

Deputy Designated Safeguarding Lead (DDSL) and Pastoral Lead – Grade 8

37 hours per week. 38 weeks, plus 5 INSET days (pro rata salary approximately £32,082)

Core Purpose:

- To support high standards of behaviour and attendance within our primary provision
- To be a Deputy Designated Safeguarding Lead with responsibility for the safeguarding of primary students
- To be the key point of contact for parents/carers and other professionals.

Key duties:

Safeguarding and Child Protection

- Act as Deputy DSL and undertake safeguarding responsibilities in the absence of the DSL.
- Support the Designated Safeguarding Lead in implementing safeguarding and child protection policies and procedures.
- Manage safeguarding concerns in line with statutory guidance, including *Keeping Children Safe in Education*.
- Maintain accurate, confidential, and timely safeguarding records.
- Make referrals to children's social care, Early Help services, and other agencies as appropriate.
- Attend and contribute to safeguarding meetings, strategy meetings, child protection conferences, and multi-agency reviews.
- Monitor vulnerable pupils, including those subject to Child Protection Plans, Child in Need Plans, and Early Help assessments.
- Ensure safeguarding concerns are communicated effectively and acted upon promptly.
- Support staff in identifying and reporting safeguarding concerns.
- Promote a culture of vigilance and safeguarding throughout the provision.

Pastoral Leadership

- Work with the Assistant Head Primary to successfully induct students into the school
- Develop and implement individual support plans for pupils with behavioural, emotional, and social needs.
- Provide direct intervention and mentoring for pupils experiencing difficulties regulating emotions and behaviour.
- Support pupils during times of crisis, conflict, or emotional distress.
- Deliver restorative approaches and facilitate repair conversations following incidents.
- Promote positive behaviour, resilience, self-regulation, and emotional wellbeing.
- Support reintegration planning where appropriate.
- Develop systems to improve attendance, engagement, and punctuality.
- Work with school colleagues to support transition arrangements for pupils leaving the provision.

Behaviour Support

- Support staff in managing challenging behaviour through trauma-informed and relational approaches.

- Conduct behaviour assessments and lead the implementation of risk assessments.
- Develop and oversee the delivery of behaviour support strategies, liaising with SEND teams to support the delivery of the graduated pathway plans
- Provide guidance and coaching to staff regarding de-escalation strategies.
- Analyse behavioural data to identify trends and lead interventions.
- Lead restorative and reflective practices with pupils.
- Work with parents/carers and other professionals to communicate plans and share information as needed

Family and Community Engagement

- Build positive and trusting relationships with families.
- Act as a key point of contact for parents and carers regarding pastoral and welfare concerns.
- Conduct home visits where appropriate and in line with policy.
- Support families to access appropriate services and interventions.
- Coordinate and contribute to Team Around the Child (TAC) and Early Help meetings.
- Work collaboratively with external agencies including:
 - Social Care
 - CAMHS
 - Educational Psychology Services
 - Early Help Teams
 - Youth Services
 - Health Professionals
 - Local Authority Officers

Attendance and Inclusion

- Monitor attendance and identify barriers to regular school attendance.
- Implement attendance improvement strategies.
- Support pupils at risk of exclusion or placement breakdown.
- Promote inclusion and ensure equitable access to education.
- Contribute to Education, Health and Care Plan (EHCP) reviews where required.

Leadership and Professional Responsibilities

- Support the development of policies relating to safeguarding, behaviour, attendance, and wellbeing.
- Maintain up-to-date knowledge of safeguarding legislation and best practice.
- Undertake training relevant to safeguarding, trauma-informed practice, behaviour support, and alternative provision.

Personal Qualities

- Compassionate, resilient, and emotionally intelligent.
- Child-centred and committed to safeguarding.
- Reflective and solution-focused.
- Flexible and adaptable.

- Professional integrity and discretion.
- Ability to inspire confidence in children, families, and colleagues.
- Commitment to equality, diversity, and inclusion.

Special Conditions

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to enhanced DBS checks, online checks, satisfactory references, and all safer recruitment procedures.

This role operates within a busy Alternative Provision setting supporting pupils with a wide range of SEND, SEMH, behavioural, and social care needs. The postholder will work closely with safeguarding, pastoral, and inclusion teams and will be expected to demonstrate resilience, flexibility, and a commitment to improving outcomes for vulnerable children and young people.

| Criteria | Essential | Desirable |
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| Qualifications | | |
| Relevant Level 3 qualification or above in Education, Childcare, Youth Work, Social Care, Psychology, Counselling, Safeguarding or a related field | E | |
| Designated Safeguarding Lead training (or willingness to undertake immediately) | E | |
| Evidence of continuing professional development. | E | |
| Mental Health first aid qualification | | D |
| Experience | | |
| Experience working with primary-aged children displaying challenging behaviour. | E | |
| Experience supporting children with SEMH needs. | E | |
| Experience working within safeguarding procedures and child protection processes. | E | |
| Experience of multi-agency working. | E | |
| Experience of developing positive relationships with families. | E | |
| Experience managing behaviour through restorative and trauma-informed approaches. | E | |
| Experience maintaining accurate and confidential records. | E | |
| Previous experience as a DDSL or safeguarding officer. | | D |
| Experience within alternative provision, special educational needs, or pupil referral settings | | D |
| Experience delivering interventions relating to emotional regulation, social skills, or wellbeing. | | D |
| Knowledge | | |
| Current safeguarding legislation and guidance, including <i>Keeping Children Safe in Education</i> . | E | |
| Child protection procedures and thresholds. | E | |
| Understanding of attachment theory and trauma-informed practice. | E | |
| Knowledge of SEMH needs and behaviour as communication. | E | |
| Understanding of alternative provision and inclusion practices. | E | |
| Knowledge of attendance and inclusion strategies. | E | |

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| Team Teach, or equivalent positive handling/de-escalation training. | | D |
| Training in therapeutic or trauma-informed approaches. | | D |
| Skills | | |
| Excellent communication and interpersonal skills. | E | |
| Ability to build strong relationships with vulnerable pupils. | E | |
| Ability to remain calm under pressure and manage challenging situations effectively. | E | |
| Strong report writing and record-keeping skills. | E | |
| Ability to maintain professional boundaries. | E | |
| Effective conflict resolution and de-escalation skills. | E | |
| Strong organisational and time-management skills. | E | |
| Ability to work independently and as part of a multidisciplinary team. | E | |