



Appointment of
Safeguarding Manager

Part time (4 days per week) or full time
Term time plus 4 weeks

Information for Applicants

Letter from the Head

Dear Applicant

Thank you very much for your interest in becoming our Safeguarding Manager here at Alleyn's. I am delighted that you are considering it and I hope to give you a sense of our school and why it is such a wonderful place to work! Our ROCCK values (Respect, Opportunity, Curiosity, Courage, Kindness) will also tell you what we are seeking to achieve here.

So, why Alleyn's? You'll know, from our website, most of the key facts. We are an academic, co-educational through-school; our Junior School is also on our site, and we love the fact that many of our pupils learn here from 4–18. We are situated in an inspiring leafy part of South East London, on a beautiful and well-resourced site, with the City of London twinkling enticingly on the horizon, just about four miles away.

As one of the three Dulwich Foundation Schools, Alleyn's is part of a historic foundation which has been educating young people for 400 years. Our namesake and founder, Edward Alleyn, was one of the great Elizabethan players and playful, academic discovery is something we very much welcome here. I won't go into the less reputable activities he was famous for but, as well as acting, Edward Alleyn was also a philanthropist and a philosopher. His "College of God's gift" was established to change the lives of children – initially "12 poor scholars". It is rather wonderful that original 12-strong cohort has grown into our large, thriving community of 1400 children. In recent years, we have also expanded the Alleyn's Schools Group, with partner schools in North London, a new Alleyn's Junior School just down the road in Dulwich and our first international school opening in September 2028. So, Alleyn's continues to honour the founder's legacy, as one of this country's leading co-educational schools, here in Dulwich and across various sites.

We are very over-subscribed and entrance to the school is intensely competitive. Our pupils are gifted and ambitious and, unsurprisingly, they do extremely well in exams. I can't pretend that we are not proud of our pupils' results; we are, of course, but they are a by-product of an Alleyn's education, not the reason for it. The 'outcomes' we most care about are the lovely young men and young women who leave us. They are engaging, kind, enthusiastic and interesting individuals, who cross the stage at graduation, aware of who they are and what they care about and very ready to go out into the world and make the world better. And we loved The Good School's Guide summary of us this year: "Alleyn's is a south London powerhouse where bright, grounded, happy pupils take centre stage".

The really lovely staff/pupil relationships here are critical and they underpin all we do. The strength of the relationships was one of the things people told me about before I started as Head at the school and the other thing was about how delightful Alleyn's pupils are. And they were right on both counts! Our students really are enormous fun; they wear their talents lightly, they support each other, they are often impassioned and keen to fight for important causes and they are (mostly!) very engaged by the adventure of learning. They also make us laugh a great deal.

Pretty much all our pupils are involved in the co-curricular life of the school and in our partnership and outreach programmes. This matters to us and we do expect all our teaching staff to play an active role in the co-curricular and enrichment programmes, partly because so much of the fun and friendship stems from this. Equally, of course, most staff will play a role in the pastoral care and education which is delivered through Year Groups, School Sections and Houses. The Outreach and partnership programmes at Alleyn's are also a big part of who we are and a critical part of the education we offer here.

I hope this summary has been helpful and that you feel excited by this opportunity and keen to apply. If perhaps you are thinking that a historic, academically selective, independent school might be a bit daunting or might not be the right place for you, can I urge you to reconsider this? We are emphatically not a 'one-size-fits-all' community and we take great pride and delight in individual differences and the successes these bring. And of course, our pupils benefit from seeing a varied team of adults working together successfully and happily as part of a diverse and inspiring team. If you join us, we hope that you will quickly feel part of the school community and we will warmly encourage you to make the most of the many opportunities for personal and professional development on offer.

I also very much hope that you will be able to get a sense of the energy and fun at the heart of our school during this recruitment process. The informality, the warmth and the unpretentious approach at Alleyn's really is infectious and I hope you will feel it, as I did, the moment you walk through the doors. There is nothing entitled, stuffy or pompous about this school. And we really hope that you will enjoy getting to know us a little bit.

