NEW BRIDGE
MULTI ACADEMY TRUST

Job Description & Person Specification
Executive Advisor – Safeguarding and Behaviour

Job Description	
Job Title:	Executive Advisor – Safeguarding and Behaviour
Pay Grade / Scale / Range:	L13 – L17
Working hours:	Full-time – Fixed Term Maternity Cover
Location:	Initially based at Ram Mill, Chadderton. Head Office.
Staff responsible to:	Chief Executive Officer
Staff responsible for:	N/A
Accountable to:	Chief Executive Officer

Overall Purpose of the Job

The Executive Advisor for Safeguarding and Behaviour will provide strategic leadership, advice, and assurance across the MAT in relation to safeguarding, child protection, and behaviour. The role ensures that Trust safeguarding and behaviour policies are robust, compliant, and consistently implemented, supporting academies to create safe, inclusive, and positive environments for our pupils and young people.

The post holder will act as the Trust's professional lead for safeguarding and behaviour, ensuring alignment with statutory guidance, best practice, and the Trust's ethos. This role is key within the Central Executive Team and is ultimately accountable for the overall monitoring and review of safeguarding and behaviour across the MAT. The post holder will actively support colleagues within the team with specific reference to Headteachers and Designated Safeguarding Leads (DSLs), ensuring that their designated responsibilities and accountabilities are met.

As a member of the Executive Team, the post fully promotes and acts as an ambassador for our values and ethos. The post holder will advise all organisations across the trust, supporting the implementation, evaluation and development of the trust's actions plan, using relevant and agreed data to inform and advise judgements in line with Key Performance Indicators which will be set annually.

The timetable will be kept appropriately flexible, so the post-holder is able to use professional judgement to support staff with their professional development requirements as and when required. Work life balance role modelling

Duties and Responsibilities

Key Responsibilities

1. Safeguarding Assurance

1.1. To take lead responsibility across the MAT for safeguarding and child protection, including driving strategy, development and providing high level advice and assurance to the CEO, Trustees and School Based Executives.
1.2. To chair the Safeguarding invitational meeting for all schools and compile a report for trustees.
1.3. Lead on the development and review of Trust-wide safeguarding and behaviour policies, ensuring compliance with statutory frameworks (e.g. Keeping Children Safe in Education, Working Together to Safeguard Children 2023).
1.4. Monitor, evaluate and report on safeguarding and behaviour performance across the MAT, identifying risk and recommending improvements.
1.5. Contribute to Trust strategic planning, ensuring safeguarding and behaviour priories are fully integrated.
1.6. Act as the Trust's DSL, supporting the work of site-based DSLs in fulfilling their responsibilities, including but not limited to:
    1.6.1. Managing referrals:
        1.6.1.1. Support staff who make referrals to local authority children's social care.
        1.6.1.2. Support staff who make referrals to the Channel programme.
        1.6.1.3. Contact the Local Authority Designated Officer (LADO) on any matter that cannot be properly dealt with internally, liaising with central HR where appropriate on staffing matters.
        1.6.1.4. Lead Trust-wide safeguarding audits and compliance checks, ensuring robust safeguarding culture across all academies.
        1.6.1.5. Where necessary, to arrange annual external safeguarding audits and ensure recommendations are implemented.

1.6.1.6. In conjunction with central HR, refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

1.6.1.7. In conjunction with central HR, refer cases where a crime may have been committed to the Police as required.

1.6.2. CPOMS:

1.6.2.1. Ensure CPOMs is updated annually and that new pupils are added as they come on roll in year

1.6.2.2. Create specific reports for sites (as required)

1.6.2.3. Ensure staff have relevant access to CPOMS and troubleshoot any problems with CPOMS that staff may encounter.

1.7. Act as a point of contact with safeguarding partners; liaise with the CEO/HOS to inform of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

1.8. As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member.

1.9. Act as a source of support, advice and expertise for all staff.

2. Training

2.1. Lead trust-wide safeguarding training for staff, governors and trustees.

2.2. Support the professional development of DSLs, deputy DSLs and Behaviour Leads, ensuring they keep up to date with developments relevant to their role.

2.3. Ensure senior leaders, DSLs and all staff receive the appropriate training and development in order to disseminate information.

2.4. To be responsible for and to review the mandatory training required for safeguarding annually

2.5. Undergo relevant training to develop knowledge and skills required to carry out the role, including relevant refresher courses. This training should be updated at least every two years and will include Prevent awareness training

2.6. Obtain access to or create appropriate training resources.

2.7. Develop networks and forums across the MAT to share expertise and practice.

3. Support for Schools

3.1. Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.

3.2. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.

3.3. Be alert to the specific needs of children in need, those with special educational needs and young carers.

3.4. Understand the importance of information sharing, both within the MAT, and with safeguarding partners, other agencies, organisations and practitioners.

3.5. Keep detailed, accurate, secure written records of concerns and referrals.

3.6. Understand and support the school or college with regards to the requirements of the Prevent duty, act as a single point of contact for Prevent referrals and are able to provide advice and support to staff on protecting children from the risk of radicalisation.

3.7. Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.

3.8. Recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

3.9. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

4. Raise Awareness

4.1. Ensure our school's or college's child protection policies are known, understood, used appropriately and available publicly

4.2. Ensure the MAT child protection policy and adult safeguarding policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

4.3. Work closely with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

4.4. Promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and MAT leadership staff.

4.5. Work closely with the Head of HR to review staffing associated policy which link to safeguarding, such as the Low-Level Concern Policy and Managing Allegations of Abuse Against Staff Policy.

