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Recruitment Pack

DESIGNATED SAFEGUARDING LEAD

March 2023



NONSUCH
HIGH SCHOOL FOR GIRLS
FORGING OUR PATHS; BUILDING THE FUTURE

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WELCOME FROM THE HEADTEACHER

Dear Candidate

Thank you for your interest in the post of Designated Safeguarding Lead at Nonsuch High School for Girls (NHSG).

Nonsuch is a high performing selective school with a reputation for academic excellence, first class care, guidance and support as well outstanding extra-curricular provision.

We are an inclusive, happy and caring learning community and we are ambitious for all of our students, seeking to ensure that they are challenged to make the very best of their abilities and to achieve success in all they do. All of our staff, both teaching and support, play an important role in achieving this. The school is also part of the Girls' Learning Trust (GLT) which provides excellent opportunities for staff collaboration and career development.

We provide a well-resourced and positive working environment with supportive colleagues and full access to training opportunities.

I hope you will find the information in this pack interesting and informative. We very much look forward to receiving your application.

Yours faithfully



Amy Cavilla
Headteacher



OUR TRUST

What is a Multi Academy Trust?

Multi-Academy Trusts (MATs) are where more than two schools have joined to form one organisation, governed by one Trust board. Our MAT is both a registered (exempt) charity and a company limited by guarantee, and since we operate within the state sector, we are regulated by the Education and Skills Funding Agency (ESFA). We receive our funding direct from the government on per pupil basis, and we also generate some income through various additional activities (including targeted capital funding bids, and out of hours lettings), which we invest directly into our educational activities.

What makes Multi Academy Trusts different?

The original academies programme started in 2010 and was intended initially to provide an alternative governance model for schools. Since this process started, many schools have now identified the significant benefits associated with forming partnerships with other schools – enabling cost savings across central services, alongside the ability to invest in strategic roles supporting schools to become more effective. By ‘clubbing together’, our three schools have access to resources and support that individually they would not be able to afford, and ultimately, we are able to collaborate to provide better outcomes for our pupils.

What is the history of the Girls’ Learning Trust?

In 2015, Nonsuch High School for Girls formed a multi-academy trust with Wallington High School for Girls, the Nonsuch & Wallington Education Trust. In 2018, the company changed its name to Girls’ Learning Trust (GLT) and later that year Carshalton High School for Girls joined the MAT.

Our schools share many characteristics and are held in high regard by the local community. They are high performing and deliver a broad, balanced and challenging curriculum setting

high expectations. Students benefit from being taught by well-qualified, dedicated and committed staff who are experts in girls' education. The Trust benefits from the expertise within an executive support staff team that provides shared services for schools, including Finance, Estates, IT, Procurement, Capital Development Projects, HR, Governance, Audit and Risk. This core team of professionals ensure consistent methods of operation, strong quality assurance and best value across the Trust.

Relationships in the Trust, between staff and students or between colleagues, are built on mutual trust and respect. These relationships drive school improvement and contribute to the wellbeing of everyone. Visitors often comment on the high levels of motivation and positive behaviour of the students, the commitment and professionalism of the staff and the well-equipped school buildings. Strong academic performance is complemented by highly effective pastoral care. We believe in offering a broad experience that goes well beyond the academic, and girls are encouraged to develop their confidence, independence and resilience across a wide range of enrichment and extra-curricular activities.

What makes the Girls' Learning Trust special?

While we work across the Trust to support school performance and ensure value for public money, we believe in allowing our schools autonomy in developing approaches to pedagogy and the curriculum that will deliver the very best outcomes for their students. Nevertheless, our shared values and the many opportunities we have for collaboration across our schools mean that we learn lots from each other and that we remain outward-focussed.

What is it like working at the Girls' Learning Trust?

All of our staff are located at offices in one of our schools, ensuring our shared services gain an understanding of the challenges and opportunities that face our pupils, teachers and school leaders. The environment is fun, fast paced and collegiate. Colleagues join us from all different walks of life and for a host of different reasons. But the one thing that we all share is a passion for education and a desire to make sure young people get the best education possible.

