

CANDIDATE PACK

**Director of Safeguarding
(With Inclusion and Family Support)**



Richard Fletcher
Chief Executive Officer



Welcome

My name is Richard Fletcher and I'm the CEO of the New Collaborative Learning Trust. My job involves working with Trust Leaders and Directors, to set the vision and values for the Trust, agree its strategic priorities, along with building a culture where each college and school sees itself as being part of something bigger. This is how we strategically fulfil our expectation that every young person in the Trust matters.

On a day-to-day basis I work with the Principals and senior staff in each of the Trust's 3 Colleges: New College Bradford, New College Doncaster and New College Pontefract, our 3 Secondary Schools; Brinsworth Academy, Dinnington High School and Wingfield Academy, and our 3 Primary Schools: Anston Greenlands Primary School, Redscope Primary School and Thorpe Hesley Primary School, all based in Rotherham/Sheffield.

One of the reasons why we formed the Trust was to share the successful educational model established at New College Pontefract. This journey has now taken us to the communities of Doncaster, Bradford, Rotherham and Sheffield, in the heart of Yorkshire. We genuinely believe in the power and influence of inclusive education and everything we do centres around our students receiving a first-class education and student experience.

We want to make a significant difference to the lives of young people and ultimately make a positive contribution to social mobility. We also believe that working in a Multi-Academy Trust significantly benefits all of our students and staff, and enables us to achieve the goals we set ourselves each year.

I'm proud to say that we are a successful Trust, because we ensure our students are taught by the very best teachers. Our educational model is distinctive, evidence-based and proven to work.

In all of our institutions, student outcomes remain a priority, as achieving outstanding results will open doors in the future and allow our students to progress to their preferred destinations. The question we have asked ourselves many times over the years is 'Are strong outcomes enough?' And the answer is simply no! It is a priority that we must establish a moral balance between pursuing outstanding outcomes and developing our students both personally and socially. This is why we offer many experiences in and outside of the classroom. We hope every young person will benefit from achieving academic success whilst at the same time developing as a well-rounded individual, ready to contribute positively to society.

The ultimate aim is that students leave our colleges and schools exceeding expectations, building the necessary skills and progressing to their next phase of education or meaningful

employment. Because our Trust is committed to collaboration, our teachers regularly share good practice and work together to ensure our students are in a strong position to compete against the highest performing students in the country. We strongly believe that no young persons' future should be determined by the circumstances into which they are born.

To finish, I feel it's important to outline the Trust's Teaching for Learning vision, as this is what really underpins our culture.

With this, we aim to:

1. Equip every student with the knowledge, skills and behaviours necessary to achieve outstanding outcomes.
 2. Build a deep understanding and common language around how we learn.
 3. Bring together the best available evidence around memory and learning, in a coherent set of actionable principles.
 4. Foster a culture of continuous improvement in which it is every teachers' obligation to improve their practice.
 5. Provide personalised, evidence-informed CPD, to focus the development of teachers on aspects of their practice that will have the greatest impact on their students.
-



About our Trust

Our vision can only be achieved through collaboration. Our shared belief is that raising outcomes, narrowing gaps and improving social mobility will be accomplished through proactive collaboration across all teams in the Trust, and between the Trust and its key stakeholders. The Trust's culture is further exemplified by its five core values, which characterise the way we seek to work.



Vision and Culture

WHY?

Our Vision: Our Colleges and Schools will make a significant difference to the lives of young people. As a result, together we will make a positive contribution to social mobility.

Our Commitment: To provide an outstanding, consistent student experience through collaboration.

Our 4 Priorities

WHAT?

Student Achievement



Student Personal Development



Contribution to Social Mobility



Student and Staff Well-being



Our Values: The 5 Cs

HOW?

Candour

To be open, honest and fair to everyone

Challenge

To have high expectations of ourselves and each other

Collaboration

To learn from each other for the benefit of all

Commitment

To be dedicated, resilient and strive for continuous improvement

Care

To be considerate of others and their needs



Our Schools and Colleges

NCLT currently comprises of 9 schools and colleges including three sixth form colleges, three secondary schools and three primary schools.



Trust Headquarters, Normanton

Colleges



Secondary Schools



Primary Schools



Employer of Choice

- NCLT was crowned 'Employer of the Year' at the 2023 MAT Excellence Awards - these national awards celebrate the very best performers from over one thousand MATs across the country.
- A strong commitment to staff wellbeing as outlined in our Staff Wellbeing Charter.
- Access to high quality professional training, both in-house and externally, to support your professional development.
- Attractive pension scheme.
- Additional benefits such as a cycle to work scheme and a technology scheme, and an Employee Assistance Programme.
- A culture of self-reflection and improvement to meet the needs of our staff.
- A Golden ticket/wellbeing day for all NCLT employees.



