



Laetare
CATHOLIC
MULTI-ACADEMY TRUST



St Joseph's College

Trent Vale, Stoke on Trent

Part of the Laetare Catholic Multi-Academy Trust

Application Pack

DSL/Inclusion Manager

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St Joseph's College is part of the Laetare Catholic Multi-Academy Trust. The Laetare Catholic Multi-Academy Trust is a Company Limited by guarantee, registered in England and Wales. Registration Number: 15731145.
Registered office: Edmund Rice House, St Edward's College, North Drive, Liverpool, L12 1LF.



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Welcome from the Headteacher

I am delighted that you are interested in the role of DSL/Inclusion Manager at St Joseph's College. We are excited to welcome applications from dynamic, forward-thinking professionals and to grow the staff of this amazing school.

About the school

St Joseph's College is an outstanding, oversubscribed mixed Catholic grammar school with a 90 year tradition of excellence. The school is part of the Edmund Rice family of schools, founded by the Christian Brothers and following the charism of Blessed Edmund Rice. In January 2026 we became part of the Laetare Catholic Multi-academy Trust, a unique Catholic Mat for Religious Order schools. Our Catholic ethos is very important to us but not all our staff are Catholic. We embrace diversity and welcome staff from all backgrounds and traditions. All of our students take a full and active role in all aspects of the religious life of the school. All staff, regardless of religious commitment, uphold the Catholic ethos of the school.

As a semi-selective school in Years 7 – 11, students must attain a standardised score of 105 in the entrance examination to be eligible for one of the 150 places. We are always oversubscribed and our intake reflects the ethnic, cultural and social diversity of the region. We have over 1,100 fantastic students on roll, including a sixth form of 400 drawing successful students from schools across the city and beyond. We offer a full range of GCSEs and A level courses and academic standards are consistently very high - we expect the best for and from our students.

We love our 1932 building, but in the last few years several million pounds has been invested in our premises. We have two purpose built sixth form blocks, a specialist Sports Hall and the school owns extensive playing fields beyond our site.

Along with traditional values of exemplary behaviour, hard work and the highest standards, we embrace leading-edge practice and an ethos of continued staff development. Subject expertise is very important to our knowledge-engaged teaching and we are committed to lifelong learning and self-development. We are nationally recognised, having been awarded Teaching School Hub status, meaning that we lead on teacher training, the Early Career Framework and the delivery of all NPQs for the 317 schools of Cheshire East and Cheshire West and Chester. This is a fantastic place to build your career.

Why come to work at St Joseph's College?

We look after our staff very well; our ethos is grounded in care, a warm friendly atmosphere and the highest academic and behaviour standards. We are committed to developing the whole person so that our students and staff are enriched academically, spiritually, morally and socially. The 120 teaching and support staff are energetic, creative, utterly dedicated and very supportive of each other.

We mix the best of the traditional and the modern; we have a house system, a school song, a fine tradition of sports and games and we also have a vibrant musical and cultural life, we get involved in social justice campaigns, linking with schools across the world. Our students and staff are all part of a huge and very proud global community.

If you visit St Joseph's, I know that you will be struck by the friendliness and courtesy of the students who really are exceptional young people. Relationships between staff and students are excellent. Students are respectful but at the same time warm and friendly, and parents and governors are very supportive of the school.

I genuinely believe that we have developed a very special community at St Joseph's College of which I am very proud.

I look forward to receiving your application and wish you the best of luck.

Charlotte Slattery - Headteacher

Our Mission Statement

All we do at St Joseph's College is framed under the mission of 'Head, Hand, Hear.' St Joseph's College seeks to develop the whole person. We are a Catholic School inspired in our mission by the vision of life that is found in the teaching of the Gospel, the Church and in Jesus, who came that we 'may have life and have it to the full.'

