



# Trust Head of School (Secondary)

## Candidate Information Pack



## Letter from CEO

Dear Applicant,

This is an exciting opportunity to join our trust at a time when we are making considerable investment in achieving 'excellence' in all we do. We truly believe 'excellence' is not just a noun but a habit and we are embedding this in our cultural development.

We have ambitious plans for our trust. We are aspiring to 'Make Remarkable Change Happen' in the next few years and have set out:

- Through geographical hubs of like-minded schools a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.
- To achieve the highest standards of education in its primary, secondary and special schools.
- All trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.

So, if you are interested in joining our team of incredible colleagues in networks across our schools and trust, who are passionate about their work and the next part of our journey, I would welcome you to contact Stephen Astley, Executive Director of Education (Secondary) on [sastley@unitysp.co.uk](mailto:sastley@unitysp.co.uk) or calling 07711 486791, to arrange an informal discussion.

We look forward to hearing from you.

Best wishes

Tim Coulson

Chief Executive, Unity Schools Partnership



*“Making remarkable  
change happen”*

# We are Unity



## *– Characterised by ethical leadership and ambition for improvement at pace –*

Unity Schools Partnership is a family of secondary, middle, primary and special schools located predominantly in Suffolk, but also on the Essex and Cambridgeshire borders as well as Romford in East London.

We share the same values and face similar issues, while providing a close network of support and challenge.

We recognise the unique characteristics of each of the communities we work in and how they are reflected in distinctive school cultures.

We are committed to a partnership that respects, sustains and supports.

We encourage cultural diversity, celebrate the special qualities of each of our schools and recognise that communities must develop and grow to become sustainable.

Our model is about creating interdependence – schools that are more self-sustaining than stand-alone academies, less dependent than local authority schools and more independent than schools in corporate chains.

We all subscribe to a set of shared values, principles and operational processes that ensure quality education for all our young people. Our central belief is that every young life is special – open to possibility, gifted with the potential to change the world for the better. Our ambition is to unlock the potential of all children, remove the barriers that limit aspiration and ensure that all our children succeed.

We will work with schools that can subscribe to these values and who are prepared to take responsibility and share resources with others. This approach is already improving the life chances of pupils in primary, special and secondary schools throughout the trust.

# **We are Unity**



## **Our Values**

The trust expects its work to be characterised by:



## **Our Priorities**

We believe that children's potential should not be limited – no matter what their starting point and barriers to learning. We encourage pupils to strive constantly to gain independent learning skills and have the courage to take risks and develop personal responsibility in order to make a successful transition to adulthood.

The collaboration amongst our family of schools, the Central Team structure and our expert advisers helps our teachers and schools to 'smash through barriers'. To this end, our focus is on school improvement for all pupils, with specific support for pupils with SEND and pupils from disadvantaged backgrounds. Please use the links below to find out more about SEND, Pupil Premium and Schools Support and Improvement.

**Please visit [unitysp.co.uk](http://unitysp.co.uk)**





# Structure of the Trust

## Leadership

### Trustees

We have a talented group of trustees representing a variety of sectors who steer our vision and direction with thought, business acumen and a commitment to the Trust's core values.

### Our Local Governing Bodies

Governors focus on the quality of education and the curriculum to ensure that every child is receiving a broad and balanced education, improving outcomes for all pupils, and wider community engagement.

### Executive Team



**Tim Coulson**  
CEO



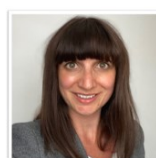
**Sarah Garner**  
Deputy CEO &  
Director of Finance



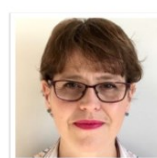
**Stephen Astley**  
Executive Director  
of Education  
(Secondary)



**Darren Woodward**  
Executive Director  
of Education  
(Primary)



**Angela Bull**  
Director of HR



**Lucie Calow**  
Director of SEND



**George Ellis**  
Director of SEND



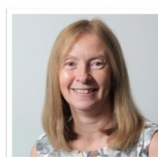
**Nick Froy**  
Director of  
Secondary  
Education



**Matthew Fuller**  
Director of  
Primary  
Education



**Toni Kittle**  
Director of  
Primary  
Education



**Rosemary Prince**  
Director of  
Secondary  
Education



**Andy Samways**  
Director of  
Teaching School  
Hub and  
Research School



**Debbie Willson**  
Director of  
Operations


### School Improvement Education Leads and Advisors

We have a high-quality group of school improvement leads and advisors who deliver our package of school improvement support for schools including primary and secondary specialists, SEN advisor, pupil premium advisor and Data Manager. Our advisors work closely with our school and trust leaders in partnership throughout the year.

