

# Norwich Steiner School

## Designated Safeguarding Lead and Attendance Lead - Job Description – September 2026

Norwich Steiner School provides a Steiner-Waldorf curriculum for pupils from age 3- 19 years of age, with pupils being able to leave the school as balanced, well-rounded and mature young adults, able to pursue their own futures and destinies with confidence and self-belief.

**SAFEGUARDING** - *All employees working at Norwich Steiner School have responsibility towards safeguarding and should be guided by knowledge of the school's policies in their response to any safeguarding issue that may arise in the course of their work in and associated with the school. Staff are at all times expected to maintain professional boundaries in their relationships with pupils.*

### Responsibility of the designated safeguarding lead (DSL)

The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety) in the school. The role carries a significant level of responsibility, and the DSL will be expected to join the school management team.

The DSL role in Norwich Steiner school is as set out in Annex B of Keeping Children Safe in Education and therefore Annex B and any updates form the basis of the job description for this role. The relevant document can be found on page 183:

[https://assets.publishing.service.gov.uk/media/6a9081309a177a1decf97b00/Keeping\\_children\\_safe\\_in\\_education\\_2026.pdf](https://assets.publishing.service.gov.uk/media/6a9081309a177a1decf97b00/Keeping_children_safe_in_education_2026.pdf)

As outlined in more detail in KCSIE Annex B, the key areas of responsibility of the DSL are as follows (***please refer to Appendix A of this job description for a full list of responsibilities***).

- **Managing referrals** – to social care, the police or other authorities as appropriate.
- **Working with others**, including other staff, parents, children, safeguarding partners and relevant agencies, to provide support, advice, expertise and appropriate information.
- **Information sharing and managing the child protection/safeguarding files** (the school uses the electronic CPOMs system)
- **Raising awareness** about the different aspects of safeguarding as appropriate to pupils, staff and parents.
- **Training, knowledge and skills** – The DSL is required to undergo regular training, including DSL training, multi-agency training, Early Help Assessment Process training and Prevent awareness training, and to refresh knowledge and skills regularly.
- **Providing support to staff** to help them feel confident on welfare, safeguarding and child protection matters.
- **Understanding the views of children** – in particular, encouraging a culture among all staff of listening to children and taking account of their wishes and feelings, and the difficulty they may have in sharing the difficulties they may have.

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- **Holding and sharing information** – able to keep detailed, accurate, secure written records of concerns and referrals, and understand how and when to share, and understand relevant data protection legislation.

## TERMS & CONDITIONS

This is a permanent and full-time post. During term time the designated safeguarding lead should always be available during school operating hours (9am-3.30pm for 36 weeks), but as with other full-time staff, the DSL must be prepared to be in school by 8.30am and stay until 5pm or later when there are relevant meetings.

Additionally, as with any administrative or teaching role in a school, it is essential that the safeguarding function is maintained during school holidays. The DSL will be expected to carry out administrative tasks/producing monitoring reports on CPOMs, updating the safeguarding policies based on guidance released by DfE before the start of each new academic year, and generally keeping on top of any DSL administration. It is estimated this will amount to 10-15 hours of work per week during the holidays.

Within the 16 weeks of the year that are outside of term time, all staff are entitled to a clear 6 weeks with no commitment to carrying out school work, although the 6 weeks may not be taken in one go.

The salary for this post is £28,000.

## BENEFITS

- The school has a **work-place pension scheme** in place, operated by NEST. Staff are automatically enrolled onto the pension scheme when employment commences but are also given the opportunity to opt out if they choose
- Access to the **Employee Assistance Programme** (Education Support Partnership) which provides caring and compassionate advice and support on professional or personal matters
- **Free on-site parking**
- **Cycle to Work scheme**

## PERSON SPECIFICATION

This post needs a responsible, resourceful, confident person who can remain calm, reassuring and optimistic in the face of challenges, always placing the best interests of children at the heart of everything that they do.

The post holder must have good listening and speaking skills, and this must apply across the age ranges, as the DSL works with children from 3-19, as well as parents, staff and those working for external agencies.

