



KING JAMES'S SCHOOL
KNARESBOROUGH

Candidate Information



Employee Benefits



Financial Benefits

We are delighted that we are able to provide you with access to a large range of employee benefits at King James's School.

Access to contributory pension schemes:

Local Government Pension Scheme (18% employer contribution).

Salary sacrifice schemes (e.g. cycle to work, technology and car schemes).

Discount vouchers for the high street, entertainment and supermarket shopping through Vivup.

Subsidised onsite catering facilities.



Well-being support

Health Assured Employee Assistance Programme:

Free, confidential 24/7 support and counselling.

Flexible working options and well-being initiatives.



Leave and Perks

Generous annual leave starting at 28 days (non-teaching staff), rising to 34 days plus bank holidays with service.

Free ample onsite parking.

Membership discounts at leisure centres.



Community and Additional Opportunities

Collaborative and supportive staff culture.

Lunch duty opportunities:

Hourly pay of up to £12.65 plus a free meal.

Some of these offers are subject to conditions and may change. See provider for full details.

Note from the Headteacher

Thank you for your interest in working at King James's School.

I would say at the outset that this is a very rewarding school in which to work.

Many job adverts specify what they demand from the candidate. We have plenty of skills and qualities that we are looking for but we also have a lot to offer to prospective candidates. First and foremost the students here are great to work with. It is a comprehensive school and our students reflect the full range that you would find in any area, but by and large the classes are filled with well-motivated students willing to learn and to contribute to their school community. The local community is very supportive of the school, the catchment area is well defined and we have excellent relationships with the local parents who choose to send their children here. We fill up each year with pressure for places from beyond our catchment area. Knaresborough and North Yorkshire isn't just a great place to teach, it's a great place to live.

The extra-curricular life of the school is rich, most staff who work here make the most of it; there really is a vibrancy here that is difficult to match. We have a committed staff (teaching and non-teaching) who go the extra mile. Almost without exception, teachers go above and beyond the core delivery of lessons to enhance the enrichment opportunities for the students.

The ethos here is one of the strengths. Even though we have a charter going back to 1616 we are a very forward facing school with an open and friendly ethos. We are highly inclusive and we have a strong reputation for delivering outstanding care and outcomes for students with SEND alongside an enviable output to top university courses from our high-performing A level students. Our A level results place us in the top 20% of providers nationally consistently, year on year.

We are demanding of our staff, teaching and associate staff. We believe that our community deserves an outstanding school and we strive to be outward facing, never resting on our laurels and always seeking further improvement. We expect students and staff to embrace challenge and to see resilience and hard work as the route to success. At the same time we have a very strong commitment to the development and training of all staff, teaching and non-teaching. This is a school in which the opportunities for your personal development are rich.

Thank you for considering King James's School.

Clare Martin
Headteacher



KING JAMES'S SCHOOL
KNARESBOROUGH

Senior Safeguarding Lead (DSL)

Full Year

Full time (37 hours per week)

Permanent

NYC Grade JK - £37,035 - £41,511

We are offering an exciting opportunity to work as a Senior Safeguarding Lead within our vibrant school. The core focus of this role is to take responsibility for safeguarding and child protection across the school (including online safety).

The post holder will work within King James's School as part of the Senior Leadership team and will have ultimate lead responsibility for safeguarding, child protection and attendance. You will also take responsibility for leading the attendance strategy, line-managing the Attendance Officer and Family Support Worker. You will be an integral part of the school's leadership team.

The successful candidate should have experience of working with young people and their families with complex needs and experience of inter-agency working.

You should have excellent communication skills, possess a problem-solving, restorative approach to conflict, and knowledge and understanding of safeguarding legislation and best practice.

We offer a competitive salary, access to a contributory local government pension scheme and other additional staff benefits. We are committed to excellence in CPD and we will support the right candidate to be successful with training if required.

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. This position is subject to an enhanced DBS check and approved references.

Completed applications must be submitted via email to:

recruitment@king-james.co.uk

by: **Wednesday 18th December 2024. 8am.**

Please note that CVs will not be accepted.