### Headteachers

Our Headteachers are a crucial part of our School Improvement Team. There is a significant amount of school to school partnership work that has great impact across our schools from across school leadership models and moderation. Schools find the advantages of working with a supportive peer group of successful heads a valuable asset of being part of our trust. Heads share expertise and support colleagues, which we value greatly.



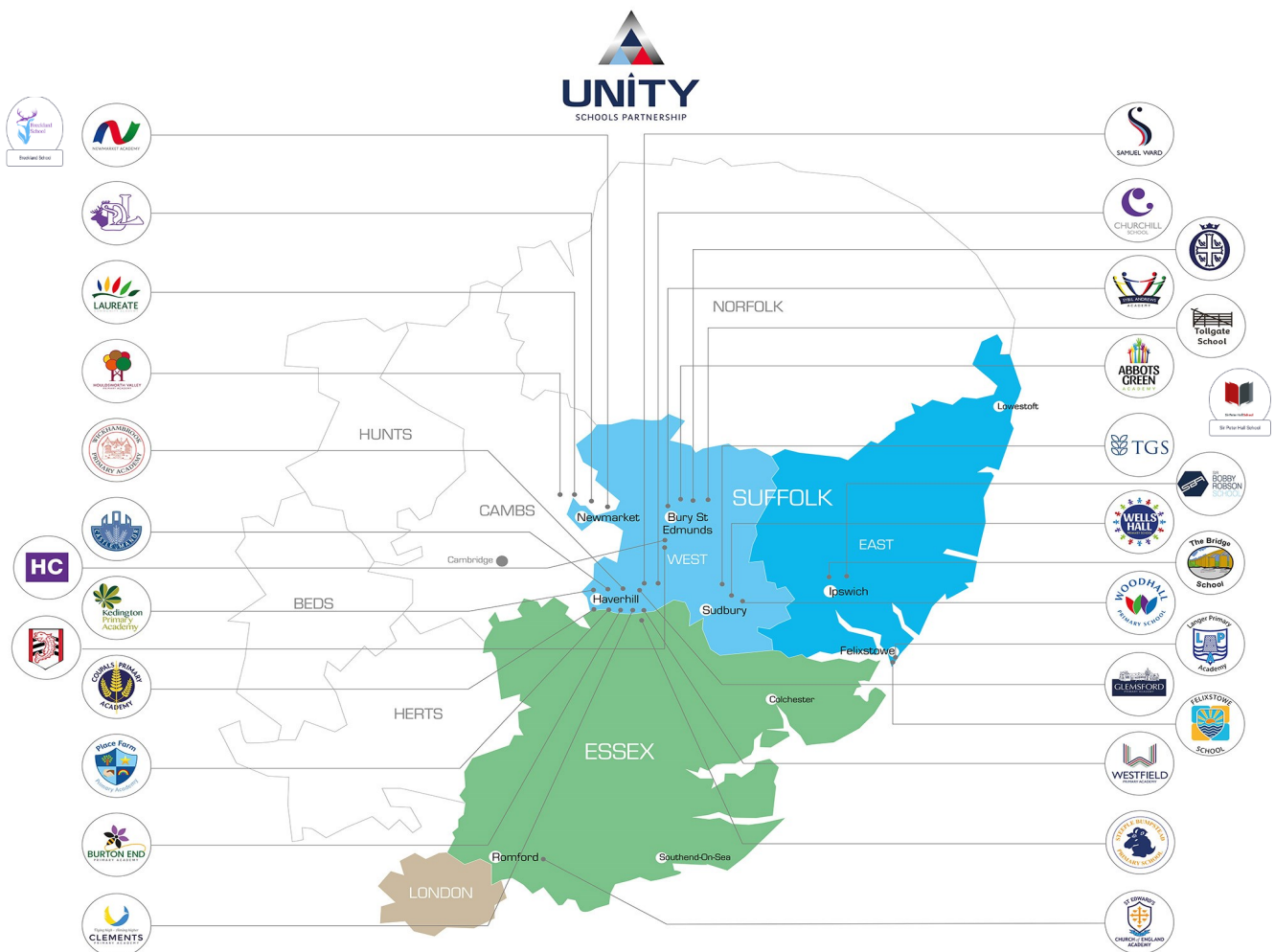
A woman with long dark hair, wearing a light blue short-sleeved button-down shirt and a black apron, is smiling broadly while unwrapping a gift. She is wearing clear plastic gloves. The gift is wrapped in white paper with a blue and white patterned ribbon. The background is blurred, showing what appears to be a kitchen or workshop setting with various items on shelves.