May I wish you the very best of luck with this application and in the future, whatever it might hold for you.

Warm wishes



Mrs Jane Lunn
The Head



About the Role

We are seeking an experienced safeguarding professional from a statutory or specialist safeguarding background; for example, MASH, social care, Early Help, police safeguarding, NSPCC safeguarding, youth offending, or equivalent, to strengthen safeguarding practice, operational consistency and student support at Alleyn's.

The postholder will be formally designated a Deputy Designated Safeguarding Lead (DDSL) under the statutory guidance Keeping Children Safe in Education (KCSIE), working alongside the pastoral team to uphold robust, consistent safeguarding practice throughout the School.

The role reports to the Assistant Head (Safeguarding), who is also the Designated Safeguarding Lead (DSL), for line management purposes but works in close, day-to-day partnership with the Deputy Head Pastoral, Junior School Deputy Head (who leads on pastoral matters) and the Alleyn's Oakfield Deputy Head Pastoral, who also acts as the DSL.

The successful candidate will act as:

- A Deputy DSL who delivers the highest standards of safeguarding practice on a day-to-day, operational basis
- A professional sounding board for DSLs and pastoral teams, providing regular supervision to support their casework
- A quality assurance lead for safeguarding systems and record-keeping, particularly on CPOMS
- A link between the Senior School, Junior School and Alleyn's Oakfield to ensure that safeguarding practices and processes continue to be effective and systematised

The role supports the School in meeting its expectations under:

- Keeping Children Safe in Education (KCSIE)
- ISSRs (Independent School Standards Regulations)
- Independent Schools Inspectorate (ISI) safeguarding and wellbeing frameworks

Core Responsibilities

Safeguarding Operations & Multi-Agency Working

- Hold Deputy Designated Safeguarding Lead (DDSL) status, exercising this role in line with statutory KCSIE guidance, the school's safeguarding policy and the school's standard DDSL Job Description (Appendix A)
- Coordinate safeguarding referrals including via the MASH, Early/Family Help and LADO
- Maintain strong working relationships with external agencies
- Track safeguarding cases, interventions and chronologies
- Support escalation and professional challenge where appropriate
- Ensure safeguarding systems are timely, defensible and inspection-ready

Professional Support & Challenge

- Act as a knowledgeable safeguarding sounding board for DSLs, DDSLs and pastoral leaders
- Advise on safeguarding thresholds, professional judgement and case progression



- Support staff in understanding what strong safeguarding practice looks like operationally
- Bring external-agency expertise into school safeguarding systems and decision-making

Supervision of Pastoral Staff

- Provide regular, structured supervision to pastoral staff (e.g. Heads of House/Year, DDSLs, tutors as relevant) in relation to their handling of safeguarding and welfare cases
- Use supervision sessions to support sound decision-making, monitor case progression, and identify learning and training needs
- Help embed consistent, high-quality safeguarding practice across the pastoral team through this supervisory relationship
- Maintain appropriate records of supervision provided

Records Quality & Systems Oversight

- Lead quality assurance of safeguarding recording practice, with particular focus on the accuracy, completeness and timeliness of records held on CPOMS
- Regularly review CPOMS entries logged by pastoral staff to ensure records continue to be clear, factual, proportionate and professionally defensible
- Provide feedback and coaching to pastoral staff on record-keeping standards, escalating any recurring concerns to the DSL
- Ensure consistency, accuracy and professional standard of recording across schools
- Support Heads of House, Heads of Section and other pastoral staff to write clear, analytical and professionally defensible records
- Monitor chronologies, patterns and safeguarding trends, and recommend actions
- Support safeguarding audits and inspection readiness
- Incoming Pupils & Transfers:

The DSL leads and coordinates the overall process for safeguarding information transfer for incoming and outgoing pupils. This role carries out the operational review and data entry work that supports it.