There are some common features to working in any role at the GLT:

- A passionate and dedicated staff team who believe in the transformative power of education and take pride in the positive impact their roles have both inside and outside of the classroom.
- A team of problem solvers who constantly figure out ways to help pupils achieve better outcomes, tackling challenges both big and small together.
- A fun and empathetic environment: staff who support and take care of each other, bringing a sense of humour to the workplace.
- A commitment to professional development: we are proud of our culture of promoting GLT staff within and across our trust and have an excellent record of developing outstanding staff and preparing them for senior leadership.
- A commitment to safeguarding and wellbeing: we operate a rigorous recruitment procedure that includes DBS, medical screening and confirmation of qualifications. And we are committed to ensuring this remains our top priority.

OUR SCHOOL

Our school

Nonsuch is a highly successful and selective grammar school for girls aged between 11 and 18 years. Opened in May 1938 and standing in 22 acres of beautiful grounds on the edge of Nonsuch Park, we aim to provide a caring, happy and stimulating environment in which students can attain the highest levels of academic and personal achievement. Teachers and support staff joining Nonsuch comment on the excellent behaviour and positive attitude to learning of our students and on the warm and co-operative relationships between staff.

Attainment and achievement at Nonsuch are excellent. Summer 2022 saw GCSE results where 68.5% of grades were at 9-8 and 87% of all grades were 9-7. 99.1% of all grades attained grade 5 or above. At A-Level students achieved 34.5% A* and 64.9% A*-A grades - again placing the school amongst the highest performing schools nationally.

Our mission

The school's aim is to empower our young women and enrich their lives to ensure they aspire to take their centre stage place in the world. We want students to enjoy learning, to become independent and effective learners and to achieve academic success in an atmosphere that fosters positive relationships and mental health, promotes equality and celebrates diversity. Our curriculum is broad and balanced; it provides intellectual challenge, develops creativity and curiosity and empowers our students to articulate their thinking confidently. The curriculum and extra-curricular opportunities promote social and cultural enrichment and a strong sense of community. The advice and guidance enables students to make wise, informed and ambitious choices. We promote the values of *positivity, respect, integrity, courage and endeavour*. We want our students to engage with the local and wider community in the belief that they can make a difference.

Our curriculum

On entry, all students follow an academic programme including a Modern Foreign Language (German, French or Spanish) and Latin. The range of subjects taken for GCSE is broadened by the opportunity to continue with a second language or start an additional language. Students study the three separate sciences and have the opportunity to take up Astronomy or Photography or to choose an appropriate Technology, Arts, Humanities or Modern Foreign Language course. Initially, students are taught in forms, with smaller groups for practical subjects.

The vast majority of students continue their studies in the large Sixth Form, for which external candidates may apply. Courses may be chosen from around 21 subjects. In addition, students take options from the elective menu: many Year 12 students take the Extended Project Qualification and some students opt for classes in dissection, Arts award or Sports Leader award accreditation among other options. Candidates are prepared for Oxbridge entry or for admissions tests, for example BMAT (for Medicine) and LNAT (for Law), as appropriate. The vast majority of students proceed to higher education or professional training.

A comprehensive tutorial programme (including citizenship, careers and health education) supports the curriculum for all students, who are encouraged to assume responsibility for their studies through regular homework and negotiated target setting. Opportunities for active citizenship abound: students in each year group take part in community outreach and fundraising for local, national and global charities. They assume leadership roles within school also representing their peers on the School Council and all Sixth form students belong to the Sixth Form Committee which holds regular Forum meetings. Sixth form students make an invaluable contribution to the community life of the School, serving as school officials and prefects, leading the house system and supporting younger students as mentors.

Artistic, dramatic, musical and sporting talents are fostered. Many students have instrumental lessons; choirs and orchestras flourish, together with many clubs and societies. All opportunities are taken for visits in this country and abroad to widen further the educational experience. Membership of a range of sports teams is encouraged and many Nonsuch students play sports at County and National level.