Thank you for a truly inspirational CPD day with thought provoking speakers and takeaways I can use in my work.

*JULY 2022 WHOLE TRUST PD DAY FEEDBACK*



## Our Schools



## Secondary schools



We, at Unity Schools Partnership, are proud of our five sixth forms located in Bury St Edmunds, Haverhill, Great Cornard (Sudbury), Felixstowe and Romford.

Each has their own unique identity and takes pride in ensuring the highest level of achievement for their students.

**Please visit [unitysp.co.uk/our-schools/](https://www.unitysp.co.uk/our-schools/)**

# Our Secondary Schools

School	Roll	Location	%PP	Headteacher	OFSTED
Breckland School	567	Brandon	29.45	Jon Winn	Good (Dec 22)
Bury St Edmunds County High	661	Bury St Edmunds	18.46	Sally Kennedy	Good (Mar 22)
Castle Manor	729	Haverhill	28.12	Vanessa Whitcombe	Good (May 19)
Felixstowe	1244	Felixstowe	25.64	Emma Wilson-Downes	Requires improvement (Dec 21)
Newmarket	837	Newmarket	24.25	Martin Witter	Good (May 17)
Samuel Ward	1220	Haverhill	16.07	Andy Hunter (Executive Headteacher)	Good (Nov 22)
St Edward's Church of England	576	Romford	28.30	Jodie Hassan	Good (May 22)
Sybil Andrews	684	Bury St Edmunds	17.40	Trenica King	Requires improvement (June 19)
Thomas Gainsborough	1572	Sudbury	21.37	Helen Yapp	Good (Nov 17)

## Curriculum and Pedagogy

We aim for the best practice anywhere in the country led by successful implementation across the trust.

Working together, Trust Leadership, Headteachers and the Central Team support each school in the development of their curriculum.

We ensure all students, regardless of background, needs and abilities, have access to the same opportunities.

At the core of our curriculum is a belief that the English Baccalaureate (English, Maths, Science, History or Geography and a language) provides the best range of experiences for the majority of learners, and that achieving well in these subjects will enable them to access more skilled employment and further education.

Therefore, our schools encourage a high level of participation in EBacc subjects, as this ensures that students keep their options open for the next steps of their education and have a solid foundation of academic knowledge for a life-long love of learning.

Under the direction of our Secondary Director, our trust subject leaders support core subject to lead on the design of curriculum provision and resources for English, Maths and Science across Key Stage 3, Key Stage 4 and Key Stage 5. This includes the monitoring, evaluation and review of standards and provision within departments across each of our eight secondary and two middle schools.

The subject leaders support schools to improve teaching and learning and the academic success of all pupils, ensuring the highest standards of teaching, learning and achievement for all our students.

Our secondary school improvement team are supporting our schools to drive forward and ensure parity across our academies.

# Staff Benefits

We want to recruit and retain the very best people in their area of expertise. Everyone who works for the trust contributes towards improving outcomes for children in one way or another. Some have a direct influence and some have an indirect influence, but everyone plays their part.

Our primary focus is the children – smashing through barriers and making remarkable change happen. To make this a reality we have to allow teachers to teach and leaders to lead. Every role within the trust supports them and enables them to concentrate on what matters – high-quality teaching and learning for all our pupils.

With that in mind, retaining quality staff and positively affecting their wellbeing is paramount. We want everyone to feel that they are important and valued in their roles, and that the right people have the right opportunities to progress within the trust. For schools, consistency of support is important, and for pupils, consistency of relationships is important, particularly for children from disadvantaged backgrounds or SEND pupils.

We celebrate professional development and career development. We benefit from a well established Teaching school and access to national experts. We have an active talent management programme to support our staff in their current roles and in their future career within the Trust and beyond. We also offer executive coaching to leaders and executives to assist them with identifying and achieve their professional goals.

