

# Federation of Netley Abbey Infant & Junior Schools

Deputy Designated Safeguarding Lead  
(D Grade) Application Pack

Excellence Every Day





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# Introduction from our Federation Headteacher



## Welcome!

Thank you very much for your interest in our schools. Netley Abbey Infant and Junior Schools are both Ofsted-rated good schools (Ofsted 2023). We are looking for a passionate and experienced Deputy Designated Safeguarding Lead to join our staff team. This could be an exciting opportunity for a graduate looking to go into teaching over time to gain experience or an experienced Learning Support Assistant, ready for a new, exciting challenge.

Our children are happy and engaged in their learning. We have excellent facilities and a well-resourced learning environment. Our fantastic grounds enable us to develop learning outside the classroom. Visitors to the school regularly remark on the good behaviour of our children and their enthusiasm towards learning. We are told our schools have a welcoming atmosphere and we would like you to experience this as well.

Further details can be found in this pack and we are happy to answer any questions you have. We would be delighted to receive your application and look forward to meeting you soon.



# Our vision & values ...

## Our Vision:

Rooted in fairness and compassion, we strive for excellence and resilience, shaping a learning community where children grow as respectful, kind, safe and confident learners.

## How we achieve this (our mission):

Through the explicit teaching and showcasing of our **pupil values**: Ready, Respectful, Safe and Kind.

Through our **staff values** of Kindness, Empathy, Excellence and Resilience - which inform every decision each of our staff make on a daily basis.

## Resulting in:

**Excellence Every Day!**

# Our Locality

The Federation of Netley Abbey Infant and Junior Schools, formed in 2020, comprises of two delightful schools serving the local community within the Itchen Valley. Both Netley Abbey Infant and Junior School share the same site within Hampshire with a variety of contrasting localities nearby including; the coastline, countryside, heritage site, a range of facilities and quiet villages. The shores of the Hamble River are a haven for yachtsmen and the school itself is only a short distance from the Royal Victoria Country Park which sweeps down to the water's edge at Netley and is an ideal place to pursue walking and water sports amongst many other leisure facilities.

The original primary school was opened in 1876 at Butlocks Heath. The junior school moved to the present site in 1974. The infant school was then opened in 1984 on the junior school site, having moved from the village centre. Our infant school comprises of three classrooms within each year group for our Reception, Year 1 and Year 2 Pupils. Within the junior school, we are also three-form entry with three modular buildings on our large site for our Year 3, 4, 5 and 6 Pupils. There are various playground areas and extensive playing fields. The school grounds provide a pleasant environment for the pupils and this is well utilised within our curriculum.

Within our Federation, we are committed to developing lifelong learners and responsible citizens with a clear vision for their future. Our high-quality inclusive teaching and learning raises standards of achievement for all children within a seven year journey from Year R to Year 6.





# Early Years Foundation Stage

In our Federation we believe that a strong foundation is vital for future success. We facilitate children's learning through inspiring them with irresistible opportunities and 'magical moments'. We find out what the children's fascinations and interests are as a starting point before children begin school with us in Reception. We aim to create a welcoming, engaging and stimulating learning environment which encourages the children to explore, investigate and take their learning forward with the help and support of the skilled adults. Children are encouraged to become independent learners and to take responsibility for their own lines of enquiry, with inclusive and diversity at the heart.



# Key Stage One

As the children move into Key Stage 1, Netley Abbey Infant School allows for seamless transitions both environmentally and within the curriculum. This ensures the children feel safe and secure within their learning environment. Where we can we will use staff who know the children well, to move with them into their new year group. This enables all children to progress in their learning quickly without transition being a barrier.

The National Curriculum is divided up into learning adventures across the key stage. Planning has been carefully constructed utilising our curriculum overview documents of knowledge and skills for all subjects. Each year group will aim for consistent planning opportunities across the three classes. All learning adventures are planned with the children's interests in mind and begin with a hook which draws in the children's curiosity and culminates with an exciting and usually hands-on outcome.

Our Teaching and Learning Principles across the Federation are based upon the research of Mary Myatt ('High Challenge, Low Threat'), Rosenshine's Principles, Guy Claxton ('Building Learning Power') and Jon Hattie ('Visible Learning').

Outdoor learning is planned for within each learning adventure and outside areas are available for all classes in KS1 as well as the use of the field. This helps build on the foundations set within the children's first year in EYFS.





# Key Stage Two

Our Federation transition package allows for pupils to move into Year 3 seamlessly, in readiness for the increase in challenge of the Key Stage Two National Curriculum, with secure relationships and happiness at the heart.

Planning is expertly created by our excellent teaching staff, based on what the children need to know and their current attainment. Although class teachers adapt planning for groups of pupils, the same general learning outcomes are consistently achieved across a year group.

Mary Myatt's curriculum development around challenge for all with low-threat task design has been key to our training across the junior school and has ensured all children experience a greater depth to their learning in all subjects. Teachers utilise their expert pedagogical knowledge to deliver engaging, high-quality inclusive teaching for all groups of pupils to achieve highly in every area of the curriculum. We learn to build knowledge and skills; because this gives pupils the best chances in life to achieve their best within our Federation, at secondary school and beyond!