The School's commitment to excellence in girls' education is reflected in the breadth of the curriculum, the outstanding examination results and the number of extra-curricular activities on offer. Most importantly, of course, the School's success is visible in the confidence and enjoyment of girls who leave us to continue their studies and to carve their niche in 21st century society, as well as the excellent alumni network which supports our Careers and Networking events.

Resources and school site

The School is fortunate in having exceptional and well-resourced accommodation for all subject areas. We have 11 fully resourced Science labs, 4 ICT rooms and an Astronomy Dome on the roof which is also used by astronomers in the local community. Our offer of 3 modern languages and Latin is supported by a bespoke language lab and GCSE and A level language students benefit from weekly meetings with Foreign Language Assistants. The Sixth Form Study Area and Learning Resource Centre further enhance the facilities available to students. A skilled team of administrative staff, technicians and cover supervisors work closely with the teaching staff. This team includes pastoral administrators, an Emotional Literacy Support Assistant, first aiders and a librarian. Our cafeteria is used by students and staff at mid-morning and lunchbreak, supplemented by a concession in the sixth form area and outside provision called "The Lunch Box." There is a private day care Nursery on the School site which is used by some staff. The school is adjacent to a David Lloyd Sports and Leisure Centre which staff are able to use free of charge during off peak hours in term time.





OUR LEADERSHIP TEAM

The Senior Leadership Team consists of two Deputy Heads, two Assistant Heads and Directors of School Improvement, who work closely and supportively to plan for the future development of our highly successful school. Collaborative and open working practices ensure coherence and clarity in the leadership and management of the school. The Local Governing Body is a strong and supportive team with considerable professional expertise.

Amy Cavilla (Headteacher)

Amy is in her 7th year of headship and has worked in all girls' state schools since 2003. The mission of Nonsuch High School for Girls is about empowering its students to take their rightful place centre stage as global change-makers. Amy is committed to the ethos and mission of girls' education and sits on the UK Regional Advisory Committee for the International Coalition of Girls' Schools comprising nearly 500 schools world-wide. Nonsuch is proud of its house traditions, school values and championing of a broad curriculum and participation in extra-curricular activities.

Helena Wright (Deputy Headteacher)

Helena joined Nonsuch High School for Girls in 2014 having taught and led in two highly successful schools in the comprehensive sector. She has taught for over 20 years Business and Economics and still loves being in the classroom. Helena remains passionate about Teaching & Learning and staff development and is committed to cultivating great teachers and middle leaders. Some of Helena's key responsibilities include; staffing, all things curriculum, school admissions and quality assurance.

Alexis Williamson-Jones (Deputy Headteacher)

Alexis joined Nonsuch High School for Girls in 2021 having taught in the Independent Sector for over 20 years. Alexis has undertaken a number of different roles throughout her career including Head of Year, Head of Department and a Trust Consultant Teacher working across 25 schools. She has a passion for personal development of each child and believes that every child deserves a good holistic education. Some of Alexis's responsibilities include Pastoral Care and Wellbeing, attendance and extra-curricular activities

Hannah Johns (Assistant Headteacher)

Hannah joined Nonsuch in 2013 having taught in the comprehensive sector as a member of Teachfirst and then in the selective sector. Hannah has taught for over 20 years Philosophy and Psychology and particularly enjoys A-Level teaching. Hannah is passionate about supporting students in their transition from sixth form into Higher Education or a Career and in preparing students to be independent learners who thrive in the outside world. Her key responsibility is the strategic leadership of the sixth form including; student progress at KS5, development and quality assurance of PSHE and intervention and support.

Andrea Todd (Assistant Headteacher)

Andrea joined Nonsuch in 2009 and now has over twenty years' experience of teaching Science & Biology in selective girls' schools. She is passionate about encouraging girls to explore the diversity of STEM both inside and outside the classroom. She has a particular interest in the use of technology to provide a high-quality teaching and learning experience as well as its role in streamlining how teachers work. Her key responsibilities include teaching & learning, assessment and data.



