



ST EDMUND'S SCHOOL CANTERBURY

DESIGNATED SAFEGUARDING LEAD JANUARY 2027

JUNIOR | SENIOR | SIXTH FORM



THE SCHOOL

OVERVIEW

We are a vibrant 3–18 independent co-educational day and boarding school, home to around 500 pupils, and are well known for our strong pastoral ethos and warm, family atmosphere. We value each pupil as an individual and offer a wide range of opportunities, enabling every child to discover and develop their own interests, strengths and talents.

Set in a historic location overlooking the City of Canterbury, the school is proud of the diversity that our day and boarding pupils bring to the community. Academic ambition and co-curricular involvement are equally encouraged, underpinned by a culture in which pupils feel known, valued and supported. Pupils are respectful of one another and work together to create a cohesive, inclusive and happy community.

The School is situated at the top of St Thomas Hill, with impressive views across the City of Canterbury. The Junior, Foundation and Senior Schools all share the same site.





OUR ETHOS

Our pupils benefit from a caring and supportive environment, high-calibre teaching and a holistic educational approach that seeks to develop creativity, leadership qualities and original thinking

A broad academic curriculum and extraordinarily diverse co-curricular programme enable pupils to find their path and grow to 'be all they can be'

Our small class sizes enable the personalisation of learning so that pupils receive the attention and academic challenge they need to excel

Every pupil here is known and understood

The fact that we educate children from the age of 3 to 18 underpins the strong family atmosphere and sense of community that pervade the school

St Edmund's is proud of its pupil-centred and ambitious academic ethos. We seek to foster original thinkers with the intellectual and personal skills to be leaders and decision makers in the future

Highly-qualified teachers mean that young people receive inspirational instruction, with vibrant debate and individual attention colouring every classroom

Pupils develop learning skills through project work and research opportunities such as the Extended Project Qualification and the Durrell Essay. We encourage cross-curricular work to promote original ideas and multi-dimensional thinking

Essentially, our pupils are encouraged throughout their time at St Edmund's to aim for and achieve the very highest academic standards of which they are capable.

DETAILS ABOUT THE POST

TITLE	Designated Safeguarding Lead (Whole-School and Strategic Safeguarding Lead)
TYPE OF POST	Permanent, Term time only (but available for critical safeguarding matters during holiday periods)
Salary	St Edmund's Leadership Scale
START DATE	January 2027

ABOUT THE POST

Safeguarding and welfare are central to the School's ethos. Pastoral care is delivered through boarding and house structures and is supported by healthcare, counselling, chaplaincy, learning support, IT and trained peer-support systems.

The Designated Safeguarding Lead (DSL) is the senior member of staff with lead responsibility for safeguarding and child protection across the School, including online safety and an understanding of the filtering and monitoring systems and processes in place. The DSL combines the statutory operational role with strategic leadership of safeguarding culture, systems, quality assurance and continuous improvement.

As a member of the Senior Leadership Team (Junior and Senior Schools), the DSL has the status and authority to carry out the role effectively and provides professional leadership to Deputy Designated Safeguarding Leads (DDSLs). Activities may be delegated to appropriately trained deputies, but ultimate lead responsibility for safeguarding and child protection remains with the DSL.

St Edmund's School is committed to equality, diversity and inclusion and welcomes applications from candidates who meet the requirements of the role.

DETAILS ABOUT THE POST

PURPOSE OF THE ROLE

- To fulfil the role of Designated Safeguarding Lead in accordance with current statutory guidance, including Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children and all other legislation and guidance applicable to the School.
- To provide strategic leadership, professional challenge and quality assurance so that safeguarding arrangements are effective, child-centred, inclusive and continuously improving.
- To promote a strong safeguarding culture in which safeguarding is understood as everyone's responsibility, children are listened to, concerns are acted on promptly and staff are confident to report concerns.
- To ensure safeguarding is appropriately integrated with boarding, pastoral care, attendance, online safety, health, wellbeing and whole-school leadership.
- To act as the principal point of contact for, and build robust partnerships with, external agencies including local authority children's social care, Family Help teams, the police, to secure timely early intervention and statutory support
- To manage the process of making formal statutory referrals, actively track outcomes, and exercise professional challenge with external partners when a child's safety requires escalation.