The HR department has worked to provide numerous staff benefits, such as Wellbeing Support, Legal Advice Helpline, salary sacrifice electric car schemes, discounted gym membership, Cycle to Work Scheme, 24/7 Help and Advice Line for all family and work aspects. We also offer teacher and local government pension schemes and flexible working .







**TEACHING STAFF**  
**JOB DESCRIPTION**

<b>ROLE TITLE</b>	Trust Head of School (Secondary)
<b>CONTRACTED HOURS</b>	Full-time / year-round
<b>LOCATION</b>	To be agreed with Executive Director of Education
<b>GRADE / SCALE POINT – SALARY</b>	L23-L27
<b>REPORTING TO</b>	Trust Executive Headteacher
<b>DATE</b>	December 2022

### **INTRODUCTION**

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance. All members of the Trust are responsible personally and collectively for supporting pupils in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the Core Values at all times;
- Nurturing passions and interests and stimulating their intellectual curiosity;
- Continuously raising aspirations and self-esteem;
- Intentionally developing Leadership
- Contributing to the wider range of opportunities offered by and for the school community;
- Actively supporting and promoting pupil voice;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils.

### **JOB PURPOSE**

To deliver and sustain educational excellence through the creation and maintenance of the most conducive professional environment that puts the classroom, and the interactions between teachers, students and curriculum at the centre.

This culture of improvement that empowers and motivates staff to excel will extend from your own school and more widely as part of the Trust's Senior Leadership Team, through a range of leadership strategies.

## **KEY TASKS & RESPONSIBILITIES**

### **Trust Head of School**

#### **STRATEGIC DEVELOPMENT**

1. Support the Trust Executive Headteacher in implementing the SDP-Roadmap forward: set a vision and clear strategic direction for the school to reach excellence
2. Initiate, plan, monitor and evaluate the operational plans required to implement the SDP roadmap above
3. SEF: Support leaders at all levels to have an accurate view of the school
4. Alongside the Trust Executive Headteacher quality assure performance improvement: overseeing how the data looks, books, what children/parents say, learning walks, external visits to influence strategic next steps
5. Ensure all effective systems are put in place that ensure high quality performance management of all staff
6. Work within the trust's financial guidelines and expectations (including value for money)
7. Alongside the Trust Executive Headteacher oversee school-based HR
8. Support the Trust Executive Headteacher to ensure effective recruitment including structures, decisions and staffing
9. Governors (Heads of school to support EHT to prepare documentation)
10. Support the Trust Executive Headteacher in curriculum design, structure and any changes/decisions
11. Model communication with parents ensuring it is a strength
12. Professional dialogues timetabled to support/challenge/target set leaders at all levels
13. Support the system of instructional coaching & mentoring for teachers
14. Ensure highly effective staff communication is maintained: Briefings / newsletters, maximising the impact of staff at all levels to raise student outcomes in a workplace where colleagues feel valued, supported and well cared for
15. Ensure highly effective SLT meetings empower all leaders to drive improvement at pace
16. Ensure the strategic direction and implementation of meetings and CPD for all staff based on clear, well communicated timetables with agreed protocols and focus/agenda
17. Be an outstanding Ambassador for the school and trust in the wider community- Collaboration/networks
18. Embrace the opportunities around the implementation of a SEND Hub alongside our trust Director for SEND
19. Model and empower staff to excel and maintain confidence and trust in all stakeholders
20. Alongside the Trust Executive Headteacher have a strategic overview of all staffing ensuring classroom and business support colleagues have maximum impact on learning and outcomes
21. Responsibility for safeguarding
22. Ofsted: share responsibility with the Trust Executive Headteacher to ensure the school continues to build on a Good judgement under the current framework

#### **SCHOOL CULTURE AND BEHAVIOUR**

The Trust Head of School will work with the trust executive headteacher to:

1. Build and enhance a culture where pupils experience a positive and enriching school life
2. Uphold educational standards in order to prepare pupils from all backgrounds to succeed in their next phase of education and life
3. Ensure a culture of staff professionalism, care and kindness

4. Encourage very high standards of behaviour from pupils, built on rules and routines that are understood by staff and pupils and are clearly and consistently demonstrated by all adults in school
5. Use consistent and fair approaches to managing behaviour, in line with the school's behaviour policy
6. Value the opinions of staff, pupils and parents whilst gaining their respect and cooperation

