



Safeguarding Manager

Application Pack

The Hathaway Academy,
Grays, Essex

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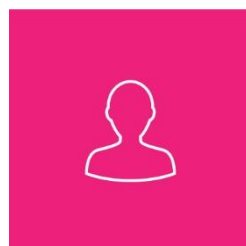
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Improving Education

01. About Academy Transformation Trust



We're on a mission

Our mission is to provide the very best education for all students and the highest level of support for our staff to ensure every student leaves our academies with everything they need to reach their full potential.

giving academies everything they need to realise their full potential.

These are the things we hold dear

Transparency

As a charity founded on strong ethical practices, Academy Transformation Trust takes pride in being open, honest and crystal clear in everything we do.

Innovation

We are constantly striving to do all we can to make education the best it possibly can be. We are brave in our actions and do everything we can to have a positive impact on whole child development.

Collaboration

We believe the future of education relies upon effective collaboration between academies, and better collaboration between academies and their local communities.

Ambition

We are determined to improve education nationwide by encouraging collaboration and

We believe every child matters and deserves a first class education.

Our team knows first-hand how to make education better for schools, students and their teachers.

For us, the future of UK education relies upon schools working closely together to share best practices, giving every child the best chance in life. We set up ATT to make this vision a reality.

As a not for profit trust, we work with our growing family of primary and secondary academies, and further education providers in the Midlands,



02. The Hathaway Academy Information

The Hathaway Academy is part of the Academy Transformation Trust family of academies.

Rated as 'Good' by Ofsted in June 2015, at Hathaway we aim to change the aspirational horizon of our students and their community. Everything that both our students and staff do will be done to ensure, that through engagement, self-worth and purpose, students will be the very best they can be.



The balance of academic excellence and opportunities underpins our high aspirations and provides students with the skills and confidence they need in their future journey.

We offer a personalised, engaging and relevant 21st century curriculum, which will develop students into thinking, articulate, responsible and successful citizens.

This is supported with a wide and varied extracurricular programme that not only supports academic progress but also embeds the specialism of digital media and performing arts.

Our faculty system runs throughout the academy which each faculty attached to a charity and a number of fundraising initiatives taking place throughout the year,

We are extremely proud of our brand new £1.5m food technology, hospitality and catering facility which has recently opened.

We also have a number of partnerships with organisations in our community including the Duke of Edinburgh and the Royal Opera House.

To find out more, please visit www.hathawayacademy.attrust.org.uk.

03. Job Description

Safeguarding Manager



Job Title – Safeguarding Manager

37 hours per week, Term Time only

Responsible to: Designated Senior Leader for Safeguarding (DSL)/Principal

Job Purpose : To ensure the consistent application of the safeguarding and child protection policy and procedures in the absence of and working alongside the Designated Senior Lead for Safeguarding.

We believe in putting children and young people at the heart of all that we do and that every student should feel safe and receive a first-class education to ensure they are well prepared for the next phase of their lives, within education, training or employment.

Our Vision – Transforming education: Transforming performance: Transforming lives

We will ensure that all our children and young people, regardless of their background, fulfil their potential. We will do this in safe, supportive and ambitious environments, ensuring we maximise life chances for them all.

Safeguarding arrangements in our Academy are underpinned by two key principles:

- Safeguarding is everyone's responsibility: all staff, governors and volunteers should play their full part in keeping children safe.
- A child-centred approach: a clear understanding of the needs and views of children. We recognise the importance of enabling children to talk openly about anything that worries them and to feel confident that they will be listened to and appropriate action taken.
- It is the role of the DSL and DDSL to challenge any decisions made on behalf of children in our Academy that are not in their best interests, to seek justification for inaction and to push for improved intervention when the interventions in place do not seem to be effective enough to ensure the maximum life changes for that child.

