



Meopham School
ACADEMIC EXCELLENCE IN A RURAL SETTING

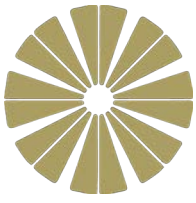
**Assistant Headteacher - Safeguarding
INFORMATION**



CONTENTS

Meopham School	Pg 3
Welcome from Trust CEO Jon Whitcombe	Pg 5
Job Description	Pg 6
Person Specification	Pg 10
Application Process	Pg 11
Overview of Swale Academies Trust	Pg 12





Dear Applicant,

Thank you for expressing an interest in joining the Meopham School family. I hope you will take a look at our website at <https://meophamschool.org.uk/> and take the time to consider the information enclosed with this letter.

Meopham School is a school where a traditional family culture combines with an ambitious ethos for excellence.

Our ethos creates a supportive, energising and inspiring climate for success. Indeed, we were judged as "Outstanding" by Ofsted in January 2019. We are the highest performing non-selective school in Kent, and were recognised for this for the fourth year running in the latest (October 2019) School Performance Tables.

However, at Meopham School we measure success not just in terms of excellent academic outcomes, but also in the development of strong character. Our traditional academic curriculum combines with our Excellence Through Character curriculum to ensure that every student is nurtured to uncover their talents and aptitudes. We recognise that excellent examination results are only a part of the story. Qualifications and personality open doors initially, but it is strength of character which keeps those doors open and allows our young people to lead happy, successful and healthy lives.

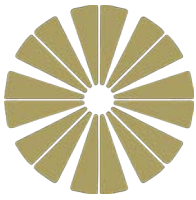
We are proud that Meopham School students are curious in their learning, resilient in overcoming difficulty, and are confident in evaluating their own progress. As a consequence, they are ambitious to achieve academic and personal success, both in school and in the world beyond.

Meopham School is located in the village of Meopham, an area of outstanding natural beauty. Students and staff moved into our brand new £14 million building in Spring 2018. The state-of-the-art school offers an inspiring modern learning environment, with traditional classroom spaces. This new facility offers a learning environment which is truly exceptional.

Standards of teaching and learning at Meopham School are extremely high. There is a consistent approach to lesson planning, teaching and marking at the school and an explicit focus on differentiation in particular. At the heart of our vision for the school is a relentless drive to ensure that all pupils make exceptional levels of progress in every subject. Our curriculum is broad and balanced. Indeed, offering courses to suit pupils of all abilities is one of the reasons for our success.

To achieve our vision, we place the recruitment, retention and professional development of excellent teachers as a top priority. We therefore seek well-qualified, highly skilled, and enthusiastic teachers, who have the highest of expectations of both themselves and the pupils in their classes. We want teachers who enjoy working with young people of all abilities and differing needs.

If you became part of our team, I believe we could offer you a number of benefits. You would become part of something incredibly successful. We can offer an exceptional package of professional development, ranging from an acclaimed NQT induction programme, training through the nationally recognised Improving and Outstanding Teacher Programmes, the Outstanding Leaders in Education



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Programme, a Master's Degree, and support for aspiring headteachers, leading to the National Professional Qualification for Headteachers (NPQH).

Meopham School offers the benefits of working in a small school but within an exciting multi-academy trust. The Swale Academies Trust is currently made up of seventeen other schools, both primary and secondary, located in Kent and East Sussex. The Trust provides unparalleled opportunities for professional development. The Trust will grow further.

Meopham School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check. As a school dedicated to the principle of equal opportunities, we aim to ensure that staff recruitment is fair and open to all regardless of age, social class, disability, religion, ethnic origin or sexual orientation within the context of a detailed person specification.

If you wish to apply, please visit Kent Teach to submit your application as soon as possible. We look forward to receiving your application.

Yours sincerely,

Ms K Girling
Head of School

Suzanne Dickinson
Executive Headteacher

WELCOME

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. We are currently looking for outstanding leaders and teachers to join us as we grow. Swale Academies Trust consists of a group of primary and secondary schools based in Kent, East Sussex and South London. We are also working with a number of schools who require support prior to joining the Trust. We have a very strong track record in school improvement and are looking for dynamic people who want to transform children's lives in some of the most challenging educational contexts in the region.

We are looking for ambitious professionals who are interested in working with pupils from diverse communities in some of the region's most challenging schools. We want energetic, inspiring classroom practitioners who are highly motivated and committed to the profession. We recognise the importance of a well-ordered teaching environment for staff to flourish. Parents and teachers provide regular positive feedback about our work to create a positive climate for learning. As a result, Ofsted visits identify pupils' conduct as a strength across the Trust. We want teachers who are keen to make a positive difference to children's lives, are proud of the students they teach, the work they produce and share this pride in the achievements of all.

Our salary package, continued professional development and additional benefits are some of the best in the sector. We invest in our staff at every level with a wide range of coaching programmes, delivered across our schools, including Westlands, the Trust Teaching school. We also work closely with a number of external partners such as the University of Kent to support leadership development across our family of schools. All of our schools are unique and reflect the communities they serve but they work closely together to support each other and collaborate to raise standards. Teachers identify the well-structured collaboration as a key factor in improving their practice but also improving their work-life balance.

