



EMMANUEL COLLEGE

Emmanuel Schools Foundation

DESIGNATED SAFEGUARDING LEAD

VALUED, CHALLENGED, INSPIRED



WELCOME

Dear Applicant

I am delighted that you are interested in applying to be the Designated Safeguarding Lead (DSL) at Emmanuel College.

We truly believe that Emmanuel College is a fantastic and exciting place to study as a student and work as a member of staff.

Appointing a fulltime non-teaching DSL is a significant step for the school, building on the exceptional work of the previous DSL. The successful candidate will be a key member of the leadership team in school. We are looking for a candidate who understands how to provide exceptional care and support to students and families who are vulnerable or in need of support and who can respond expertly and pro-actively to concerns when they present themselves. They will need to gain the confidence of staff, students and parents in ensuring the school remains a place where students and staff are safe, feel they belong and are valued as infinitely precious, in keeping with our ethos.

The successful candidate will be able to thrive as a DSL in a large urban comprehensive school and will have the ability to lead teams and work alongside staff and students successfully.

Emmanuel College is an exceptional school, with excellent leadership, teaching and support for our students. As a Christian-ethos school of character for the whole community, everyone is welcome whatever their educational background and ability, faith position, social

or ethnic background. Student behaviour is excellent and we put a great deal of emphasis on ensuring that staff can work in an environment where students want to learn. These high standards are maintained because of a relentless commitment to expectations and routines. As Acting Principal, I am looking for staff who care deeply about securing the best life chances for the young people in our care. I am also interested in learning about you as a person and what you might offer the College beyond your core responsibilities.

Emmanuel College is an outstanding school, confirmed by Ofsted in October 2024, in which we achieved 'Outstanding' in all categories. Our continued exceptional GCSE outcomes in 2025 validated this judgement. However, we believe that we are an outstanding school, not because of any external judgement, but because we have a deep and abiding commitment to do the best we can for the students, staff and leaders in our care.

We want our College to be a place where staff come to work excited about their day and look forward to strengthen the relationships they have with colleagues as well as students. If what you have read above excites you and aligns with your personal values, experience and ambitions, then you are probably the right person for this role and you will love working here.

Nat Ogborn
Acting Principal

MISSION

CHARACTER EDUCATION

We build good character. We learn about good character, why it matters and how to develop it.

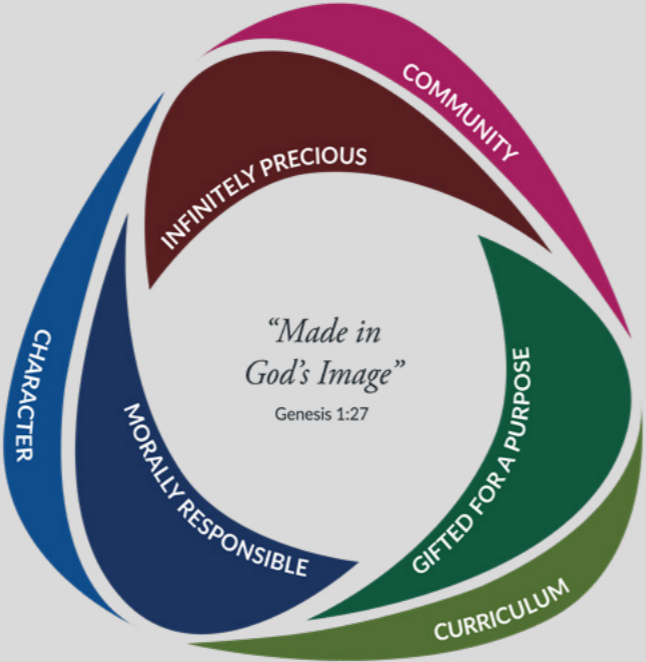
CURRICULUM EXCELLENCE

We are determined to achieve a personal best. We provide a broad ambitious curriculum that ensures excellent student learning, progress and future destinations.

COMMUNITY ENGAGEMENT

We serve with gratitude. We use our gifts to benefit the community and the environment.