- Review safeguarding information received for incoming and transferring pupils (e.g. CPOMS Transfer Files, previous school safeguarding records, transition/transfer forms)
- Accurately and promptly record relevant safeguarding history, actions and ongoing concerns onto CPOMS
- Flag any significant, urgent or complex safeguarding information to the DSL for review and decision on next steps
- Support the DSL in ensuring safeguarding information is transferred securely and in a timely manner when pupils leave the school

Staff Training Compliance

- Work with HR to track and monitor completion of all mandatory safeguarding-related training across the School, including (but not limited to) Prevent duty training, annual KCSIE refresher training, and safer recruitment training where relevant
- Liaise with the HR Department on the scheduling and coordination of mandatory training sessions, ensuring new starters complete required safeguarding induction training within appropriate timeframes



E-Safety, Filtering & Monitoring

Overall responsibility for e-safety remains with the DSL. This role provides administrative and coordination support, not strategic leadership, in this area.

- Act as Secretary of the E-Safety / Filtering and Monitoring Meeting, chaired by the Senior Deputy Head, taking and circulating notes and actions
- Review alerts flagged by the School's filtering and monitoring (F&M) systems and escalate to the DSL as appropriate
- Review, and where necessary follow up on, breaches of the IT Acceptable Use Agreement (AUA), under the direction of the DSL
- Work with the Director of Digital Services to log and track AUA breaches and F&M alerts, ensuring a clear and consistent record of actions taken

Student Services Coordination

- With the DSL, provide safeguarding oversight to the attendance, EWO, counselling and nursing provision to ensure these services are fully aligned with the school's broader safeguarding practices
- Support effective triage, allocation and tracking of interventions across the pastoral team
- Improve visibility, consistency and responsiveness across student support systems

Non-Term-Time Cover (DDSL Responsibility)

- Provide DSL cover outside of term time, comprising a combination of fixed additional working weeks (to be agreed annually, in addition to term time) and on-call/reachable cover for other parts school holidays
- Be on a rota of DDSL's who handle safeguarding escalations during non-term-time on-call periods in accordance with the School's safeguarding and out-of-hours procedures

Own Training & Professional Development

- Maintain own safeguarding knowledge and skills at an advanced level, keeping up to date with changes to KCSIE, statutory guidance and sector best practice
- Complete all required safeguarding training and refresher courses (e.g. Level 3 or above, DSL/DDSL-specific training) within required timeframes
- Undertake own regular reflective/professional supervision to support sound practice and personal wellbeing
- Attend relevant external training, conferences or professional networks to stay current with sector developments

DDSL Responsibilities

As this postholder is a Deputy DSL, they will be required to fulfil all duties set out in the school's standard DDSL job description, a copy of which is provided at Appendix A.

Our Values (the Alleyn's ROCCK!)

Respect
Opportunity
Curiosity
Courage
Kindness

Person Specification

We are looking for someone credible, calm and highly organised who can operate with authority and clarity in complex safeguarding environments.

The successful candidate will:

- Act as Deputy DSL, delivering the highest standards of safeguarding practice day to day
- Ensure consistent high quality of safeguarding recording and record-keeping, particularly on CPOMS
- Provide regular, high-quality supervision to pastoral staff
- Provide oversight and sharing of best practice across the school's group
- Provide expert support to safeguarding leaders
- Lead the School's approach to Young Carers, and provide effective coordination support for e-safety and filtering & monitoring processes under the DSL's direction
- Maintain their own safeguarding expertise through ongoing training and supervision

Experience

Essential

- Professional safeguarding background within one or more of the following:
 - Social care
 - MASH
 - Early Help
 - Police safeguarding
 - Youth justice
- Or equivalent statutory safeguarding service, or equivalent experience gained within a school safeguarding context (e.g. as a DSL, DDSL or safeguarding lead in an educational setting)
- Strong understanding of safeguarding thresholds, statutory processes and multi-agency working
- Experience managing or reviewing complex safeguarding concerns
- Ability to write and quality assure high-level safeguarding records
- Confidence to professionally challenge and develop staff practice
- Excellent organisational and communication skills
- Willingness and ability to provide some limited non-term-time cover as described above

