

# Student Development Champion / Deputy Designated Safeguarding Lead

Recruitment Information for Candidates



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Dear Applicant

Thank you for expressing an interest in joining The Basildon Academies.

Student welfare, academic progress and achievement is at the heart of everything we do at our Academy.

Our Academy vision is to drive:

- Social Mobility - equality of opportunity for our young people to succeed
- Moral Purpose - resilient positive decision makers
- Cultural Capital - equity of opportunity and life experiences
- Spiritual Awareness - reflective citizens and active curious learners

The Academy offers students the unique opportunity to begin their learning journey at our Key Stage 3 Lower Academy, and complete it at our Key Stage 4 & 5 Upper Academy.

Our Key Stage specialist sites enable us to offer our students age appropriate curriculum choices, support, challenge and enrichment.

We recognise the power and impact that quality enrichment can have on young lives and minds. Our enrichment programme is an essential and valuable part of our school day. All students engage in an enrichment of their choice each day as part of their curriculum.

The age appropriate enrichment curriculum supports a 'Passion for Learning' in Key Stage 3, a 'Passion for Purpose' in Key Stage 4 and a 'Passion for Life' in Key Stage 5. Our enrichment curriculum builds student resilience, self-esteem, sense of belonging and love of learning. It provides equity of opportunity, stretch & challenge, employability skills and broad experiences supporting our student cultural capital and social mobility.

Our two academy model offers our Year 7 intake a guaranteed future place in our growing and thriving Sixth Form.

The Basildon Academies Sixth Form offers personalised curriculum pathways, tailored to individual needs and aspirations. Strong support networks alongside quality teaching ensure academic success and preparation for university or the workplace.

Yours sincerely



Mr G. Smith  
Chief Executive Officer



Leading Parent  
Partnership Award



The Basildon Academies are two state of the art Academies based in Essex, just 35 minutes from London and approximately 1 mile apart. We are unique in the way the academies are set up with The Lower Academy specialising in the teaching of our students aged 11-14 whilst the Upper Academy specialises in our 14-19 year old students.

**The Lower Academy** is focussed upon developing the whole child; our curriculum has been developed to enable our students to develop their knowledge, understanding and skills so that they will become lifelong learners. This includes opportunities for linguistic, mathematical, scientific, technical, human, social, physical and artistic learning so that students make progress in a wide range of subjects. The Lower Academy offers a supportive and nurturing environment to allow our students to find their adult feet as they become fully prepared for their transition to the Upper Academy.





**The Upper Academy** is focussed upon creating the best environment and conditions for all students to fully achieve their true potential, make at least expected progress and attain the very best grades they can in their final exams. The range of courses on offer allows students to become specialised in their favourite target areas and at the same time retain the very strong focus upon gaining good qualifications in maths, English and science at GCSE level.



Our strong Sixth Form is a major part of the Upper Academy with the structure modelling itself on developing independent learning skills like those seen in universities which allows students to continue their studies in their specialist subject areas. Students are very much encouraged to become mature adults being engaged in many aspects of the life of the academy which further develops those much needed skills to go on into university or the world of work.

**Position: Student Development Champion**

Responsible to: Senior Leader

Salary Range: Band 4 FTE: £28,919 - £32,110 Actual starting salary: £24,803.40

Working weeks: 39 weeks (Term Time) and Parent/Open Evening as required

Working Hours: 37 hours per week (08:00-16:00 Mon-Thurs and 08:00 – 15:30 Fri)

**Purpose**

Student Development Champions will provide the support that is required to enable barriers to learning to be overcome and to enable all students to maximise their enjoyment and learning from their time in the Academy.

They will focus on attitude to learning and will be the key contact for parents on all cross curricular or pastoral matters for their identified student cohort.

They will contribute to the monitoring of student progress and liaise with the senior leaders where concerns may become apparent.

The Student Development Champion will have responsibility for daily matters such as consistency checks, on-call, uniform, attendance and attitude to learning as well as supporting teachers in ensuring students engage with their learning in order to meet their targets.

Senior leaders will provide guidance to the Student Development Champion in organising their day and in all aspects of their duties so that the efficiency of the team is maintained at the highest level. The tasks undertaken will vary depending on the cohort they work with. Therefore, the list of duties detailed is not intended to be comprehensive; provided the tasks requested to be undertaken are reasonable, do not require additional specialist knowledge or skills and contribute directly to the teaching within the cohort then the tasks can be considered to legitimate.