In striving to fulfil this mission we continue the work of the Christian Brothers and its founder Blessed Edmund Rice. In practice this means that we seek to:

1. **Encourage**, support and inspire young people and the wider school community in the journey of faith. Create a well-ordered community where everyone is valued and respected.
2. **Develop** the intellectual, creative, physical, spiritual and religious potential of every pupil and encourage involvement in extra-curricular activities such as sport, music, drama and community service.
3. **Work** in partnership with parents, parishes, local industry and commerce, and the wider community in a spirit of mutual service for the benefit of all.
4. **Prepare** our young people for life beyond school and in particular develop personal integrity, moral values and a sense of justice so that they 'act justly, love tenderly and walk humbly with God'.

(Micah 6:8)

St Joseph's College is a school like no other. Where many focus solely on examination results, the whole ethos of St Joseph's is focused on each and every individual who passes through our gates. We want to focus on developing their wider knowledge, their ability to make links between their subjects, their ability to question and wonder. We want to feed their soul giving them access to great thinking, profound spiritual experiences, wonderful cultural opportunities and a passion for lifelong learning.

If education, in the truest sense of the word, is about bringing the best out of children, then delivering a raft of A and A* grades is hugely important but we aim to do even more. We aim to inspire and support our pupils so they can become the very best they can be in every single way. Our philosophy is therefore focused around the traits which we want all St Joseph's students to acquire before taking their place in the adult world.

We want our pupils to be **inspired** by everything they do at St Joseph's College, both inside and outside of the classroom, so they leave school as interested and interesting people. We want our pupils to adopt a genuinely **intellectual** approach to their academic work and to their view of the world around them, in the knowledge that a St Joseph's College education is only the beginning of an exciting and life-long journey of learning. We want our pupils to become truly **independent**, as those who can think, learn and cope independently will be the leaders and game-changers of the future. We want each and every pupil to be valued and spiritually developed as an **individual**, so their St Joseph's experience is much more than just going to school – rather, it is the journey to self. And we want our pupils to be **inclusive** in all dealings with other people, so they leave the College not in a bubble of privilege and elitism, but with the ability to engage with their local, national and international communities, and with a burning desire to do good in the world.

What makes St Joseph's College outstanding?

The school was founded by the Christian Brothers in 1932. As a Catholic School we are inspired in our mission by the vision of life that is found in the teaching of the Gospel, the Church and in Jesus who came that we "may have life and have it to the full" (John 10:10).

In striving to fulfil this mission we continue the work of the Christian Brothers and its founder Blessed Edmund Rice. St Joseph's College seeks to develop the whole person and as a result the pastoral care of our students is of paramount importance.

Pupils at St Joseph's College today are given the opportunity and encouraged to share in the vision and work of Edmund Rice. As one person has put it, their mission is to be like the "brave, radical, non-conformist, social justice activist" that Edmund was. Many who have passed through this school have involved themselves in fundraising, community service, assisting children at local Primary Schools, summer time schemes with children from the inner cities of Liverpool, Dublin and children with severe special needs. We hope that in "educating the whole person" we are not only providing for pupils of St Joseph's all that Edmund set out to provide in terms of a caring, nurturing, stimulating environment but also an awareness of the needs of those whose lives are in some way poorer than their own and what they can themselves do for them.

Achievement is outstanding because students make rapid progress in all subject areas. The teaching at St Joseph's College is inspiring, exciting and creative. A challenging learning environment is created where students relish the opportunities to explore, investigate and develop their skills.

Students are eager to learn, proud of their school and ambitious to achieve well. They are courteous, polite, respectful and highly effective communicators. They embrace the numerous opportunities to contribute to their school, local and wider communities. Students feel safe and nurtured in this school.

The sixth form is outstanding. Students follow mainly academic courses and most go on to university. They leave the sixth form ready to make a contribution to the world around them.

Outstanding leadership and management pervade the school. Leaders are never complacent, continually driving improvement. The school knows itself exceptionally well and is always forward facing embracing the largest pedagogical research.

Job Advertisement

DSL/Inclusion Manager (Secondary)

Salary: NJC 9 point 37-40 (dependent on experience). Starting Salary FTE £48,227 Actual £44,146

Contract: Term Time +3 weeks. 37 hours per week. Permanent.