Desirable

- Experience working within or alongside schools
- Experience using CPOMS or a comparable safeguarding recording system
- Experience providing reflective or professional supervision to colleagues
- Understanding of KCSIE and ISI/Ofsted safeguarding expectations
- Experience contributing to safeguarding audits or inspections
- Experience of filtering and monitoring systems, IT acceptable use policy, or digital safeguarding administration



Working at Alleyn's

Terms and Conditions

This role is based on site at Alleyn's School in Dulwich, South London. It is available on either a full time or part time basis, term time plus four weeks. Term dates can be found [here](#).

The postholder will work either 30 hours over four days, or 37.5 hours over five days, usually between 8.30am and 4.30pm, exclusive of a 30-minute unpaid lunch break. The successful candidate will also be required to work a full day on Founder's Day, which falls on one Saturday a year in late June or early July. One of the four holiday weeks must be worked in the week immediately before the start of the academic year, in late August or early September.

The salary for a five-day week is £41,359 per annum, based on a full-time equivalent (FTE) salary of £50,000 per annum. For a four-day week, the salary is £33,088 per annum. Salary is paid in twelve equal monthly instalments. The appointment is subject to a six-month probationary period.

The school provides additional benefits to its staff, including income protection insurance, an employee assistance programme, enhanced family leave pay, lunches and other refreshments, the use of school facilities including the swimming pool and gym, a cycle-to-work scheme, a tech scheme, and a holiday purchase scheme, access to the library, free tickets to school performances, and the opportunity to join one of two private healthcare plans. Staff also enjoy discounts with local businesses and may use holiday sports camps for the children of staff at a preferential rate.

Members of staff who have children attending Alleyn's Junior and Senior Schools will benefit from up to 25% fee remission pro rata to their FTE, which, subject to means testing, may increase to a maximum of 85%. This is a non-taxable benefit, and any means-tested element is reviewed annually. Staff children must meet the same admissions criteria as all pupils at Alleyn's. There is also some fee remission available in respect of staff children attending Dulwich College and James Allen's Girls' School, though the terms and conditions are different, and it is a taxable benefit.

The role holder will have access to, and may be automatically enrolled into, the School's Group Personal Pension Plan, currently provided by Legal & General. This plan may involve contributions being made via salary sacrifice based on 8% employer contributions.

The post will be available to the successful candidate upon completion of the required recruitment checks.

Commitment to Safeguarding

We are fully committed to providing a safe environment for children, staff and visitors.

We promote a climate where anyone in the community can freely share their concerns about themselves, or others, in terms of individual safety and well-being.

We protect the interests of the children at Alleyn's through awareness among all members of staff of the kinds of issues of abuse, maltreatment and neglect that would impair a pupil's health or development.

In this way, Alleyn's supports its pupils' development by fostering security, confidence and independence.

We provide an environment in which children and young people feel safe, secure, valued and respected, and know how to approach adults if they or those whom they know are in difficulties, with the assurance that they will be listened to.

Everyone in the staff community at Alleyn's takes responsibility for safeguarding, and we always aim to act in the best interests of the child.



Arrangements for the Appointment

Applications

Further information about how to apply can be found on our website, www.alleyns.org.uk/jobs.

The deadline for applications is midnight on Sunday 11 October 2026.

If you have any questions, you are very welcome to contact the HR Department by phone on 020 8557 1500 or by email at jobs@alleyns.org.uk

Interviews and Appointment

Interviews will be conducted at the school and are planned for Tuesday 20 October. This will consist of interviews with relevant colleagues including the Senior Deputy Head and Assistant Head (Safeguarding and DSL). There will also be an opportunity to meet with other relevant staff. Further details will be sent to invited applicants

Suitable candidates may be interviewed before the closing date, and we reserve the right to withdraw the position if an early appointment is made.

