

## NORTHFLEET SCHOOL FOR GIRLS

### JOB DESCRIPTION

<b>Post:</b>	Deputy DSL
<b>Reporting To:</b>	Headteacher
<b>Post Level &amp; Grade:</b>	KSG 37 hours per week / 39 weeks per year 08:00 – 16:00 Monday to Thursday 08:00 – 15:30 Friday

### Role Purpose and Aims

As Deputy DSL you will work closely with the DSL to ensure:

- Safeguarding concerns are effectively addressed across the school
- Liaise with external agencies, with a key focus on Police and external protection
- Lead on a specific aspect of safeguarding – focus to be agreed with successful candidate

All of the above will help to ensure a strong safeguarding culture across the school and effective support for students with safeguarding concerns.

### Main Duties:

#### Effective addressing of safeguarding concerns

- Deputise for the DSL in their absence or when busy with other cases
- Act as duty safeguarding lead on the designated days as shown in the rota.
- Actively monitor 'my concerns' to ensure that matters are being addressed in a timely manner and utilising external agencies as required.
- Work as part of the safeguarding team to monitor the completion of 'my concern's and participate in reviews as part of weekly safeguarding meetings
- Liaise with other internal staff as appropriate in the addressing of my concerns. This includes close liaison with FLO, SEN and ESL teams
- Report to the DSL and Headteacher on any concerns or areas that require additional actions
- Undertake safeguarding investigations as required
- Liaise with parents and external agencies as required in the addressing of safeguarding concerns
- Support with managing safeguarding complaints, in conjunction with the Headteacher
- Ensure that all safeguarding actions are recorded accurately and in a timely manner on the school systems.
- Take part in appropriate reviews, including Governor visits and external audits
- Support the DSL through the shared checking of new student files and actioning any safeguarding responses. This includes updating our school records where required.

## **Liaise with external agencies, with a key focus on Police and external security matters**

- Act as the key point of contact for community and wider Police matters, including raising concerns when requested
- Liaise with Police on any matters relating to the external security of students – such as concerns outside of the school site
- Liaise with other external agencies as required such as Early Help, Social Services, Counselling agencies. Arrange room bookings/alerting students and parents as required
- Ensuring all contacts are appropriately recorded in school systems.

## **Additional Safeguarding responsibility area – TBC**

- The successful candidate will lead on an aspect of safeguarding, to be decided on interview/appointment.

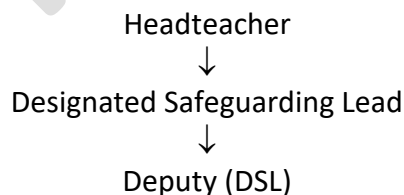
## **Other Duties**

- Keep up to date with all appropriate guidance and legislation on safeguarding (including KCSIE) and work with the DSL on implementation.
- To ensure effective financial management, including monitoring of budgets and ensuring value for money in all aspects of the role
- To undertake any other duties that the Headteacher may reasonably request.
- Line Management of staff as per the staff handbook plan.

## **Note:**

1. The above responsibilities are subject to the standards, general duties and responsibilities contained in the statement of Conditions of Employment, having due regard to the requirements of the National Curriculum, the school's aims, objectives and schemes of work and any policies of the Governing Body.
2. This job description is not necessarily a comprehensive definition of the post. It will be reviewed and may be subject to modification or amendment at any time after consultation with the post holder.

## **ORGANISATION:**



Signed (Postholder): \_\_\_\_\_

Dated: \_\_\_\_\_

Signed (Line Manager): \_\_\_\_\_

Dated: \_\_\_\_\_

## Person Specification

	Criteria
Qualifications	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>GCSE in English and Maths at a minimum of a Grade C – or equivalent</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>Professional qualification in a relevant field</li> <li>Willingness to undertake further professional development</li> </ul>
Experience	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>Working in an educational environment or setting</li> <li>Working effectively with young people in education or another related area</li> <li>Working with the public and dealing with confidential issues</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>Experience of working in safeguarding or child protection within school or similar setting</li> <li>Experience providing safeguarding advice and guidance to staff</li> <li>Experience of multi-agency partnership working</li> <li>Experience of developing a positive safeguarding culture</li> </ul>
Skills & Abilities	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>Ability to establish empathetic and supportive relationships with young people</li> <li>Ability to work effectively in a team but also work independently as required</li> <li>Ability to work under pressure and work efficiently to meet deadlines</li> <li>Attention to detail, ensuring all appropriate policies and procedures are followed</li> <li>Strong communication and interpersonal skills</li> <li>Ability to effectively use ICT and software commonly used in schools</li> <li>An ability to always value working with young people, when it is rewarding and when it is more difficult</li> </ul>
Knowledge	<p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>Knowledge of safeguarding and child protection procedures and legislation</li> <li>Understanding of the responsibilities of agencies involved in safeguarding vulnerable children</li> <li>Knowledge of multi-agency services and working practices</li> <li>Knowledge of principles involved with working with vulnerable students and families</li> <li>Knowledge and understanding of all relevant safeguarding, behaviour and personal development expectations relating to schools</li> </ul>
Behaviours	<p><i>Behaviours which are compatible with our school vision, including:</i></p> <ul style="list-style-type: none"> <li><i>We achieve the best outcomes when all staff work together in a supportive collaborative environment</i></li> <li><i>High expectations in all aspects of our work</i></li> <li><i>Staff and students can ‘enjoy the journey’</i></li> </ul> <p><i>In addition, we expect the following:</i></p> <ul style="list-style-type: none"> <li><i>A ‘can do’ attitude where all possible avenues are explored to achieve the best outcomes for students</i></li> <li><i>A commitment to safeguarding and promoting the welfare of children</i></li> <li><i>Flexibility to work as required to achieve the best outcomes for students</i></li> <li><i>Integrity and professional pride to do the job properly</i></li> <li><i>Rigorous, consistent, and logical approach to ensuring all procedures and policies</i></li> <li><i>Good sense of humour and ability to relate to colleagues, stakeholders, parents, and students</i></li> </ul>

April 2026