



Deputy Designated Safeguarding Lead
Vacancy Information



HumberEducationTrust
Where everybody counts, every moment matters.

We are Humber Education Trust.



Humber Education Trust's vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people.

We will grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust.

As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we will drive these aims further and faster for the benefit of our pupils and our communities.

Humber Education Trust is also recognised by the DfE as an Academy Sponsor. This means that through the Trust, we are held accountable for sponsored schools who may join us, to ensure improvement in outcomes and taking responsibility for their performance and financial arrangements.

Humber Education Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice and operate effectively and efficiently. We believe passionately that every penny that comes into a school should be spent on the development and provision of a first-class standard of education for all.

Humber Education Trust is a growing trust of 17 schools (13 primary schools and 4 special schools). We have a strong moral purpose and a determination to provide the best education possible for the children in our care.

- We always put the needs of children first
- We celebrate what joins us and also what makes our schools unique
- We embrace links with other education providers as we seek the best outcomes for children
- We have high aspirations for everyone in the school community
- We personalise the support offered to pupils, staff members and schools alike
- We believe in system leadership
- We are passionate educators of everyone in the school community
- We welcome challenge as this promotes positive change
- We are determined to achieve the best outcomes for every individual
- We are relentless in our pursuit of excellence

Thank you for showing an interest in working within our Trust. I wish you well with your application.



Rachel Wilkes
Chief Executive Officer



Grade & Scale point:	7, scp 20-24
Salary:	£30,296 - £33,024 FTE, £26,373-£28,748 Actual, £15.70-£17.12/hr
Hours of work:	37 hours per week, Monday – Friday (Hours flexible but no less than 30 hours/4 days)
Contract:	Permanent, Term-time +5 training days (195 days/year)
Start date:	ASAP following pre-employment checks

Tweendykes School requires a highly committed Deputy Designated Safeguarding Lead to join our supportive team.

Tweendykes School is a Special School for 3-19 year olds supporting children and young people with severe learning difficulties. All our pupils have complex learning and/or communication difficulties. We pride ourselves on our outstanding quality of education. Our dedicated team provides the best educational opportunities for all our pupils allowing each and every one of them to succeed in reaching their full potential.

We offer a professional, friendly working environment in a school where everyone is valued. We are seeking to strengthen and increase our team through the appointment of Permanent Deputy Designated Safeguarding Lead. This is an exciting new post for the right candidate who will work under the supervision of the Designated Safeguarding Lead / Assistant Headteachers and alongside our Designated Child Protection Co-Ordinator. You will be playing an important role in supporting families and children, liaising with professionals, managing challenging situations and finding effective resolutions. The role will also support young people and their families in transition from children services to adult services.

We are seeking a compassionate, resilient, and flexible person who has experience at managing risk and who enjoys a challenge to join our thriving and outstanding school.

JOB REQUIREMENTS

- Play a lead role in supporting all safeguarding and child protection matters that arise at school.
- Understand the assessment process for providing early help and intervention.
- Support the DSL to create and maintain files of safeguarding evidence.
- Liaise with local Prevent co-ordinators, the police and local authorities and existing multi-agency forums relating to the Prevent Duty.
- Support the DSL to monitor the academic progress of pupils in need, contributing to reviews of pupil progress, sharing feedback and supporting academic interventions.

THE SUCCESSFUL CANDIDATE WILL HAVE:

- Qualified or working towards Deputy Safeguarding Lead or hold an accredited safeguarding qualification
- GCSE English and Maths Grade A-C (or Functional Skills Level 2 equivalent)
- Level 4 Teaching Assistant qualification or higher
- Safeguarding Level 2+ Training
- Detailed knowledge and experience of safeguarding legislation, policy, guidance and practice.

AS A MEMBER OF HUMBER EDUCATION TRUST, WE OFFER:

- Commitment to securing the very best provision and outcomes for all children.
- A Trust with expertise in every area of the curriculum, both in primary and special settings, through our Teaching & Learning Ambassadors and peer networks.
- Outstanding individually tailored continual professional development for staff at all levels.
- Staff who feel valued and supported in their roles.
- A caring and safe environment where we recognise the diverse needs of our community, ensuring our young people from all backgrounds thrive.
- Ethical working with mutual respect and collaboration.

If you believe you are the right person for this role then we would love to hear from you.

Please contact Arron Holmes, School Business Manager, at Tweendykes School via sbm@tweendykes.het.academy or telephone 01482 826508 for further details or to arrange a visit to our lovely school.