Safeguarding Checks

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and an enhanced DBS check.

Equal Opportunities

As an Equal Opportunities employer we welcome applications from all applicants who meet the requirements for the position. However, we are especially keen to receive applications from those in minority groups for which the school is currently underrepresented. We celebrate diversity and thrive on the benefits it brings.

Appendix A

Job Description

Deputy Designated Safeguarding Lead (DDSL)

Role Information

Purpose of the Role

The Deputy Designated Safeguarding Lead (DDSL) supports the Designated Safeguarding Lead (DSL) in promoting and safeguarding the welfare of pupils at Alleyn's. The DDSL will be trained to the same standard as the DSL and will deputise fully in the DSL's absence, ensuring that a trained, senior member of staff is always available during the school day, and, as required, during out-of-hours activities and trips, to respond to safeguarding concerns. This is a senior pastoral post requiring sound professional judgement, absolute discretion, and the confidence and authority to act decisively on behalf of children.

Statutory Context

This role, and the standards it is held to, are underpinned by the Department for Education's statutory guidance Keeping Children Safe in Education (KCSIE) together with Working Together to Safeguard Children and the school's Safeguarding and Child Protection Policy. KCSIE requires that lead safeguarding responsibility is explicit in any job description of the DSL and any deputies, and that deputies are trained to the same standard as the DSL, while ultimate lead responsibility for safeguarding and child protection remains with the DSL at all times and cannot be delegated away.

The Key Responsibilities below are structured to mirror Annex B of KCSIE (Role of the designated safeguarding lead) in full, so that every area of responsibility set out in that Annex is reflected in this job description.

Key Responsibilities

Deputy designated safeguarding leads

- The role of Deputy DSL, including its scope and identity, is explicit in this job description, in line with KCSIE.
- The postholder is trained to the same standard as the DSL.
- The postholder may be delegated the DSL's day-to-day safeguarding activities, but ultimate lead responsibility for child protection remains with the DSL at all times and cannot be delegated away.

Availability

- Be available in person during school hours in term time, alongside the DSL, for staff to discuss any safeguarding concerns.
- Where in-person availability is not possible in exceptional circumstances, be contactable by phone or other agreed means, as determined by the school.
- Support agreed cover arrangements for out-of-hours activities, school trips, and holiday periods.

Manage referrals

- Refer suspected abuse or neglect to local authority children's social care, and support staff making such referrals.
- Refer radicalisation concerns to the Channel/Prevent programme, and support staff making such referrals.
- Refer cases to the Disclosure and Barring Service (DBS) and/or the Teaching Regulation Agency (TRA) where a person has been dismissed, or has left, due to a risk of harm to a child.
- Refer cases to the police where a crime may have been, or may be, committed.

Working with others

- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the local safeguarding partners.
- As required, liaise with the case manager and the Local Authority Designated Officer (LADO) on child protection concerns involving a member of staff.
- Liaise with staff, including Deputy Head Pastoral, Heads of House, Heads of Section, Heads of Year, The Well Team (including EWOs, Nurses and Counsellors) and Head of AIM/SENCO on matters of safety, safeguarding and welfare, including online safety, and when deciding whether to make a referral.
- Liaise with the Deputy Head Pastoral and broader pastoral team where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and carers on safeguarding matters, including where families face challenging circumstances.
- Support the DSL in working with the Head and relevant strategic leads to promote the educational outcomes of children who have, or have had, a social worker, including monitoring their academic progress and supporting reasonable adjustments.

The postholder will participate in regular safeguarding meetings with the DSL and other DDSLs to review and update relevant safeguarding and child protection practices, and any specific safeguarding concerns. There may also be other periodic review meetings with other key pastoral staff, including the School Nurses, The Well Team and/or the AIM Department/SENCO. The DDSL's will be expected to contribute the school's regular internal and external audits of its provision.

