



# THE STONEHENGE SCHOOL



## DEPUTY DESIGNATED SAFEGUARDING LEAD AND SAFEGUARDING ADMINISTRATOR – Application pack

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# WELCOME FROM THE HEADTEACHER

At the Stonehenge School we believe that there is no limit to any student's potential. We aspire to develop a positive learning community in which effort, participation and achievement are valued.

Striving for excellence, we aim to create an outstanding school where students are happy, healthy and given opportunities to exceed their expectations. Enriched by history and culture, Stonehenge is a school for the future.

The school is increasingly popular and to cater for a growing roll we moved into our £6.5 million new build in 2019 that provided an extension to the school, allowing our full number on roll to eventually grow to 1120 pupils. In September 2023, we also moved into the second phase in our redevelopment, which replaced older facilities in the school. Applications for entry into Year 7 have been over-subscribed in each of the last four years and we are expecting the same this year.

The school community is important to us, meaning that we have strong relationships with our students, and a collegiate supportive atmosphere within staff.



## PERSONALISED PROVISION

The Stonehenge school provides students with the opportunity to study a wide spread of subjects throughout Key Stage 3 and 4, providing full access to the National Curriculum with coverage of the full Ebacc at Key Stage 3, including 3 languages and a full range of arts subjects.

At Key Stage 3, key skills and knowledge are assessed using our 'I can' system, allowing teachers and students to keep track of their learning and progress. Students are given the flexibility and ownership to design their own option

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*Striving for excellence, exceeding expectation.*

choices towards the end of Year 8, meaning that students study the curriculum that they choose, whatever their ability, allowing them to fully realise their future aspirations. At Key Stage 4 students are offered the full Ebacc, and the importance of taking a humanities and a language is discussed with parents as part of the options process. A variety of vocational courses are also offered to allow for development towards particular careers, or the pursuit of individual interests.

#### PREPARING FOR THE FUTURE

Qualifications are highly important, and our examination results reflect our commitment to this. However, school is also about preparing students for their future career and roles in the larger community. Students are offered many opportunities to develop team working and leadership skills. The prefect team in Year 11 is led by the Head Boy, Head Girl and their deputies. Students can initiate projects and share decision making through an active School council. Careers guidance is provided throughout all years.

A large number of students enjoy taking part in activities throughout the school year, including drama productions and musical concerts. We have excellent sporting facilities on site and at Amesbury Sports Centre, and run many sports teams and offer a number of extra-curricular sporting clubs, including rugby, basketball, netball, hockey, football and cricket. Trips and visits are run regularly; Year 9 can visit Pencelli Activity Centre in Wales and current trips planned include food trips to Normandy, outdoor pursuits in the Alps, and Geography trips to Iceland. There are regular Geography field trips, annual whole school cultural capital trips and the Languages department arrange annual visits to France or Germany.

The latest Ofsted inspection took place in September 2022 and concluded that... “The Stonehenge School continues to be a good school” and that “pupils like coming to school”. They explored the “clear vision (that we have) for the school’s next steps” and the “broad curriculum that (is) in place for every pupil”.

A recent evaluation by the Local Authority reported that ‘there is a positive and respectful school culture where the staff know and care for the students’ and the ‘leaders have a clear consistent vision which is realised through strong, shared and owned values and practice’, and praised the emphasis that we place on developing our staff.

I look forward to welcoming applications from you,

Carole Dean

# Safeguarding at The Stonehenge School

Safeguarding is at the heart of everything we do at The Stonehenge School. We are committed to ensuring the safety and well-being of every student, fostering an environment where children feel secure, valued, and supported.

Our safeguarding team includes the Designated Safeguarding Lead (DSL), Deputy DSLs, Progress Leaders, Pastoral Managers, and members of the Senior Leadership Team (SLT). This dedicated team works closely together and with outside agencies to address any concerns and provide early help where needed.

## Proactive Safeguarding

Safeguarding at The Stonehenge School is about more than responding to concerns—it's about building a culture of vigilance and care. We promote awareness through assemblies, tutor time activities, and the curriculum, including PSHE and online safety education.