HOW TO APPLY:

Please download our [application form](#). Once complete, please upload to our ETeach careers page with an optional cover letter.

All candidates are advised to refer to the job description and person specification, available in our applicant pack, before making an application.

Early application is encouraged. We will review applications throughout the advertising period and therefore reserve the right to close the advert early should sufficient applications be received.

Closing date for completed applications: 8am, Friday 4 October 2024

Interviews: w/c 7 October 2024

As part of Humber Education Trust's recruitment processes, in accordance with statutory guidance Keeping Children Safe in Education, an online search will be carried out on all shortlisted candidates. Those shortlisted for interview will also be required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

CONDITIONAL OFFER:

Any offer of employment to this post will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of qualifications, satisfactory references and eligibility to work in the UK checks.

SAFEGUARDING STATEMENT:

Humber Education Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

JOB DESCRIPTION

SCHOOL: Tweendykes School

GRADE: 7

JOB TITLE: Deputy Designated Safeguarding Lead

JE NUMBER: HET84

DIGNITY AT WORK: To show, at all times, a personal commitment to Looked after Children and treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy.

PURPOSE:

Under the overall direction of the Vice Principal/DSL play a lead role in supporting:

- The DSL in developing an effective safeguarding culture across the school.
- All safeguarding and child protection matters that arise at the school.
- All other staff in dealing with any child protection concerns that arise.

PRINCIPAL ACCOUNTABILITIES:

1	Be proactive in the promotion of the welfare, health and safety of children and young people, including assisting in the maintenance of a safe environment for pupils and staff.
2	Support and direct other staff to safeguard and promote the welfare of children.
3	In agreement with the Headteacher, deputise in the absence of the DSL.
4	To be available, in the absence of the DSL, for staff to discuss any safeguarding concerns during term time and to support the arrangement of adequate and appropriate cover for out of hours/out of term-time activities.
5	Support the DSL to address all identified training needs relating to safeguarding.

REFERRALS

6	Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with the relevant agencies.
7	Support the DSL in referring cases of suspected abuse of any pupil at the school to the Local Authority children's social care, ensuring that a response is received and recorded.
8	Support other staff who have made referrals to Local Authority children's social care.
9	Support the DSL in referring cases to the Channel programme (and supporting staff who make referrals) where there is a radicalisation concern.
10	Support the DSL in making referrals to the Disclosure and Barring Service where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child.
11	Support the DSL in making referrals to the police where a crime may have been committed which involves a child.
12	Support the DSL in any referrals to the Local Authority under 'Children Missing in Education'.
13	Support the DSL in ensuring teachers fulfil their statutory duties of referring all confirmed cases of female genital mutilation performed on a pupil to the police, as per legal requirements and keeping records of these referrals and subsequent actions.

JOB DESCRIPTION

14	Take part in strategy discussions and inter-agency meetings and/or supporting other staff to do so, and to contribute to the assessment of children.
15	Support the DSL in undertaking early help assessments, children in need plans and transitional planning meetings for identified pupils and their families, and acting as lead professional where appropriate.
16	Maintain accurate and organised records of all welfare and child protection concerns brought to the attention of the school by staff, members of the public or other professionals.
17	To carry out "Section 139A" assessments for young people with SEN.
WORKING WITH OTHERS	
18	In the absence of the DSL, be a point of contact with all safeguarding partners.
19	Work proactively with the DSL, Attendance Officer, Headteacher, external safeguarding partners and the HET Safeguarding and Risk Management Lead.
SUPPORT THE DSL BY RAISING AWARENESS	
20	Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care, and the school's role in this.
21	Maintain links with the local Safeguarding Children Partnership to ensure staff are aware of training opportunities and the local policies on safeguarding.
22	Share information about the welfare, safeguarding and child protection issues that children are experiencing, or have experienced with key adults within the school.
23	Where children leave the school ensure their child protection file is transferred to the new school as soon as possible, transferred separately from the main pupil file, and taking responsibility for ensuring that reasonable steps are taken to effect secure transit and for obtaining confirmation of receipt from the new school. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving.
TRAINING	
24	The Deputy DSL should receive appropriate child protection training every two years (and refresh their knowledge and skills through network meetings, email updates and documents on an ongoing basis, but at least annually) in order to support the DSL.
25	Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
26	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.
27	Be alert to the specific needs of children in need, those with special educational needs and young carers.
28	Understand relevant data protection legislation and regulations.
29	Understand the unique risks associated with online safety, and support those responsible for ICT at the school to keep children safe whilst they are online at school.
30	Recognise the additional risks faced by children with special education needs and disabilities (SEND), including when online (for example, from bullying, grooming and radicalisation) and be confident they have the capability to support SEND children to stay safe.
31	Be able to keep detailed, accurate, secure written records of concerns and referrals.