**Employer of
the year**



How to Apply

All applications should be made by completing the NCLT application form. These can be downloaded from the vacancies page on our website, <https://nclt.ac.uk/vacancies/>. Completed application forms should be submitted to CentralTeam-recruitment@nclt.ac.uk

If you have any questions about the recruitment and selection process, please email CentralTeam-recruitment@nclt.ac.uk , alternatively you can call 01977 802783.

NCLT has a commitment to safeguarding the welfare of students and all successful applicants will be subject to pre-employment checks including an Enhanced DBS check. All shortlisted candidates will also be subject to online checks in accordance with safer recruitment guidance. It is an offence to apply for this role if the applicant is barred from regulated activity relevant to children.

Job Description

Trust Director of Safeguarding (with Inclusion and Family Support)

Responsible to:	The Chief Executive Officer
Location:	Base to be agreed depending on location – Rotherham based or Trust Headquarters Normanton
Salary Grade:	Leadership Pay Scale (£67,898 - £75,049)

Overall Purpose of the Post

The Director of Safeguarding will work under the direction of the CEO and serve as the lead professional for the critical area of safeguarding across New Collaborative Learning Trust. This role will provide expert advice and guidance to the Board of Directors, Advisory Groups, Designated Safeguarding Leads, and Senior Leaders within the Trust's schools and colleges. The role will involve working across the Trust educational phases of primary, secondary and post-16 within the age ranges of 2 – 19 years old.

As a member of the Trust Executive Team, you will shape and agree on safeguarding strategies, ensuring full compliance with statutory requirements and Trust policies.

As the Trust's Safeguarding Lead, you will play a pivotal role in embedding a robust safeguarding culture across all phases of education. You will work closely with the CEO, Executive Directors, Director of Inclusion, Headteachers, Principals, and Designated Safeguarding Leads to maintain exemplary safeguarding standards and practices. You will develop our systems and processes around identifying and monitoring vulnerable groups.

Our three secondary schools are currently developing internal alternative curriculum pathways and you will play a leading role in supporting the development, CPD and pastoral provision across the phase to ensure our most vulnerable students are well supported by developing the safeguarding strategy and protocols for these provisions. Initially, as part of your role, you will provide some intensive support at Dinnington High School working within the school's internal alternative pathway in order to support the provision leaders and staff with our most challenging and complex students.

Where schools commission external alternative provision, you will work with the Director of Inclusion to provide strategic leadership and oversight of safeguarding in relation to the use of all off-site provisions.

Main Duties

Safeguarding Responsibilities

- Provide leadership and oversight for Designated Safeguarding Leads (DSLs) across all Trust schools and colleges, ensuring effective safeguarding practices in line with current legislation, national and local policies, and best practice.
- Support and advise schools and colleges to continuously improve safeguarding standards and culture.

- Work with Headteachers, Principals, and DSLs to ensure all staff understand and have access to the Trust's Safeguarding Policy and procedures.
- Stay informed of legislative changes and emerging safeguarding requirements, disseminating updates promptly to maintain compliance and best practice across the Trust.
- Offer expert consultancy and guidance on safeguarding matters to DSLs and other relevant staff.
- Provide Safeguarding supervision to DSL's.
- Ensure clear, consistent, and responsive communication so that all staff understand their safeguarding responsibilities.
- Lead safeguarding driver groups across all phases to share best practice and align systems and processes.
- Design and deliver specialist safeguarding CPD for staff and Governors across the Trust.
- Implement measures to ensure students are aware of their safeguarding rights and know how to raise concerns.
- Build strong relationships across the Trust to ensure safeguarding work is collaborative and compliant.
- Provide regular safeguarding reports to the Trust Executive Team, Board of Directors.
- Ensure all schools and colleges use and further develop appropriate systems (e.g., CPOMS/Cedar) for recording safeguarding concerns and incidents, and that reporting is consistent across the Trust.
- Review and update the Trust Safeguarding Policy and related policies annually or as required.
- Monitor safeguarding training requirements across the Trust, ensuring mandatory training is delivered and completed, and professional development opportunities are available for staff and governors.
- Ensure staff in different roles across the Trust have completed the relevant safeguarding training at the most appropriate level for their specific role.
- Ensure that staff, volunteers and Governors have completed their annual safeguarding declaration.
- Represent the Trust in local, regional and national safeguarding networks where appropriate.
- Manage, investigate and draw to conclusion external safeguarding-related complaints on behalf of the Trust.
- Work with school and college DSLs to ensure that websites meet safeguarding compliance requirements.
- Participate fully in Ofsted inspections and other official audits.
- Ensure that DSL and DDSL's are prepared for inspections. QA all systems and processes.
- Support cases involving the Local Authority Designated Officer (LADO) in managing allegations.
- Assess safeguarding risks as part of the Risk Register, rating severity and likelihood, and ensure appropriate actions are taken.
- Conduct safeguarding audits within schools and colleges, providing constructive feedback on compliance and culture.
- Collaborate with the Trust digital team to ensure leaders have access to accurate, high-quality safeguarding data.
- Lead on the development of a Trust wide mental health strategy in conjunction with key leaders and members of staff.
- Monitor safeguarding data trends; quality assure records and practice.
- Analyse safeguarding data across the Trust, identify any emerging risks and vulnerable groups.
- Meet termly with safeguarding link governors to update them around safeguarding in our schools/colleges.

