

GREENGATE LANE PRIMARY ACADEMY



Astrea Academy Trust
INSPIRING BEYOND MEASURE

Designated Safeguarding Lead

CANDIDATE PACK



GREENGATE LANE
ACADEMY

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INSPIRING BEYOND MEASURE

Main Entrance

Scholarship

Tenacity

Aspiration

Curiosity

Kindness

Open Letter from our Principal

Dear Candidate

Greengate Lane Academy is in the North of Sheffield in the High Green area of the city. We are a one form entry school and have 230 children on roll, ranging from three to eleven years. We are very proud of our children and their achievements which are based on aspiration and high expectations among all the staff, children and parents who work together to provide the best possible experiences and education.

We are a community-focussed academy that provides our pupils with the best possible start in life, and helps them acquire the skills, knowledge and ambition to be effective members of a changing society. To do this we work hard to develop not just their academic ability, but the skills and outlook required to be successful life-long learners.

We value collaboration and support with and from a number of sources. We work with the trust and other agencies to seek out best practice, based on research and to make it relevant to our school. We value staff development as a major keystone to enable the school to improve and progress. In short, we work hard and value the work we do. We know it makes a difference to our children and the community we serve.

As a prospective member of staff at Greengate Lane we hope that you feel you have something to bring to the school which will enhance our work and in return we will be able to support you in the next stage of your career.

You are welcome to visit the school, ask questions or discuss any aspect of our work.

Kara Robinson

Principal at Greengate Lane Primary Academy

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We can offer you:

Enthusiastic and caring children who are keen to learn.

An opportunity to be part of an inspiring team that plays a central role in the broad and diverse community it serves.

An opportunity to make a difference to the lives of the young people and families.

Commitment to your continuing professional learning and career development.

A hardworking team who are committed to promoting high achievement across the curriculum and school .

A good humoured, industrious, highly skilled and enthusiastic staff team.

Supportive and effective leadership.

Access to the Teacher's Pension Scheme and our Employee Assistant Programme.

Astrea Academy Trust is fully committed to being diverse and inclusive workforce where together we can embrace each other's unique individuality, background and heritage. We believe that by reflecting and representing the communities and people we serve, we will better and further the life chances of our pupils.

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Job Description

JOB TITLE:

Designated Safeguarding Lead

REPORTING TO:

Principal

SALARY RANGE:

SCP23-29 (£32111-£37713 FTE)

Actual (£29708.85)

CONTRACT TYPE:

Permanent,

WORKING PATTERN:

Monday-Friday, 0800-1600

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Role Description

Purpose

- The Designated Safeguarding Lead is required to lead the safeguarding, child protection and online safety
- across the Academy, with the aim of ensuring the safeguarding and welfare of our students is the clear
- priority.
- The purpose of the role is to provide sustainable, high-quality, leadership in order to create a strong culture
- of safeguarding. The DSL will represent the ethos, values, and approach of the Academy to students,
- parents, and staff.
- With this as a starting point, the Academy can offer our students, staff and communities the safe, happy,
- and thriving education setting they deserve.

Key Responsibilities

Non delegable

- Undertake the role of Designated Safeguarding Lead as outlined in Keeping Children Safe in Education.
- Develop and maintain a strong culture of safeguarding across the Academy
- Develop, implement, and supervise appropriate responses to safeguarding and child protection
- concerns including managing disclosures and making the appropriate safeguarding referrals
- Liaise with the Principal to inform of issues, especially ongoing enquiries under section 47 of the
- Children Act 1989 and police investigations and key contextual issues with may pose a risk to children
- and staff at the setting
- Establish and maintain effective working partnerships with other agencies and individuals, to
- increase understanding and awareness of student needs
- Encourage a culture of listening to children and taking account of their wishes and feelings in all
- circumstances which concern them

- Make effective use of CPOMS online recording and monitoring system, keeping detailed, accurate
- CPOMS records of any safeguarding concerns and subsequent action taken
- Quality assure the records made by all members of staff, through regular review of incidents within
- the CPOMS system
- Support continuous professional development of the extended staff team through inhouse briefing
- and training
- Contribute to and participate in internal cross-function information sharing and collaborative
- working practices to ensure children's needs are considered and supported holistically
- Refer cases to the local channel programme where there are concerns regarding
- radicalisation/prevent as required
- Lead on relevant policy development
- Alongside the Principal, liaise with the LADO in cases which concern allegations against adults who
- work with children
- Alongside the AP Lead, quality assure AP provisions ahead of the students' first visit, to ensure a safe
- and appropriate setting for students
- Undertake the required Local Authority safeguarding training including the Prevent Duty, in timely
- manner
- Ensure all staff receive the necessary safeguarding/ child protection training and there are regular
- updates
- Ensure each member of staff has access to, and understands the Academy's safeguarding and child
- protection policy and procedures including new staff, part-time staff, agency, volunteers and LECC
- members
- 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

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

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Role Description

Key Responsibilities

Delegable

- Work collaboratively with the lead practitioner for Personal Development to ensure student and staff awareness is up to date
- Ensure effective and rapid transfer of information within and across educational establishments
- Work in collaboration with the Attendance Team to identify and refer Children Missing in Education
- Develop and maintain contact with the families/ carers and professionals to share information about the student's needs and progress and identify and secure positive family support
- Collate qualitative and quantitative data, produce reports, share information, and maintain records to facilitate monitoring and evaluation
- Ensure a safe working and learning environment through application of appropriate risk assessment and adherence to current Health & Safety regulations

General

- All employees are required to meet the expected level of performance necessary for undertaking their role, whilst demonstrating positive behaviours in line with Astrea Academy Trust Values
- Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all employees to share this commitment
- All employees are required to comply with all Astrea Academy Trust statutory and school policies and act in accordance with them as necessary
- All employees are required to demonstrate a continued commitment to professional development and undertake all relevant mandatory training associated with their role
- This list of key responsibilities is not intended to be exhaustive and is a general outline of the typical duties and responsibilities expected to be carried out whilst accepting that these may vary.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

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Person Specification

Essential Skills

- Experience working in a Designated Safeguarding Lead/Deputy role
- Experience in working within safeguarding in education policies, practices, and procedures
- A Working Knowledge of Keeping Children Safe in Education and Working Together to Safeguarding
- Children and other key legislation and guidance documents
- Experience in managing disclosures and allegations of a safeguarding nature
- Experience working within or with an education setting
- Experience of working with multi-agency safeguarding agencies - reporting concerns, disclosures, Allegations
- Experience in preparing for and attending CIN meetings, CP conferences and other multi-agency
- safeguarding meetings
- Excellent communication, presentation, and ICT skills
- Ability to build and maintain positive working relationships with professionals and families
- Ability to engage and work positively with families that are experiencing complex issues or crisis
- situations
- Full driving license (including Category D) or the ability to travel

This is not exhaustive.

Desirable

-
- Experience of working in or with Children's Social Care or other safeguarding partnership agencies
- Successful and demonstrable experience of dealing with a range of pastoral issues positively
- Demonstratable experience in the development of strategies for managing disengagement and poor
- attendance
- Understand the importance of inclusion and ability to ensure that all staff adopt inclusive practices
- Understand monitoring and evaluating systems in an Academy setting
- Ability to make effective use of attendance, safeguarding, behaviour and attainment data
- Evidence of the development of partnerships

This is not exhaustive.

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Qualifications

Essential Skills

- Up to date Designated Safeguarding Lead Training
- Evidence of further qualifications towards the post

Desirable

- Level 3 or equivalent qualification

This is not exhaustive.

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About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

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Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.



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