How to Apply

Please complete the King James's School non-teaching application form.

Please use the section "Experience & Qualities relevant to the Post" on the application form to demonstrate how you can meet the criteria given in the advert.

Please note CVs will not be accepted. Please do not enclose a covering letter as this will not form part of your application.

We are committed to safeguarding and promoting the welfare of young people and expect all members of staff to share this commitment.

An Enhanced DBS disclosure is required for this post through North Yorkshire County Council. This will be arranged for the successful applicant.

Completed applications must be submitted via email to: recruitment@king-james.co.uk
by: **Wednesday 18th December 2024, 08.00am.**

Thank you for your interest in this post. If you have not heard from us within 21 days of the closing date please assume your application has been unsuccessful and, in that event, may we wish you well in your search for a suitable position.

KING JAMES'S SCHOOL, KNARESBOROUGH

JOB DESCRIPTION

All job descriptions will be reviewed annually & set in the context of the school's aims & current development plan

**SENIOR SAFEGUARDING LEADER (DSL)
(NON-TEACHING)**

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| <i>Line Manager:</i> | Headteacher |
| <i>Salary NYCC Band:</i> | Grade JK £37,035 - £41,511 |
| <i>Full Time/Part Time:</i> | Full Time |
| <i>Hours:</i> | 37 hours per week + 30 minutes unpaid break |
| <i>Full Year/Term Time Only:</i> | Full Year |
| <i>Job Evaluated Date:</i> | 27/03/2024 |

| Professional Responsibilities | |
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| ASSOCIATE STAFF | |
| 1. | To work within the North Yorkshire County Council's Conditions of Service |
| 2. | To support the aims, policies, procedures and ethos of the school |
| 3. | To participate in the school's agreed Performance Management procedures |
| 4. | Help safeguard the welfare of children in the school and ensure services are delivered with regard to equalities |
| 5. | Work safely and co-operate with health and safety procedures |
| 6. | Attend school meetings as appropriate within designated working hours |
| 7. | Undertake appropriate staff training and development activities |
| 8. | Undertake whatever duties might be reasonably requested by the Head or Line Manager |
| 9. | Take a thirty minute unpaid break outside of the school lunch break |

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| POST: SENIOR SAFEGUARDING LEADER (DSL) | |
| GRADE: Grade JK | |
| RESPONSIBLE TO: Headteacher | |
| STAFF MANAGED: Attendance Officer & Family Support Worker | |
| POST REF: | |
| JOB FAMILY: | |
| <ul style="list-style-type: none"> JOB PURPOSE: | <p>The DSL will take responsibility under the leadership of the Deputy Headteacher and Headteacher, for safeguarding and child protection across the school (including online safety). They will take part in strategy discussions and inter-agency meetings and contribute to the assessment of children. They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.</p> <p>The DSL will have ultimate lead responsibility for safeguarding and child protection. They will also take responsibility for leading the attendance strategy, line-managing the Attendance Officer and Family Support Worker to provide support and challenge for families, and working through school teams to ensure improving attendance remains a key focus.</p> |
| <ul style="list-style-type: none"> JOB CONTEXT: | <p>The post holder will work within King James's School as part of the Senior Leadership team and will have ultimate lead responsibility for safeguarding, child protection and attendance.</p> <p>King James's School is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.</p> <p>An ability to fulfil all spoken aspects of the role with confidence through the medium of English.</p> |

| Professional Responsibilities | |
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| ALL SENIOR LEADERS | |
| 1. | Contribute to the strategic development of the school by involvement in Senior Leader decision-making, development, and implementation of the School Development Plan. |
| 2. | Prepare and present relevant documentation for governors and external agencies (e.g. LA, Ofsted) including by attending meetings as appropriate. |
| 3. | Support the general development of the Federation by sharing best practice and working collaboratively with colleagues from Boroughbridge High School. |
| 4. | Line manage identified staff and undertake Performance Management processes in accordance with school policy. |
| 5. | Act as the Senior Leader Link for an identified Year Group, to support the Year Teams in providing excellent student support, such as with: analysis of academic performance; curriculum decision-making; behaviour issues, rewards and sanctions; parental communications; events etc. (The DSL will only have this responsibility if background and skills allow it). |
| 6. | Support the professional development of staff by coaching and modelling and providing additional support to identified colleagues as necessary. |