Inclusion Support

- Work with the CEO, Executive Directors and Director of Inclusion to add leadership capacity (including strategy) to all of the Trusts inclusive practices across all 3 phases of education.
- Initially, provide some intensive support in Dinnington's internal provision, supporting students with complex needs and often challenging behaviour needs (e.g., trauma history, ASD/ADHD, ODD, attachment needs, anxiety, emotional dysregulation needs). This may include providing additional support to students including 1:1 and small group support for students who have experienced adverse childhood experiences and trauma, who often present challenging behaviour.
- Work alongside the Executive Director of Secondary Education, Headteachers, Director of Inclusion and Provision Leads to review and improve the current alternative pathways offer and structured environment ensuring staff are appropriately trained in safeguarding and meeting the needs of complex students.
- Provide organisation oversight for the safeguarding strategy and protocols for student mobility across our secondary schools including transportation arrangements for children accessing internal alternative provision, Managed moves or Off-site directions.
- Work alongside the Executive Director of Secondary Education, Headteachers, Director of Inclusion and AIM Leads to review current behaviour management strategies for students with complex behaviour needs, focusing on proactive prevention strategies, crisis prevention, behaviour plans, trauma-informed adjustments and post-incident repair.
- Support the wellbeing of staff working and supporting students with complex and emotionally demanding needs.
- Work with the Director of Inclusion to provide strategic leadership and oversight of safeguarding in all off-site provisions.

Working with families, Family Hub and Multi-Agency Safeguarding (in conjunction with school and college DSLs)

- Lead the Trust's strategic partnership with Best Start Family Hubs, ensuring strong information-sharing, coordinated multi-agency safeguarding responses, and effective early-support pathways as part of the White Paper's whole-child, whole-family model.
- Ensure Family Hub services are embedded in early help, supporting children and families at the earliest stage to prevent escalation to statutory intervention.
- Oversee and quality-assure how schools collaborate with Family Hubs to provide wraparound support for vulnerable pupils, including early identification of neglect, emotional harm and contextual safeguarding concerns.
- Review safeguarding referrals and casework involving Family Hub professionals to ensure consistency, timeliness and impact across the Trust.
- Develop and implement a Trust-wide Family Engagement Strategy that strengthens parental involvement in safeguarding, early help, attendance and wellbeing.
- Ensure robust, sensitive engagement with vulnerable families, including those facing poverty, domestic abuse, health vulnerabilities or social isolation, in line with national efforts to reduce disadvantage.
- Strengthen multi-agency collaboration with early help teams, mental health support teams, Family Hubs, social care and voluntary sector partners to improve holistic, joined-up safeguarding support.
- Embed mechanisms for parent voice across schools so parental insight informs Trust safeguarding priorities and practice.

- Build the capacity of senior leaders and DSLs to work confidently and effectively with families, including handling difficult conversations, empowering parents and addressing disguised compliance.
- Oversee attendance-related safeguarding practice, ensuring persistent absence and disengagement are identified early, linked to safeguarding risk, and addressed through coordinated early help and Family Hub pathways.

General Responsibilities

- Model the ethos, vision, and values of NCLT at all times.
- Attend ½ termly Trust Executive meetings (TET) at Trust Headquarters, Normanton.
- Provide leaders with the most up to date Ofsted criteria and judgements associated with safeguarding.
- Develop and maintain a strong knowledge of key DfE safeguarding guidance for schools/colleges, as well as the broader knowledge required to be integral in the role.
- Be safeguarding trained to level 3 standard (if not currently, be prepared to take the qualification with immediate effect).
- Willing and able to undertake regular travel between school and college sites and have a full UK driving license.