Staff receive regular safeguarding training, ensuring they are equipped to recognise signs of concern and respond appropriately. Clear policies and procedures guide our approach, and all safeguarding matters are handled with the utmost professionalism and sensitivity.

## Support for Vulnerable Students

We understand that some students face additional vulnerabilities and may require tailored safeguarding support. These students are closely monitored by pastoral staff and have access to targeted interventions. Our partnership with external agencies ensures that families and young people receive the specialist support they need.

For students who may find mainstream education challenging, we work collaboratively to provide appropriate alternative provision through our Redworth Centre or external services, ensuring that their safeguarding needs remain a top priority.

By working together with parents, carers, and the wider community, we strive to create a safe, inclusive, and supportive environment for all students at The Stonehenge School. Safeguarding is everyone's responsibility, and we are proud to champion this crucial aspect of school life.

# Deputy Designated Safeguarding Lead and Safeguarding Administrator

Start Date: As soon as possible

Salary: Grade G, point 12-14 (actual salary £19,641 - £20,964 per annum). Term time only, 39 weeks p.a., including 5 TD days across the year.

30 hours per/week: Monday – Friday 9:00am – 3.30pm (30 minutes unpaid lunch)

Contract: Permanent

Closing Date: Wednesday 12<sup>th</sup> February 2025

To strengthen our safeguarding provision and ensure the highest levels of support for our students, we are seeking to appoint a Deputy Designated Safeguarding Lead (DDSL) who will also provide crucial administrative support for safeguarding and pastoral functions across the school.

The DDSL will work closely with the Designated Safeguarding Lead, Progress Leaders, and Pastoral Managers to ensure the effective implementation of safeguarding policies and procedures. The role will involve managing safeguarding records, completing referrals to external agencies, and ensuring timely follow-up on all safeguarding concerns. The successful candidate will also play a key role in maintaining accurate records and assisting with audits to ensure compliance with statutory safeguarding responsibilities.

The DDSL will:

- Support the safeguarding team in delivering training, promoting a culture of vigilance, and addressing student welfare concerns.
- Liaise with external agencies such as social services, CAMHS, and early help teams to coordinate support for students and families.
- Assist with day-to-day administrative tasks to ensure the smooth running of safeguarding and pastoral systems, including supporting our Designated Teacher for Looked After Children.

You should also be flexible and willing to cover other pastoral or administrative roles when needed, ensuring the school maintains high standards of care and support for all students.

A comprehensive induction and training programme will be provided, alongside ongoing professional development opportunities to enable the successful candidate to thrive in this key safeguarding role. Informal visits to the school are warmly welcomed.

Application form and further details are available on the school website and should be returned to: Mrs D Harker, The Headteacher's PA, The Stonehenge School, Holders Road, Amesbury, Wiltshire, SP4 7PW.

Email: [harkerd@stonehenge.wilts.sch.uk](mailto:harkerd@stonehenge.wilts.sch.uk)

Website: [www.stonehenge.wilts.sch.uk](http://www.stonehenge.wilts.sch.uk)

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*Striving for excellence, exceeding expectation.*

# Job Description

The Stonehenge School is a Wiltshire Council mixed comprehensive school for students aged 11-16.

## Main Purpose of the Role

The Deputy Designated Safeguarding Lead (DDSL) and Safeguarding Administrator will support the DSL in ensuring the effective implementation of safeguarding policies and procedures, promoting a culture of vigilance, and ensuring the safety and well-being of all students. The DDSL will deputise for the DSL when necessary, taking responsibility for safeguarding matters in their absence.

## Key Responsibilities

### *Policy and Procedure*

- Act as a champion for the school's safeguarding policies and procedures, ensuring all staff have access to and understand them.
- Contribute to the development, implementation, and review of the school's safeguarding policies.
- Ensure that all staff understand their responsibility to challenge behaviour that breaches the Guidance for Safer Working Practice (Code of Conduct).