OUR CORE VIRTUES



“
ALL PEOPLE ARE INFINITELY
PRECIOUS, MORALLY
RESPONSIBLE AND GIFTED
FOR A PURPOSE”



“
SUPPORTING STUDENTS
AND STAFF TO BECOME
THE PERSON THEY HAVE
THE POTENTIAL TO BE”

SUPPORT

We recognise that staff are our most important resource: they will have the biggest impact on the quality of education that our students receive. The Emmanuel staff body is an impressive group: well qualified, highly motivated and eminently hardworking. Colleagues are keen to continue developing their knowledge, skills and experiences and the College is committed to doing all it can to support them in these endeavours.

The professional development of staff is a priority for us. All colleagues have access to a well-structured and high-quality CPL-programme suited to their role and each member of staff has a line manager who is deeply interested in their wellbeing as well as their performance.

In addition to the normal remuneration package that includes a contributory pension scheme, company sick pay and maternity/paternity leave, Emmanuel staff enjoy a number of additional benefits. These include a daily lunch allowance, free use of our fitness suite, parking on the College grounds, as well as access to Care First, a free, independent and confidential resource available to employees that can help with all manner of needs.

There is a sense of real community amongst the Emmanuel staff body. Various social events sit alongside the long tradition of colleagues getting together after the College day to play football or netball – new players always hugely welcome!





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OPEN MINDS, A THIRST FOR
KNOWLEDGE AND INTELLECTUAL
ACADEMIC CURIOSITY”

ACADEMIC EXCELLENCE

The Emmanuel College curriculum is designed to engage all students, no matter their background, in a broad and balanced range of subjects. Highly effective teaching and learning principles share our practice and are embedded within every classroom.

Our curriculum enables students to:

1. acquire the knowledge and cultural capital they need to succeed in life;
2. cultivate strong character and the intellectual discipline to apply their learnt knowledge correctly.

Emmanuel College is committed, for all students, to:

1. have access to an ambitious, coherent, knowledge-rich curriculum that allows all students to acquire and apply knowledge;
2. experience a straightforward delivery of said curriculum, supported by effective sequencing of topics with long-term learning at its core;
3. engage in reliable assessments that accurately gauge students' progress through the curriculum and further embed knowledge.



STUDENT SUPPORT

At Emmanuel College we provide universal pastoral support for students. Each student has a tutor and has a Head of Year and Assistant Head of Year, who are both teaching members of staff. The tutor and these staff provide pastoral care to ensure that all students feel that they belong to College, are known well and valued as an individual, and that they can flourish in school.

The Heads of Year team are led by an Assistant Vice Principal. When a student requires more than this universal support to ensure they can flourish we have the following targeted intervention teams:

- **Behaviour Support:** We have a non-teaching Pastoral Lead and are currently recruiting two more, who will work alongside the Heads of Year to ensure exceptional student conduct. Support for students in this area of school life is further supported by a member of staff who works in our student referral room.
- **SEND:** led by the AVP: Student Support (SENCO) who works with our Deputy SENCO and Learning Support Assistants to ensure that, where students require additional support to access the curriculum, this is high quality and supports students to achieve their personal best in the classroom.
- **Attendance:** led by the Vice Principal (Behaviour & Personal Development) who works with a team of attendance support officers to ensure that we promote good attendance and respond effectively when students are absent, so that absence does not prevent students engaging and achieving.
- **Welfare:** led by Head of Student Welfare who works with a team of welfare support officers who provide responsive and proactive intervention and support for students who may need help to maintain positive wellbeing. The Head of Student Welfare is also our DDSL. The successful candidate would support the leadership of this team and directly line manage the DDSL.

GENERAL INTERVIEW

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WE BELIEVE IN EXCELLENCE IN CHARACTER DEVELOPMENT, LEARNING ACROSS THE CURRICULUM AND SERVICE TO OUR COMMUNITIES”





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**A PLACE WHERE EVERYONE IS
WELCOME AND SAFE”**

THE **ROLE**

Responsible to the Principal for:

Ensuring all students receive exemplary safeguarding provision with an emphasis on:

- Ensuring that all safeguarding concerns are followed up appropriately and refer cases of suspected abuse and neglect to the local authority children's social care, cases to the Channel programme where there is a radicalisation concern and cases to the police where a crime may have been committed.
- Working alongside the Principal to refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child.
- Working with the Principal and senior management team to ensure information is shared regularly so that children educational outcomes are promoted by: Knowing the safeguarding and child protection issues that children in need are experiencing, or have experienced and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.
- Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

Ensuring safeguarding records and child protection records are maintained in line with statutory guidance with an emphasis on:

- Ensuring child protection files are kept up to date and that information is kept confidentially and is stored securely and are up to date including comprehensive records of concerns, details of action, decisions and outcomes.
- Ensuring 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).
- Ensuring that when a child leaves school (in year transfer) 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. Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help put appropriate support in place.