#### **TEACHING, CURRICULUM AND ASSESSMENT**

The Trust Head of School will work with the Trust Executive Headteacher to:

1. Establish and sustain high-quality teaching across all subjects and phases, based on evidence
2. Ensure teaching is underpinned by subject expertise
3. Effectively use formative assessment to inform strategy and decisions
4. Ensure the teaching of a broad, structured and coherent curriculum
5. Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
6. Use valid, reliable and proportionate approaches to assessing pupils' knowledge and understanding of the curriculum
7. Ensure the use of evidence-informed approaches to reading so that all pupils are taught to read
8. Lead the school's response to the challenges of remote learning and enable children to make progress whilst away from the classroom environment.

#### **ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

The Trust Head of School will ensure that leaders:

1. Promote a culture and practices that enables all pupils to access the curriculum
2. Have ambitious expectations for all pupils with SEN and disabilities
3. Make sure the school works effectively with parents, carers and professionals to identify additional needs and provide support and adaptation where appropriate
4. Make sure the school fulfils statutory duties regarding the SEND Code of Practice.

#### **MANAGING THE SCHOOL**

The Trust Head of School will:

1. Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care
2. Manage staff well with due attention to workload and wellbeing
3. Ensure rigorous approaches to identifying, managing and mitigating risk
4. Make effective use of digital technologies

#### **FINANCIAL MANAGEMENT**

The Trust Head of School will:

1. Support the trust executive headteacher to plan, manage and monitor the curriculum within the agreed budget; setting appropriate priorities for expenditure, allocating funds and ensuring effective administrative control.

### **PROFESSIONAL DEVELOPMENT**

The Trust Head of School will:

1. Ensure staff have access to appropriate, high standard professional development opportunities
2. Keep up to date with developments in education
3. Seek training and continuing professional development to meet needs

### **GOVERNANCE, ACCOUNTABILITY AND WORKING IN PARTNERSHIP**

The Trust Head of School will:

1. Understand and welcome the role of effective governance, including accepting responsibility
2. Ensure that staff understand their professional responsibilities and are held to account
3. Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties
4. Work successfully with other schools and organisations
5. Maintain working relationships with fellow professionals and colleagues to improve educational outcomes for all pupils

### **SITE AND PREMISES MANAGEMENT**

The Trust Head of School with support from the Trust Executive Headteacher will:

1. Manage and organise the accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements
2. Ensure that the allocation and use of the accommodation/resources provides a positive learning environment that promotes the highest achievements

### **COMMUNICATIONS AND PARTNERSHIPS**

The Trust Head of School will:

1. Ensure that parents and pupils are well informed about curriculum attainment and progress and are able to understand targets for improvement
2. Develop and sustain positive working partnerships with parents and carers
3. Develop and encourage good relations between the school and the local community
4. Work effectively with all external agencies.

### **SAFEGUARDING**

1. Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times. The Trust Head of School under the guidance of the Trust Executive Headteacher, Governors and the Trust's Executive Team, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies;
2. Act as the Alternate Designated Safeguarding Lead (see Appendix);
3. The post holder is required to hold a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

### **GENERAL**

1. Actively contribute to and promote the overall ethos and values of the school and the wider Trust;



## **JOB DESCRIPTION *continued***

2. The professional duties of the Trust Head of School are contained in the School Teacher's Pay and Conditions document and the key areas of headship are contained in the DfE National Standards for Headteachers;
3. Participate in training and other learning activities and performance development as required;
4. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
5. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
6. Act as an ambassador for the school and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times;
7. Undertake any other reasonable tasks and responsibilities as requested by the Trust Executive Headteacher, Director of Education or a member of the Trust Executive Leadership Team which fall within the scope of the post.