### *Reporting Concerns*

- Recognise the signs of abuse and neglect and know when and how to make a referral.
- Respond appropriately and promptly to disclosures or concerns regarding a child's well-being.
- Refer cases of suspected abuse or allegations to the relevant investigating agencies, ensuring accurate and up-to-date information is provided.
- Liaise with the Headteacher and DSL to inform them of safeguarding concerns or ongoing investigations.
- Refer cases involving radicalisation concerns to the Channel programme, supporting staff with referrals as required.
- Refer cases to the police as necessary.

### *Multi-Agency Working*

- Attend and contribute effectively to multi-agency meetings, including Child in Need, Child Protection Conferences, Early Help Assessments, and review meetings when the DSL or Headteacher is unavailable.
- Liaise with the local authority and follow up on referrals.
- Take the lead on Early Support Assessments as needed.

### *Training and Professional Development*

- Attend annual safeguarding training and additional relevant training opportunities.
- Contribute to the delivery of safeguarding training for staff to reinforce and enhance safeguarding knowledge and practice, including as part of staff induction.
- Stay up to date with safeguarding guidance, policies, and legislation.
- Proactively identify training needs and inform the DSL or Headteacher.

### *Record Keeping*

- Maintain detailed, accurate, and secure records of safeguarding concerns, referrals, and investigations.
- Ensure all safeguarding files are correctly stored, maintained, and archived in line with school policy.
- Manage the 'CPOMS' safeguarding database, ensuring records are updated and monitored, including downloading transfers for new students and converting paper files into electronics records.
- Ensure confidentiality is maintained while liaising with relevant professionals.

### *Additional Responsibilities*

- Support the Designated Teacher for Looked After Children in the completion of Personal Education Plans (PEPs) and support with actions that come from them.
- Support the safeguarding team in maintaining a culture of vigilance across the school.
- Undertake other relevant duties as required to support the DSL, Headteacher, and safeguarding team.

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check.

# Person Specification

	Essential	Desirable
<b>Qualification/ Knowledge</b>	<p>Up-to-date safeguarding and child protection training.</p> <p>Evidence of continuing professional development (CPD) in safeguarding.</p> <p>Thorough understanding of safeguarding legislation (e.g., KCSIE, Working Together to Safeguard Children).</p> <p>Familiarity with local safeguarding protocols and the multi-agency approach.</p>	<p>Relevant professional qualification (e.g., teaching, social work, youth work).</p> <p>Designated Safeguarding Lead (DSL) training certification.</p> <p>Additional qualifications in child welfare, safeguarding, or mental health.</p> <p>Knowledge of effective home-school communication and parent engagement strategies.</p>
<b>Experience</b>	<p>Proven experience in working with children and young people in an educational or similar setting.</p> <p>Practical experience in safeguarding and child protection processes and procedures.</p> <p>Handling sensitive and confidential issues effectively.</p>	<p>Experience working with external safeguarding agencies.</p> <p>Experience supporting service families or communities with specific safeguarding needs.</p>
<b>Skills</b>	<p>Excellent communication and interpersonal skills.</p> <p>Ability to work collaboratively with staff, parents, and external agencies.</p> <p>Strong decision-making and problem-solving skills in challenging situations.</p> <p>Ability to maintain accurate, timely records.</p>	<p>Ability to deliver safeguarding training to staff.</p>
<b>Personal Qualities</b>	<p>Strong commitment to child welfare and safety.</p> <p>Resilient and able to remain calm under pressure.</p> <p>High standards of professionalism and confidentiality.</p> <p>Willingness to go above and beyond to support children and families.</p>	

	<b>Essential</b>	<b>Desirable</b>
<b>Motivation</b>	<p>Passionate about safeguarding and the well-being of children and young people.</p> <p>Proactive in seeking out ways to improve systems and practices.</p> <p>Demonstrates a genuine desire to make a difference in children's lives.</p>	<p>Ambition to further develop expertise in safeguarding and child protection.</p>
<b>Personal circumstance</b>	<p>Ability to adapt to the demands of a diverse school community.</p> <p>Availability to undertake necessary training and professional development.</p>	<p>Access to personal transport for off-site visits if required.</p>