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| 7. | Be a high-profile presence around the school site, supporting staff and students, maintaining a positive ethos and good student conduct. |
| 8. | Undertake duties and support school events as part of the Senior Leadership Team. |
| 9. | Any other duties commensurate with being a member of the Senior Leadership Team. |
| SPECIFIC RESPONSIBILITIES SENIOR SAFEGUARDING LEADER (DSL) | |
| Managing Referrals | |
| 1. | Referring all cases of suspected abuse of any pupil at the school to the Local Authority children's social care, ensuring that a response is received and recorded. |
| 2. | Ensuring teachers fulfil their statutory duties of referring all confirmed cases of female genital mutilation performed on a pupil to the police, as per legal requirements, and keeping records of these referrals and subsequent actions. |
| 3. | Supporting other staff who have made referrals to Local Authority children's social care. |
| 4. | Referring cases to the Channel programme (and supporting staff who make referrals) where there is a radicalisation concern. |
| 5. | Making referrals to the Disclosure and Barring Service where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child. |
| 6. | Making referrals to the police where a crime may have been committed which involves a child. |
| 7. | Maintaining accurate and organised records of all welfare and child protection concerns brought to the attention of the school by staff, members of the public or other professionals. |
| Raising Awareness | |
| 1. | Ensure the school's safeguarding/child protection policy and its implementation is reviewed at least annually, is up to date, and is in line with the School policy. |
| 2. | Ensure the safeguarding/child protection policy and any other statutory documents are available publicly, and are confirmed to be read and understood by all staff. |
| 3. | Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care, and the school's role in this. |
| 4. | Maintain links with the local Safeguarding Children Partnership to ensure staff are aware of training opportunities and the local policies on safeguarding. |
| 5. | Share information about the welfare, safeguarding and child protection issues that children are experiencing, or have experienced with key adults within the school. |
| 6. | Where children leave the school ensure their child protection file is transferred to the new school as soon as possible, transferred separately from the main pupil file, and taking responsibility for ensuring that reasonable steps are taken to effect secure transit and for obtaining confirmation of receipt from the new school. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. |
| Working with staff and other agencies | |
| 1. | Act as a point of contact with relevant external safeguarding partners. |
| 2. | Line management and development of the Attendance Officer, Family Support Worker, Safeguarding Officers and DDSLs. |
| 3. | Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with the relevant agencies; |
| 4. | Taking part in strategy discussions and inter-agency meetings and/or supporting other staff to do so, and to contribute to the assessment of children; |
| 5. | Working proactively with the Family Liaison Officer, Attendance officer, Deputy Head teacher and Headteacher and any other key staff within the school and on matters relating to safety and safeguarding. |
| 6. | Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children's Act 1989 and police investigations. This includes being aware of the need for children to have an appropriate adult. |