OUR DEPARTMENT

Pastoral Structures and Resources

At Nonsuch we are proud of our tradition of educating the whole person. We believe that engagement with the wider world and local community, leadership and mentoring opportunities, participation in our House Competition events and extra-curricular clubs all foster a sense of purpose, belonging and identity that promote well-being. We encourage and reward the values of positivity, respect, integrity, courage and endeavour. We want our students to engage with their local and wider community in the belief that they can make a difference.

Our well-being strategy has three key strands:

1. Participation and community
2. Responsive care
3. Education

Full details on our three strands can be found on our school website.

Wellbeing and Responsive Care:

The responsive strand of our well-being strategy is through our awareness-raising of the continuum of mental health. We have worked closely with the mental health charity Place2Be. Members of staff across the Girls' Learning Trust have undertaken training to become "Mental Health Champions." Attachment theory underpins the training and informs our approaches in

all areas. In addition, we link with the Anna Freud Centre who provide training for adults, advice for parents and support for young people.

The form tutor is the central point of contact for every student and provides the crucial link between home and school. All tutor groups in the lower school are also allocated Sixth Form “form leaders” who help with the care and development of our students. Tutors are supported by the Head of Year who also works within a broader team responsible for taking charge of pastoral care within school.

- We have a **School Counsellor** who offers sensitive support and guidance to students who require it.
- Her role is supplemented by **Child Well-being Practitioners (CWP)** who can offer small group sessions of support.
- The **School Nurse** provides confidential advice and support.
- Our **SEND coordinator** works with girls who have special educational needs and disabilities to ensure that provision is made for these students in order that they can access all aspects of the curriculum.
- We also have an **Emotional Literacy Support Assistant (ELSA)** to support our students.
- We are part of a pilot where schools have an **attached social worker**.
- We deploy our Mental Health Champions among our staff to provide drop-in support for students).

Peer Support:

Some students are trained as:

- Peer Mentors – whose role is to support younger students
- Form Leaders – who support PSHE provision, organisation, in tutor groups in the lower school

Our students are also supported by our well-established LGBTQ+ support group and student CARE council (Champions of Anti-Racism and Equality) with link staff for each group and CARE sub-strands of Communication, Allyship and Reporting, Curriculum and Events.

Pastoral Support Structure:

The purpose of the Head of Year team is to work collaboratively to support the students in terms of their academic progress and social and emotional well-being. This ensures that all students in the year group experience high quality teaching and learning and maintain high standards of student conduct and achievement. The pastoral team consists of a Head of Year (HOY) who is responsible to a member of the Senior Leadership Team (SLT) and the Assistant Head of Year (AHOY) who is responsible to the HOY and a team of tutors.

Years 7-11

- Deputy Head Pastoral (DHP) – member of the Senior Leadership Team (SLT)
- Heads of Year 7-11 (HOY)
- Assistant Head of Year bulge year group
- Tutors (Teams: Year 7; Years 8-9; Years 10-11)
- Pastoral Team administrator

Sixth Form

- Director of Sixth Form (SLT Assistant Headteacher)
- Heads of Year 12-13
- Assistant Head of Year KS5
- Tutors (Team 12-13)
- Sixth Form administrator

Whole School

- Designated Safeguarding Lead (DSL) and Deputy DSLs
- Special Needs and Disabilities Coordinator (SENDCo)

Each of the teams above are further supported by staff in the reception office. We have two Administrative Officer/First Aiders, one of whom provides support to the SENDCo.

In addition, students benefit from access to the wider student support services team listed earlier.