JOB DESCRIPTION

32	Understand and support the school with regard to the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation.
33	Obtain access to resources and attend any relevant or refresher training courses.
34	Encourage and promote 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.
SUPPORT THE DSL BY PREVENTING RADICALISATION	
35	In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance, protecting vulnerable people from being drawn into terrorism (2015), the Deputy DSL supports with the following responsibilities: Act as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty.
36	Undertake appropriate training on the Prevent Duty.
37	Undertake appropriate training on the Channel programme.
38	Assess the training needs of all school staff in relation to the Prevent Duty, and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers.
39	Maintain an ongoing training programme on the Prevent Duty for all staff including induction training for all new employees, and keeping records of staff training.
40	Monitor the creation, confidentiality and storage of records in relation to the Prevent Duty.
41	Liaise with local Prevent co-ordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstance relating to the Prevent Duty.
AUDITS, EVIDENCE AND REPORTING	
42	Support the DSL to create and maintain files of safeguarding evidence, including to support Ofsted inspections.
43	Working with the DSL and Safeguarding Governor to complete the Local Authority and Trust safeguarding audit, as required.
PUPIL OUTCOMES	
44	Maintain a culture of high aspirations for all pupils who are currently experiencing, or have previously experienced welfare, safeguarding and child protection issues.
45	Support the young person and families in planning for suitable provision/support post 16 and post 19.
46	Support all staff to identify the challenges that pupils might face and the additional academic support and interventions required to best support these children.
47	In the absence of the DSL, liaise with the school's attendance lead & educational welfare to ensure good attendance at school.
48	Support the DSL to monitor the academic progress of pupils in need, contributing to reviews of individual pupil progress, sharing feedback from agencies/professionals who are working with the pupil/family and supporting and informing any academic-based interventions.
49	Support the DSL to create an overview of how the curriculum teaches key themes of safety (including online safety and anti-bullying) and contributing towards the capture of Pupil Voice about safety at school.

JOB DESCRIPTION

GENERAL

50	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school, as your employer and you as an employee. In addition to the employer's overall duties, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the Health and Safety policy adopted by the school/HET.
51	The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the school and HET.

DIMENSIONS:

1.	Responsibility for Staff: Support and direct other staff to safeguard and promote the welfare of children.
2.	Responsibility for Staff/Customers/Clients: Working with key staff within the school and on matters relating to safety and safeguarding. Working with pupils and families within the school
3.	Responsibility for Budgets: None
4.	Responsibility for Physical Resources: General school resources pertaining to the role

WORKING RELATIONSHIPS:

1.	Within School: All staff, pupils and families
2.	With Any Other Trust Areas: Working with specific HET central staff
3.	With External Bodies to the School/Trust: All external bodies pertaining to the role

ORGANISATION CHART:

Headteacher	
Deputy Headteacher/Designated Safeguarding Lead	
Assistant Headteacher	
Child Protection Co-ordinator	Deputy Designated Safeguarding Lead

JOB DESCRIPTION

	Not applicable	Low	Moderate	High	Very High	Intense
PHYSICAL DEMANDS: Physical Effort and/or Strain (tiredness, aches and pains over and above that normally incurred in a day-to-day office environment)	✓					
WORKING CONDITIONS: Working Conditions (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day-to-day office environment)	✓					
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day-to-day office environment.			✓			

