



JOB DESCRIPTION – Trust Safeguarding Lead

Reporting To: Deputy CEO

Job Purpose

- To actively support our core purpose, remembering that “we are here to make great schools and happier, stronger communities so that people have better lives.”
- To strategically lead the trust’s safeguarding provision, ensuring all processes and procedures are fit for purpose and compliant with safeguarding and child protection legislation.
- To ensure a strong culture of safeguarding is embedded across TEAL and its schools.
- To be an active member of the TEAL Central Team and a school SLT, supporting school improvement and our school leaders.

Key Responsibilities: Specific

- To support and promote effective safeguarding practice across the trust, ensuring that all TEAL schools are well supported in carrying out their safeguarding duties, so that children are protected from harm.
- To ensure continuous improvement in the quality of safeguarding provision in all trust schools so that exemplary practice further develops our workforce.
- To identify and respond to emerging safeguarding priorities on a national, regional and local level, identifying and developing areas of expertise across the trust schools, and reducing the duplication of effort.
- To motivate and lead others by example by being a high-performing, reliable and egoless leader.
- To provide expert support and advice to school leaders, Safeguarding Leads (SLs) and central trust staff on child protection or safeguarding issues.
- To co-ordinate practical support in complex cases (such as chairing of meetings, completion of assessments, engaging external agencies, and developing knowledge/expertise/confidence in schools).
- To lead on the trust’s reflective supervision programme, to ensure all colleagues are appropriately supported.
- To facilitate and chair regular safeguarding leadership meetings to develop and share good practice.
- To ensure governors, school leaders and SLs are aware of their responsibilities and are able to carry them out effectively.
- To ensure schools have robust recording and reporting systems across the trust so that children are monitored carefully and so that the culture of ‘it could happen here’ is well-embedded.
- To review documentation or electronic records (including the single central record and statutory training logs across each school) to ensure compliance and safer recruitment.
- To undertake safeguarding reviews in each trust school to review the safeguarding processes, practice and curriculum. This will involve supporting and monitoring the completion of actions identified from safeguarding reviews (so that the reviews lead to improved safeguarding in schools).
- To keep informed of current legislation, statutory guidance and local safeguarding children partnership guidance, ensuring all safeguarding policies and procedures are kept up to date. This will include providing professional input to review and update other trust policies as needed.
- To collate and analyse termly data on safeguarding across trust schools to present to the trustees.
- To meet on a regular basis with the Safeguarding Named Trustee.
- To collate Local Governing Body safeguarding reports from all trust schools to identify common areas for improvement across the trust and to monitor the completion of actions.
- To provide guidance and support to ensure effective management of allegations against staff in conjunction with the trust HR team. Where appropriate, this will involve direct liaison with the Local Area Designated Officer (LADO).
- To undertake safeguarding-related investigations (and complaints) in line with the trust’s disciplinary (and complaints) policy.
- To support the delivery of investigation training as required.
- To create safeguarding training resources which can be shared with school staff, trustees and governors as an annual update.
- To provide regular safeguarding updates to School Leaders, SLs, Governors and wider school staff as required.
- To deliver safeguarding induction training to all new SLs, new central trust staff and trainees from the Yorkshire Wolds Teacher Training programme.
- To represent TEAL at local safeguarding children partnership meetings and networking opportunities.

Key Responsibilities: General

- *The responsibilities outlined are a broad indication of the main duties and responsibilities of the post and employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.*
- *TEAL is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.*
- *TEAL/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.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder’s responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *The postholder must work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018 and to ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records).*



Ethical Behaviours Charter

Competency	We do this by
Trust	<ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to do the same. • Keeping promises and doing what we say we will. • Having genuine compassion for others.
Wisdom	<ul style="list-style-type: none"> • Developing knowledge and expertise, then sharing that knowledge. • Learning from mistakes and failures and admitting when we are wrong • Seeing systems and processes as ways to fulfil our purpose, removing or changing them if they fail in that.
Kindness	<ul style="list-style-type: none"> • Being patient, respectful, generous and forgiving. • Acting with compassion and care, listening and seeing the person behind the role. • Focusing on relational practice; building trust and rapport with others by empowering and elevating them.
Justice	<ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy • Ensuring we live our sense of purpose and values in the way we behave, make decisions and communicate. • Applying rules in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly and with moral purpose.
Service	<ul style="list-style-type: none"> • Putting ourselves in the service of others. • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour. • Behaving in a dutiful way, demonstrating humility and self-control. • Removing barriers to enable others to do their jobs well.
Courage	<ul style="list-style-type: none"> • Holding ourselves to account when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity and change. • Speaking honestly, openly and with empathy.
Optimism	<ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity, cynicism and dishonesty. • Remaining positive and encouraging, helping others to overcome challenges and celebrating their success.
Vision	<ul style="list-style-type: none"> • Anticipating the future and embracing it. Thinking strategically, analysing and assessing information to deliver organisational growth. • Reading, researching, networking and sharing learning with others. • Believing in the potential of others; helping them be the best they can be.