

# NETHERWOOD ACADEMY



Astrea Academy Trust  
INSPIRING BEYOND MEASURE

**DEPUTY DSL**

**CANDIDATE PACK**

# Open Letter from our Principal

Dear Candidate

I would like to take this opportunity to welcome you to Netherwood Academy. I took the helm here at the beginning of September 2020 after almost 10 years Headship experience in two schools elsewhere in Yorkshire, and I am committed, alongside my staff team, to doing everything in my power to ensure Netherwood is the school of choice for all secondary-age students in the wider community.

We have ambitious plans to take the school further on its journey to “inspiring beyond measure”, backed by Astrea, a forward-looking and values-driven trust which operates a large number of primary and secondary schools throughout South Yorkshire and Cambridgeshire.

My personal ambitions for Netherwood are very straightforward – to provide an excellent all-round education for every student, whatever their background, and inspire them to be ambitious for themselves, both academically and socially, so that they go out into the wider world as responsible citizens, fully-equipped for what life has to offer. This will include a commitment from us, as staff, to broadening students’ general cultural awareness, and we aim to do this through high expectations and an unapologetic focus on students doing the right thing day-in, day-out. We believe this will make all of our classrooms and corridors disruption-free, enabling teachers to teach high-quality lessons and students to learn and thrive every day.

Our facilities are modern and extensive, and we have worked hard to ensure curriculum areas and extra-curricular activities are well-resourced and accessible to everyone. We have dedicated, state-of-the-art spaces for indoor and outdoor Physical Education, as well as the Visual and Performing Arts, including Music, Drama and Dance.

More and more families from the local area are choosing Netherwood for their children than ever before, and staff at the school have the confidence to send their own children here, in greater numbers than we have ever seen – this is testament to the rapid improvements we have made over the past two years, and which we continue to make.

When Ofsted next visit us, we are adamant that we will be judged to be a Good school, for the first time in the school’s history; the work we have already undertaken means we are well on the way to achieving this ambition.

Our academy is a bright and vibrant community, where children sit at the very heart of everything we do. I very much hope it is a community you would like to be part of.

Best wishes

I look forward to welcoming you to our Academy.

Please visit our website for further details on our vibrant and diverse [school](#)

Mr J Mitchell

Principal

# Job Description

**JOB TITLE:**  
Deputy DSL

**REPORTING TO:**  
Designated Safeguarding Lead (DSL)

**SALARY RANGE:**  
SCP20 - SCP22  
Currently £28,371 to £29,439 FTE per annum

**ACTUAL SALARY IF PRO RATA:**  
£24,143 to £25,051 per annum

**CONTRACT TYPE:**  
Permanent

**WORKING PATTERN:**  
Term Time (38 weeks plus 5 Inset days)  
37 hours per week, Monday to Friday



# Role Description

## Purpose

The Deputy Designated Safeguarding Lead is required to support the Designated Safeguarding Lead to deliver effective safeguarding procedures, child protection and online safety procedures across the Academy, with the aim of ensuring the safeguarding and welfare of our students is a clear priority.

The purpose of the role is to support the DSL in their leadership of safeguarding, in order to create a strong culture of safeguarding across the Academy. The DDSL 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.

## Main Duties and Responsibilities

- Support the Designated Safeguarding Lead, deputising for them as required. Acting in the role of the DDSL as outlined in [Keeping Children Safe in Education](#).
- Support the DSL in developing and maintaining a strong culture of safeguarding across the Academy.
- Support the DSL in to develop, implement, and supervise appropriate responses to safeguarding and child protection concerns.
- 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 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.
- To contribute to and participate in internal cross-function information sharing and collaborative working practices to ensure children's needs are considered and supported holistically.
- To ensure effective and rapid transfer of information within and across educational establishments.
- 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.
- Refer cases to the local channel programme where there are concerns regarding radicalisation/prevent as required.
- Attend and participate in meetings as required, before and after the Academy day.
- The post holder will be subject to performance objectives agreed and reviewed annually with the Designated Safeguarding Lead.

## Training

- To undertake the required Local Authority safeguarding training including the Prevent Duty, in timely manner.
- Support the DSL in to ensure all staff receive the necessary safeguarding/ child protection training and there are regular updates.
- Support the DSL to ensure all staff are alerted to the specific needs of any vulnerable child through appropriate information sharing.
- To attend all Astrea Academy Trust Safeguarding networks, briefings, and training sessions.

## 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.

# Person Specification

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

## Skills and Capabilities

### Essential

- Willingness to undergo appropriate checks, including enhanced DBS checks
- Experience in safeguarding in education policies, practices, and procedures
- A Working Knowledge of Keeping Children Safe in Education, 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
- Excellent communication, presentation, and ICT skills
- The ability to build and maintain positive working relationships with professionals and families
- Full driving license (including Category D) or the ability to travel

### Desirable

- Experience of working in or with safeguarding agencies such as Children's Social Care or the Early Help Service including preparing for and attending multi-agency meetings.
- 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
- Ability to make effective use of attendance, safeguarding, behaviour and attainment data to drive action planning
- Successful and demonstrable experience of dealing with a range of pastoral issues positively

## Qualifications

### Essential

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

### Desirable

- Level 3 or Equivalent qualification

## General Information and Working Arrangements

- The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.
- To be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To take responsibility for the implementation of, and compliance with, policies and procedures relating to child protection, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- This job description will be kept under review and may be amended via consultation with the individual, Governing Body and / or Senior Leadership Team as required. Trade union representation will be welcomed in any such discussions.

**The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.**

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



# 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](#)

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.*