Resources – Dedicated Spaces:

The following areas are designed to offer dedicated support:

- Offices for Heads of Year and Pastoral Administrative Support Officers
- Wellbeing room for students in Years 7-11
- Wellbeing room for sixth formers
- SENDCo base including base for the school social worker
- Counsellor/Children's wellbeing practitioner room
- ELSA room
- Meeting room for school nurse/careers advisor

OUR COMMITMENT TO YOU

Staff are our most valued asset, and we place a high emphasis on staff well-being and professional development. Our Trust-wide Wellbeing Strategy puts wellbeing at the heart of all considerations and at Nonsuch High School for Girls that means:

A commitment to workload reduction

- No written reports
- Up to three data drops per year
- An assessment and marking policy that is not onerous
- A clear KS3 assessment framework that prioritises progression throughout the Nonsuch curriculum

A commitment to making the workplace a pleasant and supportive working environment

- Free access to the on-site David Lloyd Gym and Spa for staff
- Friendly and supportive staff body
- An exciting and supportive programme of professional development
- Monthly extended mid-morning breaks
- We are a school that appreciates the importance of family
- Additional leave policy that supports staff when they may need time off
- A maximum teaching load of 43/50 1-hour periods per fortnight
- A private day care nursery on-site
- Situated in 22 acres of beautiful grounds on the edge of Nonsuch Park

A commitment to supporting staff

- The school calendar and training is planned in advance across the whole year so people know what is happening and when
- In-house cover supervision team
- A highly effective and proactive support staff who play an important role in supporting teaching and learning
- Every full-time teacher has an office-based work

A commitment to staff development

- A comprehensive new staff induction programme which includes the allocation of a mentor and peer buddy
- CPD programmes, which are based both in school and across the wider Trust, tailored to individual aspirations
- An additional INSET day at the beginning of the academic year dedicated to teacher planning and preparation
- Our “No lesson judgements” policy ensures our lesson observations are developmental and supportive
- An annual cross-Trust teaching conference allowing the chance to meet and network with other staff



THE OPPORTUNITY

The Designated Safeguarding Lead (DSL) is a vital role in the school as the post involves having lead responsibility for safeguarding and child protection at Nonsuch High School for Girls. The role contributes to the creation of a safe and welcoming environment and supports the school values of Positivity, Respect, Integrity, Courage and Endeavour. The role is key to securing outstanding safeguarding practice through the development and implementation of policy and effective processes. The DSL is high profile among staff, being responsible for delivering training and regular updates. You join a highly skilled and dedicated pastoral support team to ensure the school meets its core aim of empowering its young people to take their rightful place centre stage and to thrive in life-long learning.

JOB DESCRIPTION

Job Title	Designated Safeguarding Lead
Reporting To	Deputy Head Pastoral
Salary Scale	L4 on the Trust Executive support staff scale: £51,225 Pro rata to reflect 42 weeks a year: £47,239
Hours	36 hours per week – daily hours to be agreed with Line Manager 42 weeks a year (term time and INSET days = 39 weeks plus a further 3 weeks in school holidays for any Child Protection conferences or preparation of training)
Type of contract	Permanent
Type of post	This is a senior post and the postholder will sit on the Extended Leadership Team

Main Purpose:

The role of the Designated Safeguarding Person was first specified in the Children Act 2004 and ensures that every organisation has a 'named person' for safeguarding children and young people. The Designated Safeguarding Person, also referred to as the Designated Safeguarding Lead (DSL), has a responsibility at both a strategic level within NHSG and on a day to day basis for Safeguarding and Child Protection.

The Designated Safeguarding Lead will need the relevant knowledge and skills as outlined below, as well as undertaking a number of relevant tasks which are also highlighted below.

Knowledge:

The DSL should have a working knowledge of the following legislation and government guidance including:

- Keeping Children Safe in Education (KCSIE) (DfE 2022)
- Child Sexual Exploitation (DfE February 2017)
- Pan-London Safeguarding Procedures 2017
- Working Together to Safeguard Children (DfE February 2017)

The DSL should also be aware of the following:

- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (DfE 2009)
- Safeguarding in Schools: Best Practice (Ofsted 2011)
- Section 175/157 of Education Act 2002, Children Act 1989 and Section 10 and 12A of Children Act 2004 and what implications these Acts have for schools
- Roles and responsibilities of statutory agencies including the Local Safeguarding Partnership
- Sutton – Levels of Need framework/thresholds
- Children's Social Care planning processes
- Local Authority Designated Officer (LADO) Allegations against adults procedures
- Relevant local and national SCR recommendations
- NHSG roles and responsibilities