Although the work of a DSL is highly rewarding, it can also be stressful and sometimes include disturbing aspects; the post therefore requires someone who is empathic, but emotionally robust and able to remain objective. The DSL must be capable of calmly

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following the necessary procedures as appropriate, regardless of any difficulties that are presented.

Please see below a detailed outline of essential and desirable aspects of the person specification.

| Essential                                                                                                                                                                           | Desirable                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Professional qualifications and learning</b>                                                                                                                                     |                                                                                                                           |
| Relevant and evidenced experience in safeguarding.                                                                                                                                  | Educated to degree level in Education or Children's social care or with relevant alternative qualifications or experience |
| Relevant professional qualifications which support the expertise of safeguarding field (i.e. Social Services, Police, NHS, Education or other relevant field working with children) | Designated Safeguarding Lead Level 3                                                                                      |
| Thorough understanding and evidence experience of implementing statutory safeguarding guidance and policies.                                                                        | First aid qualification                                                                                                   |
| <b>Experience</b>                                                                                                                                                                   |                                                                                                                           |
| Previous experience working as a DSL or DDSL                                                                                                                                        | Experience of leading staff or teams in relation to safeguarding                                                          |
| Evidence of recent experience of working within the field of Safeguarding                                                                                                           |                                                                                                                           |
| Evidence of appropriate professional development for the role of Designated Safeguarding Lead                                                                                       | Experience of taking an active involvement in working with a range of external agencies, policies and protocols           |
| Experience of compliance and auditing within a safeguarding setting.                                                                                                                | To have experience/training in CPOMs                                                                                      |
| Experience of proactive actions to identify creative solutions to potential conflict and competing priorities.                                                                      | Experience of leading attendance in another setting                                                                       |
| Experience of working in education or social services                                                                                                                               |                                                                                                                           |
| Knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies                      |                                                                                                                           |

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| Detailed understanding of school attendance legislation including the statutory framework relating to school attendance and parental responsibility |                                                                                 |
| Experience of following the support first approach to support with low/ non attendance                                                              |                                                                                 |
| Experience in monitoring, managing, and improving pupil attendance and absence records, including knowledge of statutory procedures                 |                                                                                 |
| Experience in an attendance role in another school                                                                                                  |                                                                                 |
| Competencies                                                                                                                                        |                                                                                 |
| In-depth knowledge of relevant statutory legislation, policy and good practice in respect of safeguarding children in                               | Able to demonstrate knowledge of planning, curriculum and assessment procedures |
| To have a “child-focused” approach, and act as their advocate to promote their best interests.                                                      | Knowledge of the rights and responsibilities of parents                         |
| Able to work effectively under pressure                                                                                                             |                                                                                 |
| Builds effective relationships both internally and externally.                                                                                      |                                                                                 |
| Knowledge of legislation, government guidance and national framework for safeguarding children.                                                     |                                                                                 |
| Knowledge of administration and systems (records) management skills                                                                                 |                                                                                 |
| Ability to communicate and engage with children and young people effectively.                                                                       |                                                                                 |
| Ability to de-escalate situations of conflict and deal with emotionally distressing matters in a calm and sympathetic manner.                       |                                                                                 |
| Able to interpret statutory policies for effective application in the school.                                                                       |                                                                                 |
| Good organisational and prioritising skills.                                                                                                        |                                                                                 |

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|-----------------------------------------------------------------------------------------------------------------------------|--|
| Ability to organise own work schedules and effective time management skills.                                                |  |
| Able to work closely with colleagues to create a strong, coherent and highly functioning team                               |  |
| Professional skills and personal attributes                                                                                 |  |
| Demonstrate an understanding, awareness and empathy for the needs of the students within school and how these could be met  |  |
| Excellent written and oral communication skills                                                                             |  |
| Be able to take timely and effective action where required                                                                  |  |
| Set high expectations which inspire, motivate and challenge students                                                        |  |
| Ability to manage difficult situations in a professional and sensitive manner which demonstrates support and mutual respect |  |
| Values                                                                                                                      |  |
| Must believe every child can achieve beyond their potential.                                                                |  |
| To be unwaveringly inclusive and determined to eradicate barriers to educational success.                                   |  |