Start Date: As soon as possible

Be the difference for the students who need it most.

We are seeking a passionate, dedicated, and highly organised DSL/Inclusion Manager to lead and coordinate our school's inclusive provision. This is a pivotal role focused on ensuring that every pupil—regardless of background, need, or ability – can thrive academically, socially and emotionally.

You will be a part of the Senior Leadership team, work closely with senior leaders, staff, families and external agencies to remove barriers to learning and promote a culture of belonging, high expectations and equitable opportunity for all.

Key Responsibilities

- Lead the school's strategic response to safeguarding
- Manage the school's safeguarding caseload
- Lead day-to-day inclusive provision across the school
- Lead the school's attendance strategy
- Lead the school's mental health strategy
- Track attendance, behaviour, and wellbeing data to drive intervention
- Line-manage inclusion and intervention staff
- Liaise with families, parishes, and external professionals
- Ensure statutory processes and documentation are robust and compliant

The Ideal Candidate Will Have

- Experience working in safeguarding
- A strong commitment to inclusive education and equal opportunities
- Experience working with children or young people with additional needs
- Excellent communication and organisation skills
- The ability to build positive relationships with pupils, staff and families
- A calm, proactive and solution-focused approach

What We Offer:

- Join a school graded 'Outstanding' in every category
- Talented and supportive colleagues
- Combination of traditional character and modern facilities
- Close to bus and train links
- Ample staff car parking and EV chargers
- Employee Assistance Programme
- Pension Scheme

Should you wish to discuss the role, please contact, via email: cslattery1@stjosephsmail.com

Applicants are welcome to visit the school or telephone if they have any questions.

Application forms and further details can be downloaded from TES or from our website. Please return to Mrs Fiona Uschmann, Head's PA/HR Manager by post or email to: fuschmann@stjosephsmail.com

Closing Date: 13 April 2026 – 4.00pm

Interview Date: 23 April 2026

St Joseph's College is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants for these posts will be subject to an Enhanced Disclosure check by the Disclosure and Barring Service.

In accordance with KCSIE, the school will consider carrying out an online search as part of the due diligence on shortlisted candidates

JOB DESCRIPTION

DSL/Inclusion Manager



Responsible to: Headteacher

Responsible for: Learning Mentors

Overview:

- A. To act as the school's Designated Safeguarding Lead.
- B. To lead and develop the school's Inclusion strategy.
- C. To line manage the Inclusion Assistant and Learning Mentors in main school.
- D. To lead and develop the school's attendance strategy.
- E. School Mental Health Lead

Core Duties:

A: Main purpose

The DSL will take lead responsibility for safeguarding and child protection across the school (including online safety and understanding the filtering and monitoring systems in place).

They will take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children.

They will advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection.

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

Working with staff and other agencies

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- Liaise with the case manager and 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
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health

- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
- 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 and/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 on CPOMS
- 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
- Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help it put appropriate support in place

Raising awareness

- Ensure 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 governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents and carers 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 leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent awareness training

- Refresh knowledge and skills at regular intervals and at least annually

Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Deliver (or facilitate) appropriate safeguarding and child protection training, including online safety, and staff responsibilities in relation to filtering and monitoring
- 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

Holding and sharing information

- 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

Filtering and monitoring

- Understand the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified
- Make sure that the filtering and monitoring systems and processes block harmful and inappropriate content without unreasonably impacting teaching and learning
- Review filtering and monitoring provision at least annually with the network manager and members of SLT

B

- To effectively manage the CPOMS system by ensuring all levels of access are accurate and the general management of the system is maintained.
- Deliver staff training when relevant to enable staff to fully access and utilise the CPOMS system.
- Ensure mental health support is available, and the caseload is managed for students via the counselling service within school and/or other agency support.
- To meet with parents, students and staff, as required implementing strategies for students whose work ethic, behaviour or mental well-being is a cause for concern.
- To build relationships with parents ensuring they have every opportunity to engage with the school.
- Coordinate additional support and adaptations to students' timetables to ensure they are accessing the curriculum.
- Coordinate outside agency support and complete relevant referrals.
- To work alongside the pastoral team to ensure a coordinated approach to intervention is undertaken.
- To coordinate Our Health 5-19 support for staff training.
- Attend first aid team meetings and liaise with first aiders.
- Coordinate Health Care Plans for students with relevant agencies and parents.