# What do our pupils want from our new DDSL?



*kind*

*helpful*

*have empathy*

*supportive*

*humorous*

*fun*

*listens*

# What do Ofsted say about our Federation?



Adults work with skill, compassion and consistency to enable all pupils to succeed.

Pupils really enjoy coming to school. Classrooms are hubs of learning, active children fill the playground and pupils are sociable at lunchtime.

All pupils show politeness and respect for adults and classmates.

Leaders have high aspirations for all pupils at the school. The curriculum has been carefully designed, with a clear priority on reading.

Staff support pupils with specific needs well, giving careful consideration to make the learning accessible to all.

Leaders have high expectations for pupils' behaviour and model this in their own conduct.

Supporting the local community is a key focus of the school. Pupils consider the needs of others.

Governors know their responsibilities, and carry these out effectively. The dedicated staff are very supportive of one another.

Pupils are encouraged by staff to 'be the best that they can be' at this vibrant, inclusive school. One pupil summed this up, saying, 'The best thing about our school is that it is a community for everyone.'

One pupil was proud to share, 'From reading to Taekwondo, you can do everything here!'

Pupils explain their 'Netley Learning Model' with confidence, describing how they are encouraged to think about people's differences so that they learn to respect each other.

Leaders have developed an ambitious curriculum for all pupils. Staff create a love of reading through initiatives such as the library book swap and by regularly sharing high-quality texts.

Pupils talk about books with enthusiasm and share detailed recounts of stories that teachers have read to them in lessons.

Leaders deliver a thoughtful programme that supports pupils' wider development.

One parent commented, 'You will find clubs suitable for everyone...teachers always have the best interests of children at heart.'



# Job Description – DDSL (D Grade)



## **Role Purpose**

To provide high-quality operational support for, safeguarding across the federation, ensuring that expectations, routines and relational approaches are implemented consistently.

The postholder works directly with pupils and staff and contributes to effective safeguarding systems through Deputy DSL responsibilities.

This is an operational role. The postholder does not hold strategic responsibility for safeguarding policy, or final decision-making in high-level cases.

## **Key Responsibilities**

Under the direction of the DSL:

Act as a Deputy Designated Safeguarding Lead (DDSL) for day-to-day safeguarding support.

Monitor and update CPOMS records daily, ensuring:

- actions are completed
- chronology is clear
- follow-up is timely

Support the quality assurance of safeguarding records, including clarity and professionalism.

Ensure safeguarding concerns are shared promptly with the DSL.

Provide day-to-day advice to staff regarding safeguarding concerns and recording procedures.

Support staff following disclosures, ensuring correct procedures are followed.

Contribute to safeguarding quizzing / CPD checks to strengthen staff understanding.

Assist with safeguarding communication and operational systems across the school.

Support the identification of vulnerable pupils through behaviour, attendance or disclosure patterns.

Contribute to safeguarding meetings and follow-up actions where appropriate.

Maintain strict confidentiality and professional boundaries.

# Job Description – DDSL (D Grade)



## **Pupil and Pastoral Support**

Build positive, professional relationships with pupils, particularly those requiring additional support.

Provide support following incidents of dysregulation or distress.

Promote inclusion, dignity and emotional safety for all pupils.

## **Staff Support and Coaching**

Provide practical, day-to-day support to staff implementing safeguarding procedures.

Share observations and insights to support consistent staff responses.

## **Communication and Liaison**

Liaise with teachers, Inclusion Team, DSL and leaders regarding pupil needs and concerns.

Communicate clearly and professionally with parents where directed.

Share information appropriately, maintaining confidentiality and accuracy.

## **Federation Working**

Work flexibly across the federation (infant and junior schools) as required.

Support consistency of safeguarding systems.

Contribute to federation inclusion priorities under direction of SLT.



# Job Description – DDSL (D Grade)



## **Safeguarding and Professional Responsibilities**

Uphold safeguarding and child protection policies at all times.

Work in line with KCSIE and local safeguarding procedures.

Report concerns promptly and accurately.

Maintain confidentiality and secure record keeping.

Participate in required training (behaviour, safeguarding, SEMH, de-escalation).

Promote the school's ethos, values and inclusive culture.