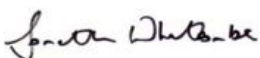
Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary School, Meopham School, Regis Manor Primary School, Westlands Primary School, Istead Rise Primary School and The Sittingbourne School, will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,



Jon Whitcombe
Chief Executive Officer

JOB DESCRIPTION



Job Title: Assistant Headteacher
- Safeguarding

Salary: SAT -LDS

Responsible to: Headteacher

Main Purpose:

In addition to the Leadership responsibilities specified under the School Teachers' Pay and Conditions Document (STPCD), the Designated Safeguarding Lead (DSL) will take lead responsibility 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.

Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

Duties and responsibilities

Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care.
- Support staff who make referrals to the local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern.
- Support staff who make referrals to the Channel programme.
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child.
- Refer cases to the police where a crime may have been committed.

Working with staff and other agencies

- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;

JOB DESCRIPTION



- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs) 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.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and / or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
 - 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.
- The above includes:
 - Ensuring the school knows 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.
 - Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential.

Managing the child protection file

- Ensure child protection files are kept up to date.
- Keep information confidential and store it securely.
- Make sure records include: a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, and a note of any action taken, decisions reached and the outcome.
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE).
- Where children leave the school (including in year transfers).
- Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE, ensuring secure transit and confirmation of receipt obtained.
- Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place.

JOB DESCRIPTION



Raising awareness

- Ensure that an annual Safeguarding action plan is complete.
- Ensure each member of staff has access to, and understands, the school's Child Protection and Safeguarding policy and procedures, especially new and part-time staff.
- Work with SAT Safeguarding Leadership Group to ensure the Child Protection and Safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Ensure the Child Protection and Safeguarding policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this.
- 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.
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing.
- Ensure all identified policies associated with safeguarding are reviewed.
- Ensure online training for staff is complete.
- Completion of Trust recommended or local authority Safeguarding Audit Tool.

Training

- Undergo training, at least every 2 years, to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the Training, knowledge and skills' section of annex C.
- 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.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations.
- Undertake Prevent awareness training.
- Undertake Female Genital Mutilation (FGM) training.
- Refresh knowledge and skills at regular intervals and at least annually.

JOB DESCRIPTION



Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.
- Support staff during the referrals process.
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Quality assure the standard of information recorded on welfare, safeguarding and child protection matters.

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Keep detailed, accurate, secure written records of concerns and referrals.

Other areas of responsibility

- Must recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.

The DSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video call in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

PERSON SPECIFICATION

CRITERIA			ESSENTIAL/ DESIRABLE
Qualifications & Training	1	Qualified Teacher Status.	E
	2	Recognised degree or equivalent.	E
	3	Designated Safeguarding Lead level 3.	E
Experience of	4	Recent participation in a range of relevant and significant continuing professional development, including leadership.	E
	5	Impacting significantly on a whole school initiative which has led to raising standards.	E
	6	Experience of leading one or more curriculum areas with evidence of impact of initiatives on pupil outcomes.	E
	7	Successful curriculum leadership and innovation.	E
	8	Successful Senior Leadership experience or substantial experience of coaching teachers to improve performance.	D
	9	Demonstrable evidence of building relationships with children and their parents, particularly the most vulnerable.	E
	10	Experience of handling large amounts of sensitive data and upholding the principles of confidentiality.	E
	11	Experience of managing safeguarding in a school or other relevant organisation, including: <ul style="list-style-type: none"> • Building relationships with children and their parents, particularly the most vulnerable. • Working and communicating effectively with relevant agencies. • Implementing and encouraging good safeguarding practice throughout a large team of people. 	E
Skills and Abilities	12	Improve planning and implementation, monitoring and review.	E
	13	Developing effective partnerships with parents and outside agencies, Improving the quality of teaching at individual practitioner level and whole school.	E
	14	Working in partnership with governors, ability to inspire, motivate and challenge staff including through the development of effective teams.	E
	15	Ability to manage effectively pupil discipline and have a commitment to a high level of pastoral care.	D
	16	Ability to use performance management to promote and support school improvement.	D

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on the Kent-Teach website and all electronic application should be made via this route. Alternatively, completed forms can be sent by post to the following address:

Mrs Diane Mills
Meopham School,
Wrotham Road,
Meopham,
Gravesend
DA13 0AH

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Visual identification which includes a photograph, usually a passport or driving licence
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

OVERVIEW

Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trusts.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges. The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

Swale Academies Trust – Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne



Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Eastbourne
- The Eastbourne Academy, Eastbourne
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne



Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team
- Building / Estate Management

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold.

This can be downloaded here: <https://www.swale.at/page/?title=Privacy+Notice&pid=33>



SWALE ACADEMIES TRUST
ASHDOWN HOUSE
JOHNSON ROAD
SITTINGBOURNE, KENT
ME10 1JS

COMPANY NUMBER: 7344732