- To coordinate student support from Our Health 5-19.
- To liaise with exams officer and SENCO to ensure co-ordinated provision for vulnerable students.
- To be a point of contact, advice and support for staff, students, parents and other professionals.
- To support heads of year in addressing the PSHE curriculum.
- Attend fortnightly inclusion meetings.
- To coordinate the school's response to 6th day provision.
- Continuously develop own professional practice and keep up to date with relevant developments.
- Coordinate whole school events such as mental health day, PSHE day, school photographs and vaccinations.
- Support the transition process.

C

- To lead and manage the Learning Mentor Department and the Inclusion Assistant
- To conduct and review appraisal for Learning Mentors and the Inclusion Assistant
- To coordinate Learning Mentor response to students allocated to study support.

D

The senior attendance champion is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues with the support of the pastoral team
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Develop, review and implement, the school's policy for attendance and punctuality.
- To have oversight of registration records and ensure they are up to date and accurate.
- To support attendance staff in identifying and implementing relevant attendance codes, including when attendance is unauthorised.
- To conduct and delegate home visits for attendance concerns as necessary.
- To liaise with the Local Authority regarding attendance including protocols for movement on and off roll and register inspections.
- To coordinate Education Welfare Service support including the referral process.
- To be a point of contact, support and advice for staff.
- To meet with parents in liaison with the pastoral team to discuss attendance concerns.
- To advise staff on LOA requests.
- Report on attendance and punctuality concerns to pastoral leaders at inclusion meetings and governors' meetings.
- To ensure that the statutory daily requirements are maintained by the attendance staff

E

- To lead, alongside the pastoral team the school's promotion and response to mental health.
- To meet with students ensuring that constructive and meaningful conversation take place regarding their mental health.
- To act as a source of advice, support and expertise for students, staff and parents on appropriate mental health strategies, intervention and support.
- To act as a mental health first aider.
- To deliver staff training on mental health as and when required.
- To monitor, audit and review whole school mental health.
- To attend relevant mental health training and strategy groups.
- Promote mental health within school and with relevant stakeholders.
- Identify and implement whole school or relevant year group mental health programmes.
- Co-ordinate the provision of counselling both internal and external for all identified students.
- To make accurate, concise and robust referrals to relevant external agencies such as CAMHS.
- To be proactive in identifying risk factors and implementing solutions.
- To liaise with the SENCO and pastoral leads to ensure appropriate interventions are in place for students identified as having additional needs.

DDSL Job description

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 police where a crime may have been committed

Working with staff and other agencies

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Inform the headteacher of safeguarding issues in the absence of the DSL, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, and the requirement for pupils to have an appropriate adult
- Liaise with the case manager and 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
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- 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 and/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 on CPOMS
- 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)
- Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help it put appropriate support in place

Raising awareness

- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing

Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent awareness training
- Refresh knowledge and skills at regular intervals and at least annually

Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Deliver (or facilitate) appropriate safeguarding and child protection training, including online safety, and staff responsibilities in relation to filtering and monitoring
- 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

Holding and sharing information

- 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

Filtering and monitoring

- Understand the filtering and monitoring systems and processes in place in the school, including how to manage them effectively and escalate concerns when identified

St Joseph's College: Person Specification



(A = Application, I = Interview, R = Reference)