5. Behaviour and Inclusion

5.1. Provide strategic guidance and support on behaviour management, supporting inclusive approaches tailored to pupils and young people with SEN and complex needs.

5.2. Champion restorative and trauma-informed practices across the Trust.

5.3. Monitor and advise on the use of strive physical interventions and exclusions, ensuring they are compliant, proportionate and minimise risk.

5.4. Share and promote best practice in behaviour support across the MAT.

5.5. Coordinate and facilitate any associated training including Team Teach training across the Trust

5.6. Report on attendance data across the trust and support all organisations re non-attendance

General Tasks

1.1. To work across the trust and associated organisations as required.

1.2. To understand the importance of inclusion, equality and diversity, both when working with students and with colleagues, and to promote equal opportunities for all.

1.3. To understand what staff wellbeing is and be committed to it by providing necessary resources fully supporting the implementation of identified solutions.

1.4. To implement and uphold the policies, procedures and codes of practice of the trust

1.5. To take a proactive approach to health and safety, working with others in the trust to minimise and mitigate potential hazards and risk.

1.6. To participate and engage with workplace learning and development opportunities, subject to the Trust's training plan, working to continually improve own performance and that of the team / Trust.

1.7. To participate and lead as a member of the Executive Team within designated internal and external meetings as required.

1.8. To fully support the Chief Executive Officer, Executive Directors and Senior Leaders in the discharge of their duties by ensuring maximum efficiency in all aspects of delegated authority.

1.9. To support, maintain and promote good and outstanding schools.

1.10. To be responsible for own time management ensuring all duties and responsibilities are carried out across the trust.
1.11. To ensure that documentation is fit for purpose, high quality and fully compliant with UK GDPR regulations and the Data Protection Act 2018.
1.12. To ensure that national guidance is adhered to and communicated effectively across the trust.
1.13. To ensure that personal, relevant, professional development, research and training is undertaken, ensuring that knowledge and skills are regularly updated.
1.14. To undertake any other required additional duties commensurate with the grade of the post.

Other Duties

This job description is not intended to be all-inclusive, and the job holder may be asked to perform other duties commensurate with the post as directed by the CEO to meet the needs of the organisation.

Equipment, Tools, Physical or Special Requirements

- Cross-site travel will be required.
- Adoption of professional standards of behaviour and appearance at all times in line with the organisation's expectations and protocols
- Enhanced DBS required

Document Control

	DATE	NAME	POST TITLE
PREPARED	October 2025	CJN KDS	CEO Head of HR
REVIEWED	06/11/26	KLB	HR Assistant
REVIEWED			

Person Specification	
Selection Criteria (Essential Criteria **emboldened**)	Assessed By
Education, Qualifications & Training	
• **Degree Level Qualification** • **Evidence of relevant continuing professional development at a management level** • **Senior Leadership expereince in education, preferably within SEND** • Postgraduate or specialist qualification in safeguarding, behaviour or inclusion	Application Form/Interview & Selection Certificates / Checks
Knowledge & Experience	
• **In-depth knowledge of safeguarding legislation and statutory guidance, including in-depth working knowledge of the application of KCSIE within an SEN context** • **Significant experience as a senior safeguarding lead in school or local author context.** • **Proven experience of leading behaviour and inclusion strategies in SEN environments** • **Experience of working with a range of young people within the SEN sector, including ASD, SEMH and profound and multiple learning difficulties** • **Experience of leading and managing a team of staff and supporting staff development** • Successful experience of working effectively with parents, Governors, Trustees, senior leaders and external agencies e.g. social care, local authorities and safeguarding boards and police • Experience of planning and implementing strategic initiatives, including developing and implementing Trust/organisation-wide policies and procedures • Experience of managing budgets in order to ensure best value • Knowledge of relevant legislation including cyber security	Application Form Interview & Selection Certificates / Checks
Skills and Abilities	
• **Ability to set high expectations and standards, and provide a role model for pupils and staff** • **Strong leadership, influencing and advisory skills** • **Excellent communication skills, both verbal and written, able to engage with a wide range of stakeholders** • **Ability decisions based upon analysis, interpretation and understanding of relevant data and information from both within and outside school** • **Able to embrace technology to work effectively remotely.** • **Analytical and judgemental skills required to interpret varied and complex information or situations.** • **Strategic thinker with the ability to translate policy into practice** • **Effective trainer, with confidence to deliver safeguarding and behaviour CPD** • Ability to chair and contribute to meetings effectively • Excellent report writing skills.	Application Form Interview & Selection Certificates / Checks

• Strong interpersonal skills in order to listen, advise, negotiate and support colleagues. • Excellent organisational skills with ability to prioritise workload and work to tight deadlines.	
Personal Qualities	
• **Commitment to safeguarding and promoting the welfare of children and young people** • **Ability to manage sensitive information with discretion and confidentiality** • **Resilient, with ability to remain calm under pressure** • Honest, Integrity and reliability • Ability to calmly prioritise and multi-task. • Ability to work efficiently and accurately under pressure. • Adaptable and able to take on/delegate multiple tasks. • Confident decision maker • Experience of managing and developing financial systems. • Collaborative and able to work effectively across diverse teams • Committed to equality, diversity and inclusive practice	Application Form Interview & Selection Certificates / Checks
Work circumstances	
• Enhanced DBS check required • To work flexibly as the workload demands • To travel and work at other sites within the New Bridge MAT as may be required • Occasional out of hours working to support school meetings if required	Application Form Interview & Selection Certificates / Checks