KEY RESPONSIBILITIES

STATUTORY DSL LEADERSHIP

- Act as the School's lead professional for safeguarding and child protection, including online safety.
- Advise and support staff on child welfare, safeguarding and child protection matters and contribute to the assessment of children. Ensure the DSL or an appropriately trained deputy is available during term time for staff to discuss safeguarding concerns, with robust and appropriate cover for absence and out-of-hours or out-of-term activities.
- Maintain sufficient time, authority, resources and access to information to discharge the role effectively.
- Ensure the School's safeguarding arrangements remain aligned with current statutory guidance, local multi-agency safeguarding arrangements and relevant inspection requirements.
- To design and deliver comprehensive safeguarding inductions and regular updates, ensuring that all staff (including non-teaching personnel and volunteers) read and understand statutory guidance in full.

CONCERNS, EARLY HELP, CASES AND REFERRALS

- Lead the triage, assessment, oversight and review of safeguarding concerns and live cases, ensuring timely, proportionate and child-centred action.
- Identify children who may benefit from early help or family help and support appropriate assessment, planning, review and escalation.
- Make or support referrals to children's social care, the police, the Channel programme and other relevant agencies where appropriate, and support staff who make referrals directly.
- Attend or contribute to strategy discussions, child protection conferences, core groups and other multi-agency meetings, and support other staff to do so where appropriate.
- Ensure actions, decisions, rationales and outcomes are recorded and followed through; escalate concerns where thresholds are met, responses are inadequate or professional disagreement remains.
- Ensure children's wishes and feelings are considered and that safeguarding practice takes account of vulnerability, additional needs, protected characteristics, contextual risks and barriers to disclosure.

KEY RESPONSIBILITIES

RECORD KEEPING, INFORMATION SHARING AND TRANSFERS

- Ensure safeguarding records are accurate, comprehensive, contemporaneous, secure and sufficiently clear to evidence concerns, actions, decisions, rationales and outcomes.
- Ensure safeguarding information is shared lawfully, securely, proportionately and without avoidable delay where necessary to safeguard children, in accordance with applicable data-protection and information-sharing requirements.
- Oversee the effective and consistent use of the School's safeguarding recording system (for example CPOMS), including appropriate access controls and quality standards.
- Ensure child-protection files are transferred securely and promptly when pupils move school, separately from the main pupil file, and that confirmation of receipt is obtained where appropriate. Hold direct DSL to DSL conversations for complex and high-risk cases to maintain continuity of care.
- Ensure relevant safeguarding information for pupils joining the School is obtained, reviewed and acted upon promptly, with appropriate liaison with previous settings.
- Train and support staff in high-quality recording, professional curiosity and information sharing.
- Ensure strict compliance with data protection laws for all safeguarding information held by the School.

ATTENDANCE AND CHILDREN MISSING EDUCATION

- Work closely with the School's attendance lead and pastoral teams so that unexplained, persistent or patterned absence is considered as a potential safeguarding indicator and acted upon appropriately.
- Ensure safeguarding concerns arising from absence, children missing education, repeated missing-from-boarding episodes or unexplained changes in attendance are assessed, recorded and escalated appropriately.
- Use attendance and safeguarding intelligence together to identify patterns, vulnerable pupils and emerging risks.

KEY RESPONSIBILITIES

ALLEGATIONS RELATING TO ADULTS AND LOW-LEVEL CONCERNS

- Support the Head and HR in the management of safeguarding concerns or allegations about staff, supply staff, volunteers and contractors in accordance with KCSIE, the School's procedures and local authority designated officer (LADO) arrangements.
- Support the operation of the School's low-level concerns policy, ensuring concerns are recorded, reviewed for patterns and addressed appropriately.
- Maintain clear role boundaries: allegations that may meet the harm threshold are managed by the Head (or, where the concern is about the Head, by the Chair of Governors/proprietor as applicable), with LADO liaison as required.
- Promote a culture in which staff understand professional boundaries, report concerns promptly and can use whistleblowing routes where necessary.