Person Specification – DSL / Inclusion Manager

Category	Essential	Desirable	Assessed (A/I/R)
Qualifications & Training	<ul style="list-style-type: none"> • DSL training (or willingness to undertake immediately) • Evidence of ongoing professional development • Safeguarding training in line with KCSIE, including Prevent 	<ul style="list-style-type: none"> • Relevant degree or equivalent qualification • Mental Health Lead or Mental Health First Aid training 	A, I
Experience	<ul style="list-style-type: none"> • Significant safeguarding and child protection experience • Experience working with vulnerable students and families • Multi-agency working (social care, police, CAMHS, LA) • Experience managing/supporting staff • Experience improving attendance and inclusion • Experience handling confidential information and record keeping 	<ul style="list-style-type: none"> • Leading whole-school safeguarding or inclusion strategy • Experience using CPOMS or similar systems • Leading mental health provision in schools 	A, I, R
Knowledge & Understanding	<ul style="list-style-type: none"> • Strong knowledge of KCSIE and safeguarding legislation • Understanding of child protection procedures and referral thresholds • Knowledge of attendance legislation and practice • Understanding of SEMH and barriers to learning • Awareness of online safety, filtering and monitoring • Understanding of Data Protection Act 2018 and UK GDPR 	<ul style="list-style-type: none"> • Knowledge of current mental health developments • Understanding of PSHE and wellbeing strategies 	A, I
Skills & Abilities	<ul style="list-style-type: none"> • Excellent communication and interpersonal skills • Strong organisational and workload management skills • Ability to analyse data and implement strategies • Ability to lead and manage staff • Sound decision-making under pressure • Ability to maintain confidentiality • Strong IT skills including safeguarding systems 	<ul style="list-style-type: none"> • Ability to deliver staff training • Experience leading whole-school initiatives or events 	I, R
Personal Qualities	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting welfare • Integrity, discretion and professionalism 	—	I, R

Category	Essential	Desirable	Assessed (A/I/R)
	<ul style="list-style-type: none"> • Resilient and calm under pressure • Empathetic and approachable • Proactive and solution-focused • Commitment to inclusion and high expectations 		
Leadership & Strategic Impact	<ul style="list-style-type: none"> • Ability to lead whole-school strategies (safeguarding, inclusion, attendance, mental health) • Ability to work as part of a leadership team • Commitment to continuous improvement 	—	A, I

Safeguarding Children and Young People

St Joseph’s College is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced Disclosure and Barring checks.

Candidates should be aware that all posts at St Joseph’s College involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. All staff are expected to take part in statutory safeguarding training and commit to all safeguarding policies and procedures.

We require all applicants for employment to disclose any previous unspent criminal convictions and any cautions which have not expired, or any pending prosecutions. In addition, the role you are applying for is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (exceptions order 1975) which requires you to disclose all spent convictions and cautions except those which are ‘protected’ under Police Act 1997

If you are currently working with children on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether the disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done so in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may, where appropriate, be answered not applicable, if your duties haven’t brought you into contact with children or young people.

Interview Process after the closing date:

Shortlisting will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

Closing Date is 13 April 2026 – 4.00pm

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy Disclosure and Barring check requirements such as a current driving licence including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (ie utility bill, financial statement)
- Where appropriate any documentation evidencing a change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient. We will seek references on shortlisted candidates for all positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people

Conditional Offer and Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity and qualifications
- Vetting and Barring Checks and any other pre-employment checks relevant to the role such as eg Childcare Disqualification Regulations, Prohibition check / s128, overseas records check
- Satisfactory Disclosure and Barring check
- In accordance with KCSIE, the school will consider carrying out an online search as part of the due diligence on shortlisted candidates
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of Health Assessment
- Satisfactory completion of the probationary period – (not currently for teaching staff)

How to find us

The nearest bus stop is opposite the site and can be reached via several different bus routes from Newcastle-under-Lyme and Stoke on Trent. St Joseph's College is a 10 min car journey from the nearest train station.

Location:

St Joseph's College is situated in Stoke on Trent which is located less than an hour from Birmingham, Manchester and Liverpool and only one and a half hours direct from London Euston by train. Stoke on Trent borders with the counties of Staffordshire, Cheshire and Shropshire and is only 40mins from the Peak District.

We are easily accessible from both local and surrounding areas. For anyone travelling by car, St Joseph's is only 5 minutes from the motorway: Junction 15 on the M6 in the closest exit, with easy access to the A50 and A34.

