

**Woodside Primary Academy**

**Deputy Designated Safeguarding & Family Liaison Lead**

**Application Pack**

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# Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Sir Steve Lancashire**

**Chief Executive, REAch2 Academy Trust**

# Letter from Shane Tewes, Headteacher, Woodside Primary Academy

**Dear Candidate,**

Woodside Primary Academy is a large Primary School in Walthamstow with approx. 1220 people on role from the ages of 6 months to 11 years. We are based across two sites one of which includes a School and Day-care Nursery. We support and challenge each other to ensure our pupils achieve their potential, are motivated, engaged and fully prepared for life beyond our school.

You will:-

* Be the point of contact in the absence of the DSL.
* Work with us to maintain high aspirations for all pupils who are currently experiencing, or have previously experienced welfare, safeguarding and child protection issues.
* Be an active member of the school’s leadership team.
* Support our work on Child Protection and Safeguarding.

We would like to hear from you if you have:-

* Excellent interpersonal skills.
* Innovation and drive to effectively support our most vulnerable pupils and their families.
* Good ICT skills.
* Flexibility in your approach and thinking.

At Woodside we offer the following:

* Free childcare during INSET days.
* “Perks for Work” Scheme
* EAP – Employee Assistance Program
* Shiny Mind App (Well-being)

**Shane Tewes**

**Head Teacher**

# Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

# The application

You are invited to submit an application form to The Headship Team by emailing [**recruitment@woodside.waltham.sch.uk**](mailto:recruitment@woodside.waltham.sch.uk)

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:** | 24th January 2022 @ 12:00pm |
| **School visits:** | TBA |
| **Interviews:** | 26th January 2022 |
| **Contract details:** | Permanent |
| **Salary:** | PO1-Scale 27 to 30. |
| **Start date:** | ASAP |

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job.  The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant’s abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

# Job Description

**Job details**

**Job title: Deputy Designated Safeguarding & Family Liaison Lead**

**Salary:** PO1 – Scale 27 to 30 (£33,324 to £35,751 FTE – pro rata)

**Contract type:** 36 hours per week. Term time only plus 5 days (45.5 weeks per year)

# Responsible to:

Head of School and Head Teacher

# Liaison with:

Teaching Staff including Teaching Assistants, Administrative Staff.

Parents

Other external agencies and professionals.

**Summary:**

* To work as a senior member of staff within the school’s leadership team, taking the lead responsibility for all safeguarding and child protection matters arising at the school and supporting all other staff in dealing with any child protection concerns that arise;
* To develop an effective safeguarding culture across the school;
* To be given the time, funding, training, resources, status, support and authority within the school to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of children;
* Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact;
* To be available for staff to discuss any safeguarding concerns during term time and to arrange adequate and appropriate cover for out of hours/out of term time activities.
* Address all identified training needs relating to safeguarding.

**Main duties and responsibilities**

**Managing Referrals:**

To take lead responsibility for:

* Referring all 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;
* 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.
* Supporting other staff who have made referrals to Local Authority children’s social care;
* Taking part in strategy discussions and inter-agency meetings and/or supporting other staff to do so, and to contribute to the assessment of children;
* Referring cases to the Channel programme (and supporting staff who make referrals) where there is a radicalisation concern;
* 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;
* Making referrals to the police where a crime may have been committed which involves a child;
* Undertaking early help assessments for identified pupils and their families, and acting as lead professional where appropriate;
* Maintaining 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 ;
* As required, liaising with the Deputy Director of Education, Safeguarding & Family Liaison Lead (SFLL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School in respect of police investigations or investigations under Section 47 Children Act 1989 which involve the school;
* Acting 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;
* Supporting any referrals to the Local Authority under ‘Children Missing in Education’ requirements.

**Raising Awareness**

* In liaison with the LGB, ensure the school's safeguarding/child protection policy and its implementation is reviewed at least annually, is up to date, and is in line with the Trust’s policy;
* Ensure the safeguarding/child protection policy and any other statutory documents are available publically, and are confirmed to be read and understood by all staff;
* 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;
* Maintain links with the local Safeguarding Children Partnership to ensure staff are aware of training opportunities and the local policies on safeguarding;
* Share information about the welfare, safeguarding and child protection issues that children are experiencing, or have experienced with key adults within the school.
* 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.

**Preventing Radicalisation**

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 DSL has the following responsibilities:

* Acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty;
* Co-ordinating Prevent Duty procedures in the school, including creating a school-specific Prevent risk assessment, and updating it regularly in light of statutory updates and/or local events;
* Undergoing appropriate training on the Prevent Duty such as the Home Office 'Workshop to Raise Awareness of Prevent' (WRAP) training;
* Undergoing appropriate training on the Channel programme;
* Assessing 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;
* Maintaining an ongoing training programme on the Prevent Duty for all staff including induction training for all new employees, and keeping records of staff training;
* Monitoring the creation, confidentiality and storage of records in relation to the Prevent Duty;
* Liaising 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.