The postholder may be required to take on any additional responsibilities and duties, as required and as directed by the CEO.

This job description is subject to amendment, from time to time, within the terms of your conditions of employment, but only to the extent consistent with the needs of the college/trust, and only after consultation with you.

All staff and senior post holders have a duty for safeguarding and promoting the welfare of young people. Staff must be aware of the Trust procedures for raising concerns about students' welfare and must report any concern to the designated officers without delay. Staff must also ensure that they attend the appropriate level of safeguarding training identified by the Trust as relevant to their role.

The post holder's duties must at all times be carried out in compliance with the Trust's Equality and Diversity Policy, and the post holder must take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety Act.

All staff are expected to support the achievement of the Trust/college's mission and strategic objectives and to demonstrate its values through their behaviour.

Person Specification

Trust Director of Safeguarding (with Inclusion and Family Support)

There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> • Proven experience applying safeguarding legislation (including <i>Keeping Children Safe in Education</i> and <i>Working Together to Safeguard Children</i>) in day-to-day practice. • Demonstrable experience identifying and responding to safeguarding concerns, including completing referrals to statutory agencies and contributing to multi-agency plans. • Experience supporting or coordinating safeguarding processes within a school or education setting. • Experience of implementing proactive behaviour and regulation strategies, including personalised plans and trauma informed approaches. • Experience of working within or alongside an alternative provision, inclusion centre or internal behaviour support provision. • Experience delivering interventions, 1:1 support, or small group programmes for vulnerable learners. • Experience working with multi-agency partners to support students with complex needs. 	<ul style="list-style-type: none"> • Experience leading or managing a small team or project area. • Experience contributing to whole school inclusion or behaviour strategy development. • Experience delivering CPD to education staff. • Experience completing safeguarding audits or monitoring activities. • Experience supporting vulnerable or at-risk pupils within alternative provision or behaviour focused settings, ensuring robust safeguarding oversight. • Experience working directly with students with complex behaviour needs, SEND, trauma history, or SEMH needs.

<p>Education and Training</p>	<ul style="list-style-type: none"> • UpToDate safeguarding training relevant to the role (e.g., Deputy Safeguarding Lead /Deputy Designated Safeguarding Lead, Prevent Duty, and child protection training). • Strong understanding of safeguarding frameworks gained through professional qualifications or accredited courses. • Evidence of continuous professional development directly related to safeguarding, child protection, prevent and supporting vulnerable young people. • Evidence of ongoing professional development to safeguarding, behaviour, inclusion, or SEND. 	<ul style="list-style-type: none"> • Relevant Level 3 or Level 4 qualification (e.g., Counselling, Youth Work, Behaviour Support, SEND, Social work). • Safer Recruitment training. • Working Together to Safeguard Children training. • Educated to degree level.
<p>Special Skills and Knowledge</p>	<ul style="list-style-type: none"> • Expert knowledge of statutory safeguarding duties, risk assessment processes, and escalation procedures within UK education settings. • Ability to analyse safeguarding information, identify patterns of vulnerability, and implement effective intervention strategies. • Confident understanding of contextual safeguarding, trauma informed practice, and the needs of pupils with social, emotional, and behavioural difficulties. • Full knowledge of the current Ofsted Framework. • Detailed knowledge of areas included in the job description. • Strong understanding of safeguarding legislation and statutory responsibilities (Keeping Children Safe in Education, Working Together to Safeguard Children etc). • Knowledge of trauma informed practice, attachment needs, emotional dysregulation, and approaches to supporting SEMH. • Ability to assess risk and contribute to robust safety and support plans. • Understanding of effective behaviour management strategies including de- 	<ul style="list-style-type: none"> • Understanding of relevant contextual safeguarding risks affecting young people. • Knowledge of restorative approaches and post incident reflection models. • Knowledge of attendance processes and reintegration planning.