PERSON SPECIFICATION

PERSON SPECIFICATION				
The information listed as essential is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References, T = Test/Assessment, P = Presentation</i>		Essential	Desirable	How identified
1.	Qualifications:			
	Qualified or working towards Deputy Safeguarding Lead or held an accredited safeguarding qualification	✓		AF, R, I
	GCSE in English & Maths at Grades A-C or Level 2 equivalent	✓		AF, CQ
	Level 4 qualification or higher	✓		AF
	Safeguarding L2+ training	✓		AF, R, I
	Additional qualifications as evidence of supporting children and/or their families with additional needs		✓	AF, R, I
2.	Relevant Experience:			
	Evidence of experience of working with children and families in difficulty and crisis	✓		AF, R, I
	Experience of multi-agency working including childcare, health and social care	✓		AF, R, I
	Experience of safeguarding procedures	✓		AF, R, I
	Working as part of a team	✓		AF, R, I
	Demonstrable experience of working in a role within a school or other organisation that deals with children and young adults	✓		AF, I
	Experience of handling large amounts of sensitive data and upholding the principles of confidentiality	✓		AF, I
	Experience of using attendance and safeguarding systems within schools e.g CPOMS	✓		AF, I
	Experience of working with children in the primary phase	✓		AF, I
	Experience of working with people with mental health problems		✓	AF, I
3.	Skills (including thinking challenge/mental demands):			
	Motivation to work with children and young people	✓		I, R
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people, staff, parents/carers and outside agencies	✓		I, R
	Demonstrate competence in written and verbal communications, including the communication of highly complex/sensitive information	✓		I, R
	The ability to identify examples of poor practice and to raise concerns promptly and coherently through the DSL and Senior Leadership Team		✓	I, R
	Experience of developing and maintaining effective relationships and liaison with outside agencies and families, focusing at all time of the welfare of the child		✓	I, R
	Experience of creating and maintaining robust and GDPR compliant safeguarding records, manual and computerised		✓	I, R
	Experience of using problem solving skills to ensure the best outcomes for the child/family are achieved	✓		I
	Ability to keep up to date with legislative, policy and guidance developments in safeguarding		✓	I
4.	Knowledge:			

PERSON SPECIFICATION

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<i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References, T = Test/Assessment, P = Presentation</i>				
4.	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	✓		I
	Detailed knowledge and experience of relevant legislation, policy, practice, guidance and good safeguarding practice	✓		I
	Knowledge of issues affecting families and parenting needs of children	✓		I
	Knowledge of Special Educational Needs and Education Health Care Plans		✓	I
	Knowledge of Positive Behaviour Management strategies		✓	I
	An understanding of the needs and difficulties which people with mental health problems or other disabilities face		✓	I
	Knowledge of available support services		✓	I
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people	✓		I
	Excellent verbal communication skills with the ability to speak to a wide range of audiences	✓		AF, R, I
	Work constructively as part of a team, sharing good practice and knowledge.	✓		AF, R
	Written Skills			
	Excellent ICT skills and the ability to write clear, concise & outcome focused reports with a high level of attention to detail.	✓		I
6.	Other:			
	Well-developed interpersonal skills and the ability to develop and maintain good relationships with staff, parents and pupils	✓		I
	Ability and commitment to work closely as part of a team	✓		I
	Willingness to contribute to all areas of school life	✓		I
	Strong commitment to the importance of the school as part of the community	✓		I
	A strong belief in the importance of the development of the emotional, cultural/spiritual/sporting interests of the child	✓		I
	Excellent organisational skills	✓		I
The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.				
7.	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the school obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service	✓		DBS Disclosure

I have read and accept the role of Deputy Designated Safeguarding Lead.

Name: _____ Signed: _____ Date: _____



Vision & Values

We are Humber Education Trust.

Our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. This is inclusion in its truest sense. We recognise that as every child needs different things to achieve the same end point, their full potential, so too do the schools that nurture and develop those children.

One size does not fit all.

Our commitment stretches across the breadth of our community with children firmly at the heart of all that we do. We are outward looking, embracing links with other education providers and agencies as we all seek the best outcomes for children.

We believe in innovative staff development opportunities at all levels, so that our teams enable our pupils and families to shine. We are passionate educators, both of ourselves and of others, prioritising resources to have the greatest impact, every minute of every day, on the children we serve.

We welcome challenge as this promotes positive change. Our determination to achieve the best outcomes for every individual means that we are relentless in our pursuit of excellence.

Only our best is good enough.

This is us. Humber Education Trust.



Humber Education Trust
Where everybody counts, every moment matters.



Work for

Humber Education Trust

We value our employees

The following **benefits** are available to employees within our academies:

Financial

- Competitive Salary
- Teacher's Pension & Local Government Pension Scheme
- Occupational Sick Pay

Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

Employee Benefits - Permanent Contracted Employees & Fixed Term

- Staff Wellbeing EAP - 24/7 Confidential counselling service
- Integrated GP service
- Physiotherapy
- SAS Gym and 12 week weight management programme
- Preparing parents programme
- Financial wellbeing support
- Discounts on high street brands and stores via online discount platform
- 20% Discounted Gym Membership - Hull City Council Leisure

Professional Development

- Continuous Professional Development for All Staff
- Access to Middle and Senior Leadership Courses
- Supportive staff, committed to improvement, who will work with you to achieve your goals

The opportunity to make a real difference to the lives of our students