**Training**

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:

* 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;
* 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 that all staff and volunteers have access to and understands the school’s safeguarding/child protection policy and procedures, especially new and part time staff;
* Provide or source appropriate safeguarding training for all school staff to provide them with the relevant skills and knowledge to safeguard children effectively, updated at least annually;
* Provide appropriate safeguarding induction training for new staff, volunteers, work experience students, apprentices, visiting staff, supply teachers and governors to provide them with the relevant skills and knowledge to safeguard children effectively;
* Be alert to the specific needs of children in need, those with special educational needs and young carers;
* Understand relevant data protection legislation and regulations;
* 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;
* 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;
* Be able to keep detailed, accurate, secure written records of concerns and referrals;
* 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;
* Obtain access to resources and attend any relevant or refresher training courses;
* 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.

**Safer recruitment**

* Undertake safer recruitment training, and support the school in achieving best practice in recruitment and selection of staff;
* Together with the Safeguarding & Family Liaison Lead (SFLL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School, school business manager/office manager and nominated safeguarding governor, undertake termly reviews of the single central record to ensure full compliance with expected standards in safer recruitment practice.

**Audits, evidence and reporting**

* Creating and maintaining files of safeguarding evidence, including to support Ofsted inspections;
* Contributing towards and/or providing regular safeguarding reports to the Deputy Director of Education, Safeguarding & Family Liaison Lead (SFLL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School and LGB;
* Working with the nominated Safeguarding Governor to complete the Local Authority safeguarding audit, as required.

**Pupil Outcomes**

* Maintain a culture of high aspirations for all pupils who are currently experiencing, or have previously experienced welfare, safeguarding and child protection issues.
* Support all staff to identify the challenges that pupils in this group might face and the additional academic support and interventions required to best support these children;
* Attending persistent absence panels and/or supporting effective liaison with the school’s attendance lead & educational welfare to ensure good attendance at school;
* 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;
* Creating 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.

**Working with others**

* Be a point of contact with the three safeguarding partners
* Working proactively with the Deputy Director of Education, Safeguarding & Family Liaison Lead (SFLL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School SENCO, ICT lead, Thrive Practitioners and any other key staff within the school and on matters relating to safety and safeguarding.

**Line Management Duties and Responsibilities**

The Designated Safeguarding Lead may, where appropriate, have professional line management responsibility for the Deputy Designated Safeguarding Lead.

**Additional duties**

The post-holder may also be required to undertake such other comparable duties as the Deputy Director of Education, Safeguarding & Family Liaison Lead (SFLL), Head of Safeguarding, Executive Headteacher/Headteacher/Head of School or Governors require from time to time.

PERSON SPECIFICATION

Deputy Designated Safeguarding & Family Liaison Lead

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| --- | --- | --- | --- |
| **FACTORS** | **ESSENTIAL** | **DESIRABLE** | **MEASURED BY** |
| **TRAINING AND QUALIFICATIONS** | * GCSE in English and Math’s at Grade C   / level 4 or equivalent   * Currently qualified as a Deputy Safeguarding Lead or held a previously accredited safeguarding qualification. * Safeguarding training – multi agency   working. | * Additional qualifications as evidence of supporting children and/ or their families with additional needs * Diploma in Social Work with children and family to Level 4. | Application form |
| **EXPERIENCE** | * Evidence of experience of working with children and families in difficulty and crisis * Experience of multi-agency working including childcare, health and social care * Experience of Safeguarding   Procedures   * Working as part of a team | * Minimum of 3 years’ experience of working in a DSL role within a school or other organization that deals with children and young adults. * Experience of using Attendance systems within schools * Experience of working with children in the primary phase * Experience of working with people with mental health problems | Application form Selection procedure References |
| **KNOWLEDGE AND SKILLS** | * Demonstrate competence in written and verbal communications, including the communication of highly complex/sensitive information. * The ability to identify examples of poor practice and to raise concerns promptly and coherently through the DSL and Headship Team. * Experience of developing and maintaining effective relationships and liaison with outside agencies and families, focusing at all time of the welfare of the child. * Experience of creating and maintaining robust and GDPR compliant safeguarding records, manual and computerized. * Detailed knowledge and experience of relevant legislation, policy, practice, guidance and good safeguarding practice. * Knowledge of issues affecting families and parenting needs of children. * Experience of using problem solving skills to ensure the best outcomes for the child/family are achieved. * Ability to keep up to date with legislative, policy and guidance developments in safeguarding. * Excellent ICT skills and the ability to write concise summary reports regarding safeguarding issues and associated interventions. | * Knowledge of Special Educational Needs and Education Health Care Plans * Positive Behavior Management strategies. * An understanding of the needs and difficulties which people with mental health problems or other disabilities face. * Knowledge of available support services. | Application form Selection procedure References |
| **PERSONAL QUALITIES** | * An interest in and ability to work with children and families with, or at risk of developing, mental health problems. * An ability to interact effectively with staff from all disciplines and agencies. * An ability to work independently and on own initiative; reliably and consistently with work agreed and managed at regular intervals. * Professional appearance, conduct and attitude * High expectations of self and children * Willingness to attend further training as required by the School. * Being able to work flexibly by prior agreement * Awareness of equal opportunities; health and safety. * Sensitivity * Self- motivated * Ability to promote inclusion for all pupils |  | Application form Selection procedure References |
| **INTEREST AND MOTIVATION IN THE JOB** | * Keen interest in professional and personal development * Engages fully in strategies designed to move the school forward * Has initiative and is willing to share ideas |  | Application form Selection procedure |