**Duties and Responsibilities:**

The primary responsibilities relate to all the students within the identified cohort and involve:

- Providing students within cohort with the support they require to enable them to undertake their learning without barriers.
- Instilling in students the correct sense of purpose, unity and cohesion in order to fulfil the aims and ethos of the Academy.
- Engaging with attitude to learning support and management strategies through the systems employed by the academies.
- Supporting selected students with agreed interventions and strategies to improve progress, engagement, attitude to learning and attendance.
- Supporting groups, classes or selected cohorts of students with learning and progress where appropriate.
- Supporting the senior team and teaching staff by carrying out and monitoring consistency checks, equipment, on call, monitoring and recording punctuality, and the administration of sanctions and rewards.
- Engaging with attitude to learning and progress strategies through the systems employed by the academies.

- Ensuring the administration of support systems and programmes are complete within agreed timeframes.
- Providing information on attendance and monitor and follow up absence where necessary, following the attendance protocol.
- Supervision of reward systems.
- Identifying students who may be referred to outside agencies for any further support.
- Administrating and maintaining the files and records within identified cohort.
- Mounting relevant, engaging displays (students' work, assessment examples, post-16 choices, relevant posters) and maintaining the displays so that they are current and relevant, celebrating success and achievement.
- Administration of the Bursary Scheme, UCAS or similar systems.
- Supporting transition processes, KS2-3, 3-4, 4-5.

### **Additional Responsibilities**

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- Ensure that all duties and services provided are in accordance in the Academy's Equal Opportunities Policy.
- The Trustees are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.
- The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade

### **Person Specification (E= Essential, D= Desirable)**

- Experience of working within a school (E)
- NVQ level 3 or equivalent (D)
- Good literacy and numeracy skills (E)
- 5 GCSE Grade C or above including English and Mathematics (D)
- Proven track record of engaging students (D)
- Good interpersonal skills (E)
- Strong organisational skills / Multi-tasking ability (E)
- Excellent interpersonal skills with clear and concise communication (E)
- High attention to detail (E)
- Work within a busy and fast paced environment (E)
- Work constructively and flexibly as part of a team, understanding others roles and responsibilities (E)
- Ability to identify own training and development needs and participate in on-going training (E)
- Experience of working within a school/academy (D)
- Similar experiences with working with students with challenging behaviours (D)
- Background of behaviour management (D)

## Appendix

### Deputy Designated Safeguarding Lead (DDSL)

#### Main purpose

The Deputy Designated Safeguarding Lead (DDSL) will support the Designated Safeguarding Lead (DSL) with safeguarding and child protection across the school (including online safety and understanding the filtering and monitoring systems in place). 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, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

#### Duties and 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.

##### 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:
  1. Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
  2. 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
- Manage active cases and closure of cases on CPOMS, including regular audit and review

### **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

### **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

### **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

### **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

### **Other areas of responsibility**

- Review the curriculum at regular intervals to support local context issues being addressed
- Review learnings from case reviews and other agencies to support best practice provisions within safeguarding
- Report to governance regularly

The DDSLs 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, DDSLs 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 DDSLs will carry out.

## Application Procedure

- i. Read carefully all the information about this post
- ii. If you have any questions, please telephone or email our Recruitment Coordinator Dani Silk, on 01268498683 or email [recruitment@basildonacademies.org.uk](mailto:recruitment@basildonacademies.org.uk)
- iii. Complete the application form as fully as possible. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet. Please note that your application form will be photocopied for the Selection Panel, therefore clarity is essential. It is important that you do not leave any gaps in your career history – any gaps in employment should be fully explained please.
- iv. Send your completed application form by email (if downloaded from our website) or through the post to:

[recruitment@basildonacademies.org.uk](mailto:recruitment@basildonacademies.org.uk)

Mrs Dani Silk  
Academy Support Manager  
The Basildon Academies  
Wickford Avenue  
Pitsea, Basildon  
Essex, SS13 3HL

## Appointment Process

- i. Suitable applications will be shortlisted for interview (as quickly as possible)
- ii. If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. It is therefore important that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you to make the necessary arrangements if you are shortlisted.

The Basildon Academies are committed to supporting colleagues with disabilities. If you have a disability, please give details of adjustments you require for the selection process or to do the job itself.

## Pre-employment Checks

The Basildon Academies is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered “spent”.



The successful applicant will also be required to:

- Provide details of two referees who know you in a professional capacity, if at a school, one of which must be your current Headteacher. It is our usual policy to take up references BEFORE interviews where possible. Employment is conditional on these references being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK
- Complete a Medical Declaration and receive fitness to work.

### **Equal Opportunities**

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position. The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion, will not be tolerated.

### **Recruitment monitoring information**

The Basildon Academies are committed to ensuring that applicants are selected for appointment on the basis of their ability relevant to the job. Completion of the Recruitment monitoring information form is not compulsory but will help us to ensure that our policy and procedures are effective in avoiding discrimination and promoting equal opportunities in recruitment. The information you provide will be used for monitoring and statistical data purposes only and will not be seen by the short listing panel.

The Basildon Academies are committed to safeguarding and promoting the welfare of children and expect their staff to share this commitment.