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| 7. | Liaise with the 'case manager' and the local authority's designated officer(s) (LADO) for child protection concerns in all cases where a member of school staff is involved. |
| 8. | Liaise with staff on matters of safety, safeguarding, and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically. |
| 9. | Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health. |
| 10. | Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances. |
| 11. | Work with the Headteacher and other relevant strategic leads, taking lead responsibility for promoting educational outcomes by: <ul style="list-style-type: none"> • knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced. • identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. • Ensuring staff know which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort of students. • Support teaching staff to provide additional support or reasonable adjustments to help these children who have or have had a social worker reach their educational potential |
| | Preventing Radicalisation: In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015), the DSL has the following responsibilities: |
| 1. | Acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty. |
| 2. | Co-ordinating Prevent Duty procedures in the school, including creating a school specific Prevent risk assessment, and updating it regularly in light of statutory updates and/or local events. |
| 3. | Undergoing appropriate training on the Prevent Duty such as the Home Office 'Workshop to Raise Awareness of Prevent' (WRAP) training. |
| 4. | Undergoing appropriate training on the Channel programme. |
| 5. | Assessing the training needs of all school staff in relation to the Prevent Duty, and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers. Maintaining an ongoing training programme on the Prevent Duty for all staff including induction training for all new employees, and keeping records of staff training; |
| 6. | Monitoring the creation, confidentiality and storage of records in relation to the Prevent Duty; |
| 7. | Liaising with local Prevent co-ordinators, the police and local authorities and existing multi-agency forums in all necessary or appropriate circumstance relating to the Prevent Duty. |
| | Training The DSL should receive appropriate child protection training every two years (and refresh their knowledge and skills through network meetings, email updates and documents on an ongoing basis, but at least annually) to: |
| 1. | Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments. |
| 2. | 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. |
| 3. | Ensure that all staff and volunteers have access to and understand the school's safeguarding/child protection policy and procedures, especially new and part time staff. |
| 4. | Provide or source appropriate safeguarding training for all school staff to provide them with the relevant skills and knowledge to safeguard children effectively, updated at least annually. |
| 5. | Provide appropriate safeguarding induction training for new staff, volunteers, work experience students, apprentices, visiting staff, supply teachers and governors to provide them with the relevant skills and knowledge to safeguard children effectively |
| 6. | Be alert to the specific needs of children in need, those with special educational needs and young carers. |
| 7. | Understand relevant data protection legislation and regulations. |

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| 8. | Understand the unique risks associated with online safety and support those responsible for ICT at the school to keep children safe whilst they are online at school. |
| 9. | Recognise the additional risks faced by children with special education needs and disabilities (SEND), including when online (for example, from bullying, grooming and radicalisation) and be confident they have the capability to support SEND children to stay safe. |
| 10. | Be able to keep detailed, accurate, secure written records of concerns and referrals. |
| 11. | Understand and support the school with regard to the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation. |
| 12. | Obtain access to resources and attend any relevant or refresher training courses. |
| 13. | Encourage and promote a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them. |
| Safer Recruitment | |
| 1. | Undertake safer recruitment training and support the school in achieving best practice in recruitment and selection of staff. |
| Allegations against Staff | |
| 1. | Provide support for the Headteacher by looking after the welfare of the child, and by acting as a case manager for investigating and support for staff in response to an allegation. |
| 2. | Understand the local authority arrangements for managing allegations, including the contact details and information required by the LADO, and discuss the nature content and context of the allegation with the LADO when appropriate and when acting as case manager. |
| Audits, evidence and reporting | |
| 1. | Creating and maintaining files of safeguarding evidence, including to support Ofsted inspections. |
| 2. | Working with the nominated Safeguarding Governor to complete the Local Authority safeguarding audit, as required. |
| Pupil Outcomes | |
| 1. | Maintain a culture of high aspirations for all pupils who are currently experiencing, or have previously experienced welfare, safeguarding and child protection issues. |
| 2. | Support all staff to identify the challenges that pupils in this group might face and the additional academic support and interventions required to best support these children. |
| 3. | Monitor the academic progress of pupils in need, contributing to reviews of individual pupil progress, sharing feedback from agencies/professionals who are working with the pupil/family and supporting and informing any academic-based interventions. |
| 4. | Creating an overview of how the curriculum teaches key themes of safety (including online safety and anti-bullying) and contributing towards the capture of Pupil Voice about safety at school. |
| Attendance | |
| 1. | Lead the school's attendance strategy; line managing the Attendance Officer and Family Support Worker to ensure effective implementation of actions to improve attendance. |
| 2. | Provide regular reporting to the Senior Leadership Team and Governors to inform them of attendance data, trends and actions taken to improve overall attendance and reduce Persistent Absenteeism and Severe Absence. |
| 3. | Ensure that pastoral teams and/or the Attendance Officer are completing daily attendance checks and implementing processes in accordance with policy. |
| 4. | Ensure that form tutors are providing effective support and challenge in relation to their tutor group's attendance and punctuality. |
| 5. | Support processes relating to attendance management such as by attending persistent absence panels and/or supporting effective liaison with the school's Attendance Officer & educational welfare to ensure good attendance at school. |