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Specific Responsibilities:

In the absence of the DSL, or under the direction of the DSL, the DDSL is expected to:

Child protection files:

Where children leave the Academy the DDSL, under the direction of the DSL, should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

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In addition to the child protection file, the DDSL, under the direction of the DSL, should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Manage referrals:

- Monitor and oversee actioning of internal referrals on CPOMS and ensure that the best outcomes are sought for every child
- Refer cases of suspected abuse to the local authority children's social care as required
- Ensure that we have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.
- Support staff who make referrals to local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- Refer cases where a crime may have been committed to the Police as required

The DDSL (alongside the DSL) is expected to be aware of how children are identified as 'vulnerable' in the Academy and support the monitoring, implementation and review of any interventions as required.

Children with a social worker:

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.
- Ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Work with others:

- Act as a point of contact with the three safeguarding partners
- Liaise with the Principal to inform them of issues (especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations)
- As required (*at the direction from the Principal*) liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCo's or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- Act as a source of support, advice and expertise for all staff

Training:

The DDSL should undergo training to provide them with the knowledge and skills required to carry out the role, including but not limited to DSL level safeguarding training, Prevent, FGM and multi-agency working. Training should be reviewed and kept in date in line with statutory requirements.

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In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DDSL and DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- 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
- 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 each member of staff has access to, and understands, the Academy's safeguarding and child protection policy and procedures, especially new and part-time staff
- Are alert to the specific needs of children in need, those with special educational needs and young carers
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- Are able to keep detailed, accurate, secure written records of concerns and referrals
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness:

- Ensure the Academy's safeguarding and child protection policies are known, understood and used appropriately
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy in this; and
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements

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In addition to the child protection file, the DDSL, under the direction of the DSL, should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

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Availability:

During term time the DDSL should always seek to be available (during academy hours) for staff in the academy to discuss any safeguarding concerns. This may take the form of face-to-face or via phone.

These roles and responsibilities will never be the sole responsibility of the DDSL. The DDSL will be expected to take on these roles in the absence of the DSL or following a direct request from the DSL or SLT, but the responsibility still remains with the DSL. The job description is not intended to be an exhaustive list of all the duties and responsibilities that may be required. The jobholder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

04. Person Specification

Safeguarding Manager



Essential	Desirable
<p>Experience:</p> <ul style="list-style-type: none"> • Experience of compliance and auditing within a safeguarding setting. • Experience of proactive actions in order to identify creative solutions to potential conflict and competing priorities. • Experience of working in education or social services. 	<p>Experience:</p> <ul style="list-style-type: none"> • Previous experience working as a DSL or DDSL
<p>Training/Qualifications:</p> <ul style="list-style-type: none"> • Relevant and evidenced experience in safeguarding • Thorough understanding and evidence experience of implementing statutory safeguarding guidance and policies 	<p>Training/Qualifications:</p> <ul style="list-style-type: none"> • Educated to degree level in Education or Children's social care or with relevant alternative qualifications or experience (appropriate to post concerned).
<p>Knowledge of:</p> <ul style="list-style-type: none"> • Legislation, government guidance and national framework for safeguarding children. • Administration and systems (records) management skills. • In-depth knowledge of relevant statutory legislation, policy and good practice in respect of safeguarding children in education. 	
<p>Other:</p> <ul style="list-style-type: none"> • Ability to de-escalate situations of conflict and deal with emotionally distressing matters in a calm and sympathetic manner. • Ability to communicate and engage with children and young people effectively. • To have a "child-focussed" approach, and act as their advocate to promote their best interests. • Builds effective relationships both internally and externally. • Able to work effectively under pressure. • Able to interpret statutory policies for effective application in the academy. • Good organisational and prioritising skills. • Ability to organise own work schedules and effective time management skills • Able to work closely with colleagues to create a strong, coherent and highly functioning team 	



05. How to apply

The Hathaway Academy, Grays, Essex

Hours:

37 hours per week for 38 weeks per year

Salary:

Support Staff Pay Scale, NJC 28-32

£31,980 - £35,397 (Prorated: £26,168 - £28,964)

Pay award pending

Closing date:

12 noon, 6th November 2020

Interviews:

Will be on a rolling programme

Start Date:

As soon as possible

Visits to the school:

For further information about the role and the academy, or if applicants wish to visit prior to completing their application, please contact the academy on 01375 371361.

Applying

Please apply by visiting

www.academytransformationtrust.co.uk/vacancies

Forward as one. Improving Education Together.

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