Information sharing and managing the child protection file

- Support the DSL in ensuring child protection files are kept up to date, confidential and stored securely, with a separate file for each child.
- Ensure records of any concern handled include a clear summary, details of how it was followed up, and a note of actions taken and outcomes.
- Support the DSL in ensuring files are accessed only by those who need to see them, in line with information-sharing principles.
- Support the DSL in ensuring a child's file is transferred to their new school securely and separately from the main pupil file, within 5 days of an in-year transfer or within the first 5 days of a new term, with confirmation of receipt obtained.
- Support the DSL in considering whether additional information should be shared with a new school in advance of a child leaving, to help support continuity of care.

Raising awareness

- Support the DSL in ensuring all staff, especially new and part-time staff, have access to and understand the school's child protection policy and procedures.
- Support the annual review of the child protection policy.
- Support the DSL in ensuring the child protection policy is publicly available and that parents understand the school's role in making referrals.
- Support the DSL in linking with the local safeguarding partnership to keep staff informed of training opportunities and local policy updates.
- Help promote educational outcomes by sharing relevant welfare and safeguarding information with teachers and school leadership.

Training, knowledge and skills

- Undertake formal DSL-level training, updated at least every two years, and Prevent awareness training.
- Maintain knowledge between formal training through regular updates (for example e-bulletins, safeguarding partnership updates, DSL networks), at least annually.
- Understand the local early help assessment process and referral arrangements, including any obligations to share information with and/or support children's social care to safeguard and promote the welfare of children.
- Have a working knowledge of child protection case conferences and review conferences, and be able to contribute to these when required.
- Understand the lasting impact of adversity and trauma on children's behaviour, mental health and educational outcomes.
- Be alert to the specific needs of children in need, those with SEND, those with relevant health conditions, and young carers.
- Understand the importance of information sharing within the school and with the safeguarding partners and other agencies.
- Understand and support the school's approach to the Prevent duty, and advise staff on protecting children from radicalisation.
- Understand the risks associated with online safety, including the additional online risks faced by children with SEND.
- Understand the school's filtering and monitoring systems well enough to receive and act on alerts as safeguarding concerns in the DSL's absence, recording and escalating in line with the Safeguarding and Child Protection Policy.

Providing support to staff

- Support staff through the referral process so they feel confident raising and progressing concerns.
- Help staff understand the links between safeguarding, welfare and educational outcomes, including in relation to academic and pastoral support.

Understanding the views of children

- Encourage a culture, among all staff, of listening to children and taking account of their wishes and feelings.
- Understand the difficulties children may have in approaching staff, and support the building of trusted relationships that facilitate disclosure.

Holding and sharing information

- Understand the importance of information sharing within the school, with other schools on transfer, and with the safeguarding partners and other agencies.
- Understand relevant data protection legislation, including the Data Protection Act 2018 and UK GDPR, as it applies to safeguarding information.
- Keep detailed, accurate and secure written records of concerns and referrals, and understand the purpose of this record-keeping.

Person Specification

Essential

- Qualified teacher or equivalent senior professional experience.
- Willingness and ability to undertake DSL-level safeguarding training and to maintain this at the required standard (retrained at least every two years).
- Excellent working knowledge of KCSIE and related statutory guidance, or a demonstrable ability to acquire this rapidly.
- Sound, calm professional judgement and the confidence to act decisively, including with senior colleagues, external agencies and, where necessary, independently of the Head.
- Excellent interpersonal skills, with the ability to build trust with pupils, staff and families.
- High levels of discretion, integrity and emotional resilience.
- Meticulous record-keeping and administrative skills.

Desirable

- Previous experience as a DSL, Deputy DSL, or in another senior pastoral leadership role.
- Experience liaising with children's social care, LADOs, or multi-agency safeguarding partnerships.
- Experience delivering staff training on safeguarding topics.