ONLINE SAFETY, FILTERING AND MONITORING

- Provide safeguarding leadership on online safety and ensure it is integrated into the School's safeguarding approach rather than treated as a separate issue.
- Understand the School's filtering and monitoring systems and processes, work closely with IT and relevant leaders, and contribute to regular review of their effectiveness.
- Ensure emerging online harms, including sexual abuse and harassment, exploitation, harmful content, coercion, grooming and technology-assisted abuse, are reflected in risk assessment, education, staff training and casework.

BOARDING

- Work closely with boarding leaders to ensure safeguarding arrangements reflect the National Minimum Standards for Boarding Schools and the particular vulnerabilities and needs of boarders.
- Ensure effective arrangements for safeguarding outside the normal school day, including evenings, weekends, overnight, school trips and periods when boarders remain in School.
- Monitor safeguarding themes relevant to boarding, including missing pupils, peer dynamics, staff accommodation and boundaries, privacy, access to help, complaints and whistleblowing, and the welfare of international pupils.

KEY RESPONSIBILITIES

SAFEGUARDING CULTURE AND STRATEGIC LEADERSHIP

- Provide visible, authoritative and accessible safeguarding leadership and promote a culture of vigilance, openness, respectful challenge and 'it could happen here'. Use safeguarding data and qualitative intelligence to identify patterns, disproportionality, recurring themes and emerging risks, including child-on-child abuse, sexual violence and harassment, bullying, discrimination, exploitation, online harms and risks associated with boarding.
- Ensure safeguarding practice is inclusive and anti-discriminatory and considers how racism, discrimination, disability, additional needs and other barriers can affect children's experiences and access to help.
- Lead the Safeguarding Committee, ensuring actions are assigned, monitored and completed and that learning from cases, complaints, audits and external reviews is embedded.
- Contribute actively to the Senior Leadership Team and ensure safeguarding implications are considered in strategic and operational decision-making.
- Liaise with Head of HR to ensure Single Central Record (SCR) and safer recruitment approaches for staff, contractors and volunteers is compliant and promotes the safeguarding culture of the School.

TRAINING AND PROFESSIONAL DEVELOPMENT

- Ensure all staff receive safeguarding and child-protection training at induction and regular updates thereafter, in line with KCSIE and local requirements.
- To oversee, mentor, and ensure that all Deputy Designated Safeguarding Leads (DDSLs) are trained to the expected standard to guarantee seamless cover and eliminate systemic vulnerabilities.
- Ensure the DSL and DDSLs receive role-specific training at the frequency required by KCSIE and refresh their knowledge and skills regularly between formal training.
- Deliver or commission specialist training where required, including on emerging risks and lessons from local or national safeguarding practice reviews.
- Provide appropriate advice, case consultation and professional support to DDSLs, Housemasters/Housemistresses, pastoral leaders and other staff managing safeguarding concerns.
- Ensure pupils receive age-appropriate safeguarding education, including online safety, healthy relationships, reporting routes and how to seek help.

KEY RESPONSIBILITIES

COMPLIANCE AND INSPECTION

- Lead the development, implementation and review of the Safeguarding (Child Protection) Policy and related safeguarding and welfare procedures, ensuring they reflect current statutory guidance and local arrangements.
- Maintain a documented safeguarding assurance framework, including audits, case-file sampling, training compliance, trend analysis, action tracking and review of the effectiveness of safeguarding systems.
- Prepare safeguarding evidence for inspection and support the School in demonstrating compliance with KCSIE, the Independent School Standards and, where applicable, the National Minimum Standards for Boarding Schools.
- Commission, facilitate and respond to external safeguarding scrutiny where appropriate and ensure recommendations are tracked to completion.
- Report regularly to the Head, relevant senior leaders, the safeguarding governor and the governing body, including themes, risks, assurance, training, referrals, allegations/low-level concerns and improvement priorities while preserving appropriate confidentiality.