- GLT policies relating to Safeguarding and Child Protection; including Whistleblowing, Child on Child Abuse, GLT Equality, Diversity and Inclusion Statement and Equality Objectives, GLT Special Educational Needs & Disabilities Policy
- NHSG whole school policies and procedures such as: Attendance, Behaviour for Learning; PSHE; RSE; Anti-bullying; E-Safety; Staff Code of Conduct
- The use of appropriate information sharing/multi agency working
- NHSG core values

Responsibilities:

The DSL duties will include:

Advice and Guidance

- Providing support advice and guidance to staff at NHSG and to collaborate with DSLs across the Trust.
- Ensuring every member of staff has access to and understands the School's Safeguarding policies.
- Ensuring parents have access to the Safeguarding policies and Safeguarding statement on the website.
- Ensuring students are aware of the School Safeguarding policies, outlining to them in student-friendly terminology.
- Working with the Headteacher and Office Manager to ensure safeguarding procedures are in place for visitors to the school and that visitors know who the DSL is.
- Sharing and disseminating good practice within NHSG, the Girls' Learning Trust and other local agencies and organisations.

Referrals

- Recognising the signs of abuse and decide when referrals to Children's Social Care via First Contact Services/MASH should be made. This should include identification of cases where Early Help would be appropriate.
- Liaising with relevant agencies to inform the decision as to whether a referral to MASH/CAMHS is appropriate.
- Attending and effectively contributing to Child in Need, Case Conference, Core Groups, Child in Care reviews and any other meetings requested by other agencies. Provide written reports at such meetings and any meetings requested by other agencies. Provide written reports at such meetings using the appropriate templates.
- Ensuring that the school is represented at Child Protection Case Conferences or written reports are submitted.
- Ensuring detailed, accurate records are kept and stored securely and are not generally accessible to staff and students.
- When students leave NHSG, ensuring that any CP information is transferred to the new establishment (within 15 days if possible) separately from the main school file being delivered (by hand if possible and signed for). Ensuring this file is copied and kept at NHSG until the student's 25th birthday.

Training and support

- Leading a team of Deputy DSLs, ensuring there are fortnightly meetings.
- Liaising with the Headteacher to ensure Safer Recruitment processes and DBS checks are in place for new staff.
- Delivering training for all staff including any new staff as soon as possible after appointment.

- Provide regular updates to staff via the Staff Weekly Bulletin and Staff Briefing.
- Ensuring all staff (including student teachers) have induction training which covers Safeguarding and Child Protection and are able to recognise and know the processes required to report any concerns immediately.
- Ensuring all staff have read and understood Part 1 of KCSIE.
- Working with the Headteacher to ensure all staff are aware of and adhere to the School's Staff Code of Conduct and ensuring that this Code of Conduct makes reference to online conduct and safety.
- Attend Level 3 Multi-Agency Working Together training, and subsequent refresher training.
- Continually updating Safeguarding knowledge by attending appropriate Level 3 Multi-Agency Safeguarding training and, with the Deputy DSLs attending the LBS Safeguarding meetings.

Quality Assurance

(including Ofsted/ Borough safeguarding reviews/reports to governors)

- Providing regular analysis and updates to governors at meeting of the Local Governing Body so they can scrutinise, challenge and support the school as necessary.
- Meeting regularly with the Safeguarding link of the Governing Body.
- Attend Extended Leadership Team (ELT) and Senior Leadership Team (SLT) meetings as required to give updates on Safeguarding/CP.
- Monitoring and tracking all vulnerable students and reporting to SLT and governors as required.
- Annually completing the LBS Safeguarding Compliance Checklist (Section 175/157 Audit) with the Headteacher and governors.

