



**Astrea Academy Trust**

INSPIRING BEYOND MEASURE



Astrea Academy Woodfields

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**Deputy Designated Safeguarding Lead**

**CANDIDATE PACK**

**SCHOLARSHIP**

**TENACITY**

**CURIOSITY**

**RESPONSIBILITY**

**RESPECT**

# Open Letter from our Principal



Dear Candidate,

Thank you for your interest in Astrea Academy Woodfields.

Astrea Academy Woodfields is on an exciting journey towards excellence. Offering provision for 750 students from Year 7 through to Sixth Form, there is much to be celebrated within the academy and, for the successful candidate, this position offers a fantastic opportunity to shape and enhance the life chances of our students so that they go on to be successful in their next stage of their educational journey.

To ensure that we continue and strengthen the trajectory of rapid improvement, we are keen to attract exceptional colleagues to join the staff community to realise the potential which Woodfields clearly has. We are keen to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares our vision and commitment to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all, with an underpinning philosophy that 'education for all should confer the benefits associated with education for the rich' (Michael Young). With careful curriculum design, spaced retrieval practice, detailed assessment and achieving mastery in small steps, rates of progress can increase greatly. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. Excellent teaching must sit alongside a carefully considered and sequenced curriculum, implemented successfully and consistently through a culture of deliberate practice and instructional coaching.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

I hope you can see that this is an exciting time to join the Academy. If you are considering applying for this role, you will need to have ambition for the students as well as for yourself. We want colleagues who are prepared to push themselves professionally to develop their skills and experiences, so that the young people of Woodfields get the very best we can offer them.

If you would like to visit the academy, please contact Beth Harwood – [beth.harwood@astreawoodfields.org](mailto:beth.harwood@astreawoodfields.org) - to arrange a visit or to find out more about the role.

Yours sincerely,

**David Scales**

**Principal - Astrea Academy Woodfields**

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# Job Description

## JOB TITLE:

Deputy Designated Safeguarding Lead

## REPORTING TO:

Designated Safeguarding Lead

## SALARY RANGE:

SCP 20-22

£30,296 - £31,364 FTE (pro rata salary dependent on additional weeks worked)

## CONTRACT TYPE:

Permanent

## WORKING PATTERN:

Term Time Only – plus an additional 3-6 weeks (negotiable)

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# Role Description

## Purpose

The fundamental duty of the post holder is 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 pupils, 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

### Key Responsibilities and Duties

- Support the Designated Safeguarding Lead, deputizing 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.
- Form appropriate working relationships whilst maintaining personal boundaries with children and young people.

- 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.
- Identify need and develop appropriate strategies, options, and alternatives to overcoming barriers to learning in conjunction with Academy staff, external agencies and parents or carers.
- To 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.
- Champion a multi-agency approach to meet the needs of young people and their families.
- Refer cases of suspected abuse to Local Authority Social Care teams as required.
- 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.
- Any other duties commensurate with the duties, responsibilities, and grade of the post.
- The post holder will be subject to performance objectives agreed and reviewed annually with the DSL
- The post holder is expected to carry out such other duties as may reasonably be assigned by the Principal or DSL.
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

### Work with others:

- Work with the central Astrea safeguarding team to ensure that Trust leaders can offer a national collaborative approach to safeguarding.

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# Role Description

## 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 in to evidence staff understanding of safeguarding issues and processes through appropriate assessments, filling identified gaps in knowledge where necessary.
- 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.
- Support the DSL to ensure all staff are alerted to the specific needs of any vulnerable child through appropriate information sharing.
- Have due regard to data protection legislation, including Data Protection Act 2018 and GDPR.
- To attend all Trust Central Safeguarding networks, briefings, and training sessions.
- 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.

## 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.

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# Person Specification

## Experience, Skills and Knowledge

### Necessary

- 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* 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.
- The ability to build and maintain positive working relationships with professionals and families.
- Full driving license (including Category D) or the ability to travel.
- The ability to engage and work positively with families that are experiencing complex issues or crisis situations.

### 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.
- Demonstrable experience in the development of strategies for managing disengagement and poor attendance.

- Ability to anticipate and solve problems.
- 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, behavior and attainment data.
- Evidence of the development of partnerships with other schools, business and community partners.

## Education and Qualification

### Desirable

- NVQ Level 3 or Equivalent
- Designated Safeguarding Lead/Deputy experience
- Designated Safeguarding Lead Training
- Evidence of further qualifications towards the post

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to this vacancy.

**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.*

Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+people, and men.