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## Appendix A - Full Job Description

### Main Duties and Responsibilities: DSL

- The DSL is a member of the School Management Team. This will involve attendance at some Management Team meetings and regular input into whole-school decision making as it pertains to safeguarding
- 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.
- Be the point of contact for Operation Encompass notifications.
- Refer cases of suspected abuse and neglect to the local authority children's social care.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact within the school for all safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police. As well as ensuring that relevant staff are also kept informed
- Liaise with the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member,
- Liaise with staff 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.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- 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.
  - 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

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- 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.
- Raising awareness by ensuring each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff.
- Work with the school and trustee for safeguarding to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, including other policies related to safeguarding
- Ensure the child protection 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 management staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing.
- 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.
- 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
- 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 using CPOMS
- Hold accountability for the school's safeguarding training and compliance register, updating and checking this regularly and ensuring that all staff receive relevant training and refresher training before it runs out
- Ensure that you have completed EHAP training as well as ensuring that you and the Deputy DSL's complete multiagency training every 3 years as a minimum
- Lead the school on promoting positive mental health and wellbeing by taking responsibility as attendance lead

## **Main Duties and Responsibilities: Attendance**

- Maintenance of the school attendance register, by checking that daily attendance records are input electronically by form tutors and class teachers and follow up as appropriate for missing registers. Identifying missing marks and unexplained

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absences at registration periods, contacting parents to identify reasons for non-attendance as necessary.

- Following up unexplained absences, liaising with staff and parents. This includes making home visits when required.
- Identifying patterns of absence and creating attendance action plans
- Coding attendance records with all received absence notes from parents, including requests for absence due to family holidays.
- Promoting good attendance via appropriate displays
- Producing data for attendance reports and analyses for the school management team and trustees.
- Arranging and leading meetings with pupils, parents, staff and outside agencies in relation to attendance matters, and provide supporting documentation, in line with Working Together to Improve School Attendance guidelines and Norfolk County Council Guidelines
- Liaise with the Attendance Team at Norfolk County Council as required including half termly Targeted Support Meetings and associated paperwork.
- To liaise with external agencies as required.
- Maintaining and updating the school's persistent absence database, and others, as appropriate.
- Co-ordinate provision for pupils not in school full time, for example those with part time timetables.
- Undertaking clerical and administrative functions related to the post.
- To complete deletion from roll forms for Norfolk County Council
- To lead on all statutory functions in relation to prosecutions for nonattendance at school
- To prepare documents for court around the prosecution of parents whose children do not attend school.
- To advise colleagues on whole school attendance strategies, legal sanctions; and policy and procedure; in relation to school non-attendance.
- Keep abreast of changes in legislation and relevant DfE guidance and contribute to developing, monitoring and reviewing the schools' practices
- Take a lead role in developing policy and practice in relation to legislation relevant to school attendance, children missing in education and home education
- Management- Lead and manage the attendance across the school
- Strategic Planning: Support the school and management team in developing and implementing an annual Attendance Action Plan and policy that aligns with DfE statutory guidance.
- Collaboration: Work closely with all staff across the school to streamline work, assign actions and support staff in delivering attendance action plans.
- Professional Development: Lead staff training to help ensure all staff understand their role in attendance and student belonging.
- Persistent & Severe Absence: Lead the strategy for students with PA (below 90%) and SA (below 50%), directing and co-creating bespoke "Attendance Support Plans" with families and external agencies following the "Support First" approach
- Specialist Collaboration: Work closely with the Inclusion Co-Ordinator to identify and
- Monitoring plans: Monitor student-level action plans to ensure actions are implemented and support is in place.
- Policies: Understand, know in detail, and deliver all attendance-related policies across the school in line with statutory duties.
- Policy Compliance: Ensure all attendance registers and coding are accurate and meet statutory requirements
- Continual improvement: Lead the school-wide work on improving attendance so that attendance is equal to or above national average for all pupils