PARTNERSHIP WORKING AND PUPIL/PARENT ENGAGEMENT

- Maintain effective professional relationships with local safeguarding partners, children's social care, the police, health services, the LADO and other relevant agencies.
- Work closely with pastoral, boarding, healthcare, counselling, chaplaincy, learning support, SEND, mental-health and IT colleagues.
- Communicate sensitively and appropriately with parents and carers, recognising circumstances in which information should not be shared because doing so may increase risk or compromise safeguarding action.
- Promote meaningful pupil voice in safeguarding and ensure pupils know how to raise concerns, make complaints and access trusted adults and independent support.
- Participate in relevant local, regional and national safeguarding networks and maintain awareness of local safeguarding priorities and learning.

KEY RESPONSIBILITIES

THE ROLE

- The DSL is accountable to the Head for the effective discharge of the role and has direct access to the Head and, where necessary, the Chair of Governors/safeguarding governor.
- Operational ownership of attendance administration will remain with the designated attendance function; the DSL's responsibility is to ensure safeguarding implications of attendance and absence are identified and acted upon.
- The DSL provides professional leadership to DDSLs. Any formal line-management responsibilities should be stated separately and clearly.
- Working hours will normally be 37.5 hours per week, Monday to Friday, 8.30am to 5.00pm. These can be discussed at interview. Some out-of-hours and weekend work might occasionally be required to deliver all aspects of the role.
- The role is term-time only, but it is expected that the DSL would be available to assist with any emergency safeguarding matters that arise during holiday periods.



PERSON SPECIFICATIONS

	ESSENTIAL	DESIRABLE
QUALIFICATION	Safeguarding Level 3 or higher.	Specialist safeguarding, social work, education, pastoral or leadership qualification.
SKILLS & EXPERIENCE	- Substantial safeguarding and child-protection experience involving children and young people. - Current, detailed knowledge of KCSIE, Working Together to Safeguard Children and relevant information-sharing requirements. - Experience of managing complex safeguarding cases, referrals and multi-agency work. - Strong knowledge of allegations management, low-level concerns and safer working practice. - Ability to lead, support and appropriately challenge senior and operational colleagues. - Strong written record-keeping, analysis, audit and report-writing skills. - Understanding of online safety, filtering and monitoring in an education setting.	- Experience of safeguarding within boarding or residential education. - Experience of inspection, safeguarding audit or governance reporting.
PERSONAL QUALITIES	- Strong professional judgement, integrity and discretion. - Child-centred, calm, empathetic and resilient. - Confident decision-maker able to act under pressure. - Excellent communicator with children, adults, senior leaders, governors and external professionals. - Ability to influence at all levels. - Committed to equality, inclusion and anti-discriminatory safeguarding practice. - Analytical and reflective, with the ability to identify patterns and improve systems. - Visible, approachable and able to build trust while maintaining professional boundaries.	

CONDITIONS OF SERVICE

BENEFITS

Workplace Pension Scheme, Employee Assistance Programme including counselling services and financial/legal advice line, Salary Sacrifice schemes such as Cycle2work, subsidised gym membership, retail discounts and cashback scheme.

Fee remission is available to all members of staff subject to spaces being available at the discretion of the Governors and subject to change.

SAFER RECRUITMENT

St Edmund's School Canterbury is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).

UK GDPR

Personal information provided by candidates will be kept on a secure file in the school and will not be released to third parties outside the school without the permission of the person concerned, except where there is a legal requirement so to do.

APPLICATIONS

Applications should be emailed to recruitment@stedmunds.org.uk no later than 09.00am Wednesday 7th October 2026.

Applications must take the form of an application form and covering letter including the candidate's suitability for the post with reference to the person specification. The names and contact details (including email addresses) of two referees are required (one of whom must be your current or most recent employer and neither referee should be a relative or someone known to you solely as a friend).

ST EDMUND'S VALUES



We value....

EACH OTHER

Recognise our responsibility to create a caring and supportive community

We value....

INDIVIDUALITY

Recognise that everyone is different and has unique needs, strengths and aspirations



We value....

EXCELLENCE

Commit to being the best we can be

We value....

INTELLECTUAL CURIOSITY & CREATIVITY

Love learning and seek to foster creative, critical & lateral learning



We value....

SOCIAL RESPONSIBILITY

Promote the idea that individuals must contribute to the greater good of society