## PERSON SPECIFICATION

### TRUST HEAD OF SCHOOL

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• First degree / training certificate</li> <li>• Recent professional development relevant to a senior leadership role in secondary educational setting.</li> </ul>	<ul style="list-style-type: none"> <li>• NPQH (or working towards)</li> </ul>
<b>Experience and knowledge</b>	<ul style="list-style-type: none"> <li>• A proven track record in achieving the highest standards of attainment and progress for all groups of pupils</li> <li>• Proven leadership and management experience and expertise at senior management level: Curriculum development</li> <li>• Policy Development</li> <li>• School improvement planning</li> <li>• Performance management</li> <li>• Working in partnership with parents and external agencies</li> <li>• Evidence of experience in key characteristics of leadership in education, including:               <ul style="list-style-type: none"> <li>- Making considered decisions and taking responsibility for the outcomes.</li> <li>- Delegating and sharing leadership.</li> <li>- Encouraging, supporting and motivating people, including pupils, staff and parents.</li> </ul> </li> <li>• Challenging, influencing and motivating others to attain high goals.</li> <li>• Record of successfully implementing initiatives to raise standards</li> <li>• Experience of analysing and using school performance data.</li> <li>• Current knowledge of teaching technologies, their use, implementation and impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful leadership of strategic initiatives.</li> <li>• Relevant experience in more than one school.</li> <li>• Successful and varied teaching experience throughout the relevant phases / key stages.</li> <li>• Relevant financial experience.</li> <li>• The ability to work at the head of, and in the midst of, a staff team.</li> <li>• Experience of working within a Multi-Academy Trust.</li> </ul>

## PERSON SPECIFICATION *continued*

<b>KEY SKILLS AND ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• Understanding of SEND.</li> <li>• Commitment to an educational provision of the highest quality.</li> <li>• Evidence of commitment to lifelong learning.</li> <li>• Ability to communicate effectively with a wide range of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Counselling and mediation skills.</li> </ul>
	<ul style="list-style-type: none"> <li>• Strong interpersonal skills.</li> <li>• Ability to work under pressure and to time and targets.</li> <li>• Ability to prioritise and delegate appropriately, but also knows when to accept support from others including colleagues and governors.</li> <li>• Ability to develop and maintain good working relationships.</li> <li>• A commitment to maintaining the school's current identity within the overall ethos and values of the Trust.</li> <li>• Evidence of commitment to model the school's core values.</li> <li>• Experience in delivering strategies which encourage parents and carers to support their children's learning.</li> <li>• Evidence of commitment to involving parents and the community in supporting the learning of children and in defining and realising the school's vision.</li> <li>• Proven ability to think creatively and bring fresh ideas to a school that is already achieving high standards.</li> </ul>	
<b>OTHER QUALITIES</b>	<ul style="list-style-type: none"> <li>• Proven ability to deliver strategies which encourage parents and carers to support their children's learning.</li> <li>• Commitment to involving parents and the community in supporting the learning of children and in defining and realising the school's vision.</li> </ul>	

## **Deputy Designated Safeguarding Lead – job description (appended to the Trust Head of School’s Job Description)**

Deputy Designated Safeguarding Leads work with the Designated Safeguarding Lead (DSL) to ensure there is a robust safeguarding culture in the school, which keeps children safe. At the direction of the DSL, or if the DSL is unavailable, a deputy DSL may fulfil the functions of the DSL, which are outlined below.

Deputy Designated Safeguarding Leads should be trained to the same standard as the DSL. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

### **Manage referrals**

- refer cases of suspected abuse to the local authority children’s social care as required;
- support staff who make referrals to local authority children’s social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

### **Work with others**

- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform them of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four of Keeping Children Safe in Education) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, SENCOs, and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

### **Training**

Deputy designated safeguarding leads should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. Training should provide deputy designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children’s social care referral arrangements;



- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the trust's safeguarding policy and the school's child protection procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

#### **Raise Awareness**

- ensure the trust's safeguarding policy and the school's child protection procedures are known, understood and used appropriately;
- ensure the school's child protection procedures are reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the local governing body regarding this;
- ensure the trust's safeguarding policy and the school's child protection procedures are available publicly and parents are aware of the fact 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; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and

maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

**Child protection file**

Where children leave the school (including for in-year transfers) the DSL should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

**Availability**

During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.



## How to apply

If you wish to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact Stephen Astley on [sastley@unitysp.co.uk](mailto:sastley@unitysp.co.uk) or calling 07711 486791.

In addition, as part of the application process you will need to provide a supporting statement, setting out your vision, relevant experience, skills and competencies for the role of Trust Head of School (Secondary) at Unity Schools Partnership.

Please visit [unitysp-careers.co.uk](http://unitysp-careers.co.uk) to apply

Closing Date: 9.00 am, Thursday 26 January 2023

Interview: Monday 30 January 2023