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WELCOME AND SAFE”**

THE **ROLE**

Ensuring that adults working with children in college have appropriate awareness, training and support to safeguard children with an emphasis on:

- Ensuring each member of staff has access to, and understands, the school’s child protection policy and procedures, especially new and part-time staff and that governors are aware of their responsibilities including reviewing the policy annually.
- Helping 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.
- Supporting and advising staff and helping them feel confident on safeguarding and child protection matters including delivering (or facilitating) appropriate safeguarding and child protection training, including online safety, and staff responsibilities in relation to filtering and monitoring and how safeguarding and academic concerns can be linked.

In addition to those responsibilities outlined above, the above the Safeguarding and Welfare Lead (DSL) has responsibility for:

Ensuring the filtering and monitoring systems in the school effectively safeguards students with an emphasis on:

- Understanding the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified.
- Making sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning.
- Reviewing filtering and monitoring provision at least annually.

Strategically leading on safeguarding across the school, with an emphasis on:

- Reporting to governors (and other professionals as appropriate) and attending GSCP meetings.
- Maintaining and analysing data, including SCR and staff annual safeguarding questionnaire, and tracking and monitoring statutory and non-statutory training.
- Identifying and responding to school and local trends.

Inform the Principal of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult.

The DSL must 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, undertake prevent awareness training and Refresh knowledge and skills at regular intervals and at least annually.

The DSL will be a key member of the school’s leadership team.

Depending on the successful candidate, they will also be required to either lead or work alongside other teams in the school.

THE OPPORTUNITY

This is a rare opportunity which would suit someone wanting to make a difference in the lives of our more vulnerable students.

PERSONAL SPECIFICATION

You will have:

- 5 GCSEs or equivalent A*-C including Maths and English (essential);
- further training at degree level relevant to the post (desirable);
- level 3 Safeguarding Training (essential);
- experience of working with CPOMS (desirable);
- experience of working with vulnerable children and young people in a school setting (essential);
- experience of handling safeguarding cases including managing child in need and child protection cases (essential);
- a commitment to the College's Christian ethos and educational purpose (essential);
- experience of leading a team (desirable);
- experience of using IT systems and Microsoft Office 365 (essential);
- experience of undertaking administrative tasks (essential);
- experience of contributing to meetings with staff, students and agencies (desirable);
- UK driving license and access to own car (desirable but must be available to travel to meetings);
- First Aid training (desirable).

PERSONAL ATTRIBUTES

The successful candidate will:

- be strongly self-motivated and personally resilient (essential);
- possess exceptional levels of personal integrity (essential);
- be committed to supporting and developing students with a wide range of educational needs (essential);
- have the ability to keep clam and focussed in pressurised situations (essential);
- demonstrate the ability to maintain effective working relationships and work collaboratively with colleagues at all levels (essential);
- have strong interpersonal skills both written and oral (essential);
- be a creative thinker and able to anticipate and solve problems (essential).



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**A PLACE WHERE ALL
STUDENTS AND STAFF HAVE
EQUALITY OF OPPORTUNITY
AND SUPPORT”**



APPLICATION DETAILS

Vacancy details:

Salary: Scale Point 39 - £46,538 actual annual salary

Term time only plus 5 days

Monday – Friday 40 hours per week 8:00am – 4:30pm

Start date: As soon as possible

How to apply:

Potential candidates are more than welcome to arrange a visit to the school. For further information, please visit www.emmanuelcollege.org.uk or call HR on email hr@emmanuelctc.org.uk. A CV may be submitted to supplement your application but will not be accepted in replacement of a completed application form.

APPLY ONLINE HERE

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post will involve daily contact with children and is subject to an enhanced DBS check. In addition, as part of the shortlisting process, and in accordance with statutory guidance, we may carry out an online search (for publicly available material) to help identify any incidents or issues that have happened which we may want to explore with shortlisted applicants at interview.

Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements or expectation.



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Emmanuel Schools Foundation

Acting Principal Nat Ogborn MA

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EMMANUEL SCHOOLS
FOUNDATION