identity which features a photograph, a DBS Disclosure if you have one and any relevant qualifications. If necessary we can support remote interviews, however, any decision will be based upon individual needs and should not disadvantage any candidate.

Enquiries

If you have any queries regarding your application or the information sent to you please contact recruitment@stepetersacademy.org.uk

Thank you for your interest and we look forward to receiving your application.

Job Description

All staff have a pivotal role to play in every student's spiritual, moral, social and cultural development. Through our mission to ensure that every student experience's life in all its fullness, we ensure that we support each student through the promotion of our Christian values. This mission and our values underpin the work of every member of staff in all of our academies.

The duties outlined in this job description will be reviewed with the post holder on an annual basis. It may be modified by the CEO with the agreement of the post holder, to reflect or anticipate changes in the job commensurate with the salary and job title.

Strategic Purpose

The Senior Lead: Designated Safeguarding Lead shall be a non-teaching member of the academy senior leadership team and will take lead responsibility for safeguarding and child protection across the school (including online safety). They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police. Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

Main responsibilities

Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Refer cases to the police where a crime may have been committed
- Add any other duties of particular relevance to your school
- Working with staff and other agencies
- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health

- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
- Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
- Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school

The above includes:

- Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
- Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential

Managing the child protection file

- Ensure child protection files are kept up to date
- Keep information confidential and store it securely
- Make sure records include:
 - › A clear and comprehensive summary of the concern
 - › Details of how the concern was followed up and resolved
 - › A note of any action taken, decisions reached and the outcome
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- Where children leave the school (including in year transfers):
 - › Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE
 - › Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place

Raising awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements

- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing
- Regular ongoing CPD provided to all staff

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually
- Ensure all staff are confident in their use of MyConcern

Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- Delivery of staff CPD both ongoing and as part of staff induction

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals

Further Duties

The DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video call in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. This may include short and medium term placements in any of the Trust academies and other schools supported outside of the Trust. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Person Specification

Attributes	Essential	Measured by
Qualifications	<ul style="list-style-type: none"> GCSE (or equivalent) in English and maths Degree 	Application Certification
Experience	<ul style="list-style-type: none"> Successful leadership and management experience in a school or other relevant organisation Experience of managing safeguarding/child protection in a school or other relevant organisation, including: <ul style="list-style-type: none"> › Building relationships with children and their parents, particularly the most vulnerable › Working and communicating effectively with relevant agencies › Implementing and encouraging good safeguarding practice throughout a large team of people Demonstrable evidence of developing and implementing strategies to help children and their families Experience of handling large amounts of sensitive data and upholding the principles of confidentiality 	Application Interview References
Knowledge and Skills	<ul style="list-style-type: none"> Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies Ability to work with a range of people with the 	Application Interview References

	<p>aim of ensuring the safety and welfare of children</p> <ul style="list-style-type: none"> • Awareness of local and national agencies that provide support for children and their families • Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns • Good IT skills, including use of Microsoft, Google, Arbor, ClassCharts, MyConcern, Provision Maps • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships with staff and other stakeholders 	
Character	<ul style="list-style-type: none"> • Commitment to ensuring the safety and welfare of children • Commitment to upholding and promoting the ethos and values of the school • Integrity, honesty and fairness • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to equality 	<p>Application Interview References</p>

Note 1: In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours and
- Attitudes to use of authority and maintaining discipline.