Additionally

- Liaising with the Headteacher to keep them informed of any issues or on-going investigations.
- Ensuring there is always cover for the DSL by having a named deputy or team of deputies in the event of absence.
- Ensuring NHSG Safeguarding policies are up to date and reviewed annually, working to Girls' Learning Trust requirements.
- Being on call during school holidays in the case of emergency and when not available ensuring cover from one or more Deputy DSLs.
- Any other reasonable tasks as requested by the Headteacher linked to Safeguarding and Child Protection.

General responsibilities

- To be aware of and comply with school policies and procedures, including those relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- To undertake similar duties, commensurate with the level of the post and at the discretion of the Line Manager, as the Line Manager shall from time-to-time reasonably require.
- To participate in training, other learning activities and performance development as required.

The Job Description will be subject to periodic reviews to fit in with the needs of the school and provide development opportunities as appropriate. It is not a comprehensive set of tasks,

but sets out the main expectations of the school in relation to the postholder's responsibilities and duties at this time.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher (or designated person) to reflect or anticipate changes in the job which are commensurate with the salary and job title.

PERSON SPECIFICATION

Area	Essential	Desirable	Method of Assessment
Qualification and Accreditation	<ul style="list-style-type: none"> Evidence of safeguarding training relevant to current role 	Level 3 safeguarding training	Certificates
Experience	<ul style="list-style-type: none"> Working in safeguarding in relation to education Experience of contextual safeguarding issues Experience of working with young people Working with external agencies 	Experience of making referrals to Children's Services and following through from initial child protection conference to plan	Application Interview Reference
Knowledge and Skills	<ul style="list-style-type: none"> Knowledge of issues affecting young people Understanding of the importance of confidentiality and boundaries Understanding of child protection and safeguarding issues Use of appropriate levels of IT skills to enable best use of available information and communications as necessary for the post Compliance with all aspects of school policy, such as the Equality Duty Strong communication skills in order to collaborate with colleagues and make decisions effectively when following up day-to-day issues Ability to support other members of staff and contribute to their understanding of safeguarding issues The capacity to lead the further development of a safeguarding culture throughout the school A high standard of written and spoken English 	<p>High degree of knowledge of multi-agency working</p> <p>Deep understanding of current contextual safeguarding issues affecting school age children</p>	Application Interview Reference

Area	Essential	Desirable	Method of Assessment
Personal Qualities	<ul style="list-style-type: none"> • Ability to communicate effectively and sensitively with all stakeholders • Ability to identify and respond effectively to students in need of safeguarding support • Ability to establish positive working relationships with other staff within the team • Professional appearance and excellent timekeeper • A commitment to and understanding of the specific context of girls' schools • Drive and ambition. • A solution focused approach. • A commitment to the safeguarding and promotion of the welfare and development of young people and a positive attitude to helping them achieve their potential. • Credibility and respect amongst students, parents and colleagues. 	<p>Optimistic outlook</p> <p>Sense of humour</p>	<p>Application Interview Reference</p>

APPLICATION PROCESS

Safeguarding

The Girls' Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Candidates are expected to demonstrate a sound understanding of leadership of and contribution to a safeguarding environment. The successful candidate will be required to undergo an enhanced DBS with barred list check followed by safeguarding training as part of their induction.

Data Protection

As part of our recruitment process, Girls' Learning Trust collects and processes personal data relating to job applicants. The Trust is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations. For further information about this and to read our Data Protection and Freedom of Information Policy, please visit: www.girlslearningtrust.org/our-governance/policies

Application Process

We operate a safer recruitment process. All applications should be via an official application form (available on our website) and sent to: vacancies@nonsuchschool.org

Closing Date

Applications must be received by no later than **Monday, 17th April 2023 at 9 a.m.**

Interviews

Interviews will take place on **Tuesday, 25th April 2023.**

Notification & Feedback

Candidates who have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached. Constructive feedback will be provided for all candidates invited to interview.

Additional Information

If you would like to arrange an informal discussion about this exciting opportunity with the Deputy Head Pastoral please email leadershipPA@nonsuchschool.org to arrange a mutually convenient time.



Girls' Learning Trust
www.girlslearningtrust.org