	<p>escalation and crisis prevention methods.</p> <ul style="list-style-type: none"> • Knowledge of SEND categories, needs, and appropriate adjustments. • Ability to work collaboratively with staff across phases and departments. • Understanding of how to deliver a structured and engaging alternative provision curriculum. 	
<p>Personal Skills and Qualities</p>	<ul style="list-style-type: none"> • Demonstrates sound professional judgement when managing sensitive safeguarding information, maintaining confidentiality at all times. • Highly vigilant, proactive, and able to remain calm and decisive when responding to safeguarding disclosures or emerging risks. • Strong moral purpose and commitment to keeping children safe, consistently modelling safeguarding first behaviours. • Ability to develop effective relationships with students and staff. • Excellent communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively, to achieve desirable outcomes. • Strong ability to present to a wide range of audiences. • High level pro-active and creative thinking to anticipate issues, address problems and pursue opportunities. • Strong resilience to operate in a challenging environment. • Readiness to seek and respond to advice and guidance. • Excellent collaborative working skills to perform effectively as part of the wider leadership team. • Expert and robust people management and leadership skills; to lead by example. • Determination to promote equality of opportunity throughout all aspects of school life. • Ability to set, expect and monitor excellent standards. 	<ul style="list-style-type: none"> • Experience supporting change management or improvement projects.

- Strong ability and drive to achieve challenging personal and organisational goals.
- Strong organisational and record-keeping skills.
- Ability to model professionalism, patience, and emotional intelligence.
- Commitment to promoting inclusion and improving outcomes for vulnerable learners.
- Ability to deliver training or lead small groups with confidence.



Trust Executive Team

 Lottie Slater Executive Personal Assistant	 Richard Fletcher Chief Executive Officer	 Andy Woodcock Chief Operating Officer	 Jenny Fearnhead Chief Financial Officer	 Lauren Walker Chief of People Operations
---	---	--	--	--

Executive Directors

 Brendon Fletcher Executive Director Post-16 Education	 Phil Davis Executive Director Secondary Education	 Trudi Toms Executive Director Primary Education
---	---	--

Principals/Headteachers

 Hannah Thornton Headteacher Brinsworth Academy	 Kerry Wade Headteacher Dinnington High School	 Jordan O'Neill Headteacher Wingfield Academy	 Alex Wirth Headteacher Anston Greenlands Primary School	 Alison Bradbury Headteacher Redscope Primary School	 Sarah Hewitt Headteacher Thorpe Hesley Primary School
 Stuart Nash Principal New College Bradford	 Vicky Marks Co-Principal New College Pontefract	 Chelsea Branson Co-Principal New College Pontefract	 Helen Jackson Principal New College Doncaster		

Trust Directors

 Susan Ward Finance	 Jodie Richardson Information Technology	 Les Reed Estates	 Steve Crisp Digital Transformation	 Richard Wheatcroft GDPR and Policy	 Claire Wilkins Standards and School Improvement - Secondary	 Jo Holden Safeguarding	 Claire Attrill Inclusion
---	--	---	---	---	---	---	---

Trust Shared Services

 Alaina Logan Finance	 Lauren Wilson Finance Secondary	 Jamie Baker Health and Safety	 Stacey Barrass Reprographics Colleges	 Ann Booth Estates Compliance	 Alison Clarke Estates Compliance Secondary	 David Brighton Communications	 Teresa Brookes Student Services
 Sam Corbett Governance	 Gareth Dodson Marketing	 Georgina Lawrence Exams	 Clare Chapman Human Resources Secondary	 Sarah Leake Human Resources Primary	 Ellie Lightowler Human Resources Colleges	 Karen Petrie MIS	

Trust Safeguarding Leads



Jaz Qadri
Designated Safeguarding Lead



Forzia Nasreen
Deputy Designated Safeguarding Lead



Sumaiyah Bostan
Deputy Designated Safeguarding Lead (Mat Cover)



Helen Jackson
Designated Safeguarding Lead



Katy McBurney
Deputy Designated Safeguarding Lead



Jo Holden
Designated Safeguarding Lead



Lisa Bennett
Deputy Designated Safeguarding Lead

Colleges



Alice Hunt
Designated Safeguarding Lead



Laura Brady
Deputy Designated Safeguarding Lead



Claire Paling
Designated Safeguarding Lead



Sarah Daley
Deputy Designated Safeguarding Lead

Secondaries



Julie Harrop
Designated Safeguarding Lead



Kim Wright
Deputy Designated Safeguarding Lead



Anston Greenlands Primary School



Alex Wirth
Designated Safeguarding Lead



Kate Roberts
Deputy Designated Safeguarding Lead



Redscope Primary School



Alison Bradbury
Designated Safeguarding Lead



Sam Walpole
Deputy Designated Safeguarding Lead

Primaries



Thorpe Hesley Primary School



Sarah Hewitt
Designated Safeguarding Lead



Bridie Lilleker
Deputy Designated Safeguarding Lead



Rachel Rawlinson
Deputy Designated Safeguarding Lead