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| 6. | Monitor students' punctuality to school and lessons and put in place strategies for improvement. |
| 7. | Undertaking early help assessments for identified pupils and their families and acting as lead professional where appropriate. |
| 8. | Supporting any referrals to the Local Authority under 'Children Missing in Education' requirements. |

| OTHER ACCOUNTABILITIES | |
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| • Data Protection | Comply with King James's School's (KJS) and North Yorkshire County Council's (NYCC) policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality. |
| • Health and Safety | Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. Work with colleagues and others to maintain health, safety and welfare within the working environment. |
| • Equalities | KJS aims to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. Within own area of responsibility work in accordance with the aims of the Equality Policy Statement. |
| • Flexibility | KJS provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with KJS and NYCC Policies and Procedures. |
| • Customer Service | KJS requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. KJS requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values. |
| • Date of Issue: | • April 2024 |

| SENIOR SAFEGUARDING LEADER (DSL) PERSON SPECIFICATION | Essential | Desirable |
|---|------------------|------------------|
| KNOWLEDGE/QUALIFICATIONS | | |
| GCSE 5 A* - C equivalent including Maths and English (or equivalent) | * | |
| Degree in relevant area | * | |
| Social Work Qualifications e.g. - DipSW, CQSW, CSS or equivalent - Degree in Youth or Community work - Degree in children's services relating discipline | | * |
| NVQ Level 4 or equivalent in a relevant field | | * |
| DSL training qualification | | * |
| Knowledge and understanding of safeguarding legislation | * | |
| Willingness to undertake DSL training qualifications | * | |
| Knowledge and understanding of North Yorkshire processes and procedures for safeguarding and attendance. | | * |
| Recent relevant Child Protection training and/or a willingness to undertake further Child Protection training | * | |
| An understanding of the effects on 'parenting' where concerns involve disabilities/mental health/gender/abuse | * | |
| Training in Safer Recruitment | | * |
| EXPERIENCE | | |
| Experience of working with young people and their families with complex needs | * | |
| Experience of and commitment to inter-agency working | * | |
| Experience in working with North Yorkshire local authority and / multi-agencies | | * |
| Experience of using CPOMS | | * |
| Experience of managing own caseload and maintaining accurate casework files | * | |
| Experience carrying out home visits | | * |
| Experience of advocating for a young person at multi-agency meetings or similar. | | * |
| Previous experience in working in a similar role | | * |
| SKILLS & KNOWLEDGE | | |
| Excellent verbal and written communication skills | * | |
| Good organisation and personal management skills | * | |
| Knowledge of safeguarding best practices and legislation | * | |
| Enthusiasm and commitment to working with young people and their families | * | |
| High level of administrative and organizational skills | * | |
| Possess a problem-solving and restorative approach to conflict | * | |
| Ability and enthusiasm to work jointly with team colleagues | * | |
| Ability to record information concisely and present reports | * | |
| Knowledge of educational legislation, guidance and legal requirements including Keeping Children Safe in Education | * | |
| Knowledge of the legal requirements surrounding parental prosecution for non-attendance at school | * | |
| Knowledge of Equal Opportunities, Human Rights and Data Protection legislation. | * | |
| BEHAVIOUR AND OTHER RELATED CHARACTERISTICS | | |
| A commitment to abide by and promote the school's Equal Opportunities, Health and Safety and Safeguarding Policies | * | |
| Willing to carry out all duties having regard to an employee's responsibility under the school's Health and Safety Policies | * | |
| To display a responsible and cooperative attitude to working towards the achievement of the school aims and objectives | * | |
| An ability to respect sensitive and confidential work. | * | |
| Commitment to own personal development and learning. | * | |
| Ability to build positive relationships | * | |
| Resilience | * | |
| Work in ways that promote equality of opportunity, participation, diversity and responsibility. | * | |

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| The post holder will require an enhanced DBS | * | |
| OTHER | | |
| Hold driving licence and have access to own car | * | |