# Person Specification – DDSL



## Qualifications/ Training:

| Essential                                                                                                                                                                                                                                | Desirable                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| GCSE (or equivalent) English and Mathematics at Grade C/4 or above. Level 3 qualification (or equivalent) relevant to education, childcare or pastoral support. Commitment to undertake Deputy DSL training and ongoing safeguarding CPD | Current Deputy DSL or DSL training. Training in child protection, Early Help, attendance, SEMH, trauma-informed practice or restorative approaches. |

## Experience:

| Essential                                                                                                                                                                                                                                                                                                                                                                    | Desirable                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Experience of working with children and families in an educational or childcare setting. Experience of supporting vulnerable children or pupils with additional needs. Experience of maintaining accurate and confidential records. Experience of working collaboratively with colleagues and external professionals. Experience of safeguarding procedures within a school. | Experience of using CPOMS or a similar safeguarding recording system. Experience of attending Child in Need, Child Protection or Team Around the Child meetings. Experience of supporting attendance or pastoral interventions |

# Person Specification – DDSL



## Experience continued..

| Essential                                                                                                                                                                                                                                                                                                                 | Desirable                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge & Understanding      A sound understanding of safeguarding and child protection principles. Knowledge of professional boundaries and confidentiality. Understanding of the needs of vulnerable children and barriers to learning. Awareness of inclusive practice and promoting children's emotional wellbeing. | Knowledge of Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children and local safeguarding procedures. Understanding of Early Help processes, contextual safeguarding, attendance legislation and multi-agency working. |

## Skills

| Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Desirable                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Excellent communication and interpersonal skills. Ability to remain calm, professional and solution-focused when managing sensitive situations. Strong organisational, administrative and record-keeping skills with excellent attention to detail. Ability to prioritise workload and follow safeguarding actions through to completion. Ability to build positive, trusting relationships with children, families, colleagues and external agencies. Confident ICT skills, including maintaining secure electronic records. | Ability to support and coach colleagues in safeguarding procedures and recording expectations. Experience of analysing safeguarding information to identify emerging patterns or risks. |



# Person Specification – DDSL



Personal  
qualities:

| Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Desirable |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Passionate about safeguarding and promoting the welfare of children. Compassionate, approachable and emotionally resilient. Professional, discreet and able to maintain confidentiality at all times. Reflective, proactive and committed to continuous improvement. Flexible and able to work effectively as part of a team. Committed to the Federation's values of Ready, Respectful, Safe and Kind and to creating a culture where every child feels safe, valued and supported. Commitment to developing expertise in safeguarding leadership and multi-agency working. |           |

# Application Process



Candidates should complete the application form and return it via email so that it is received no later than noon on the closing date.

E-mail address: [hr@netleyabbeyschools.co.uk](mailto:hr@netleyabbeyschools.co.uk)

You should provide a full statement in support of your application, which should not exceed two sides of A4 paper. Please do not restate the factual details already included elsewhere on the application form.

**Selection Procedure:** The shortlist will be drawn up and further details will be sent to those candidates called for interview. Applicants will be advised within 3 working days after the shortlisting date whether they have been successful or not. Failure to send your application form to the above email address may invalidate your application.

**Equality Monitoring:** All applications will be required to complete an Equality Monitoring form. Receipt of Application Applications are acknowledged within 2 working days of receipt.

**Safer Recruitment:** The Federation of Netley Abbey Infant and Junior Schools is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure & Barring checks along with other relevant employment checks.”

**Privacy notice:** The Federation collects information about you in order to provide you with recruitment and employment services. We will use the information for the recruitment and selection process and, if successful, to activate employment with the School. The legal basis for processing your personal data is that it is necessary for the performance of the employment contract or in order to take steps before entering into a contract and is necessary for the County Council to comply with a legal obligation. The legal basis for processing special category data is that processing is necessary for the purposes of carrying out the rights and obligations in the field of employment, that it is necessary for the reasons of substantial public interest and that it is necessary for the purposes of the assessment of the working capacity of the employee.

# Education in Hampshire



Choosing to teach in Hampshire may be the best move you can make. As one of the largest authorities in the country, we can offer an unrivalled diversity in teaching opportunities; from the challenges of the urban and city school through to the rural primary which will provide a vibrant environment for development and promotion. Hampshire schools are encouraged to operate and develop in a way which serves their local community, reflecting the cultural diversity the county has to offer. We feel this is best achieved through local management, with the Local Authority providing a supporting role wherever needed.

The county of Hampshire has over 170,000 school-age children in approximately 438 primary, 71 secondary and 26 special schools and other provisions. Whilst the majority are community schools, the LA has forged strong partnerships with Diocesan Bodies, and seeks to maintain the provision of places in Church schools. The county has 26 special schools, with an additional 42 units in mainstream schools, providing education and support for children with moderate, severe or complex learning difficulties, physical and sensory disabilities, and emotional and behavioural issues.

Hampshire's 'Early Admission' policy allows children to start school at the beginning of the school year in which they are five years old. At the other end of the age range, Hampshire was one of the first authorities in the country to establish a joint agreement on the 14-19 education of all students with the Local Skills Council.

With the County Office in Winchester, Hampshire Authority has an established network of advisors which provides a responsive and flexible service to the schools in their respective areas.

Hampshire's most recent Annual Performance Assessment confirmed that we are an Authority that provides excellent education and has an excellent capacity for further improvement. We are continually looking for innovative ways of improving standards in our schools, which can only be achieved through a commitment to our staff. To find out more about Hampshire and what it has to offer, visit our website at [www.hants.gov.uk](http://www.hants.gov.uk). Hampshire has a lot to offer. We hope you will join us.