

LANGHAM OAKS SCHOOL

Designated Safeguarding and Mental Health Lead

APPLICATION PACK



LANGHAM OAKS SCHOOL
is part of SEAX Trust



LETTER FROM THE HEADTEACHER

Langham Oaks School

School Road, Langham, Colchester CO4 5PA

Headteacher: Mr Alan Wells

Telephone: 01206 271571

Email: admin@langhamoaks.co.uk

Dear Applicant

Thank you for your interest in Langham Oaks School. I would like to take this opportunity to tell you a little more about us.

Langham Oaks School is a thriving special school, providing 80 places for boys, aged 10-16 with a residential provision for 28 pupils. It is located in the heart of the small village of Langham, in north-east Essex, six miles from Colchester. The school used to reside in a 19th century house with extensions for classrooms, but in October 2020 we received the keys to a brand new and specially designed building in the grounds (see photo below) which has completely transformed our provision.

Langham Oaks is more than a school; it is a community based on exceptionally strong and trusting relationships between children and adults. Pupils are capable of learning and achieving, but have experienced many complex issues preventing them from engaging in learning and making progress. Staff from both the day and residential teams work proactively and collaboratively to develop and deliver the best bespoke package for each individual pupil.

Langham Oaks School was awarded good judgements by Ofsted in all four of the areas inspected in our latest inspection (October 2024). The good judgments cover the following four areas: -

- The quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

Langham Oaks was also awarded good judgements by Ofsted in its Residential inspection in December 2024: -

- Overall experiences and progress of children and young people, taking into account
- How well children and young people are helped and protected
- The effectiveness of leaders and managers
- The residential special school provides effective services that meet the requirements for good

Applications are welcomed from qualified social workers, safeguarding professionals, family support practitioners, early help professionals and experienced Designated Safeguarding Leads.

I hope, as you read further, you decide that Langham Oaks could be the place where you would like to continue your career and that we will receive your application in due course.

Yours sincerely

Alan Wells

Alan Wells
Headteacher
Langham Oaks School



Some of the Benefits offered at Langham Oaks School:

At Langham Oaks, you will benefit from the following:

- An 'early finish' every other Friday, when the working day concludes at 1:00pm
- A full CPD programme including access to National College
- A dedicated wellbeing area with a supply of free drinks and snacks
- A wellbeing group run by staff
- Coaching/Training
- Wellbeing: "Whole School Approach Mental Health Award"
- A committed Mental Health Lead
- A designated 'buddy' system
- A Communication Policy to protect staff during their down-time
- Complimentary access to 'Education Mutual' – offering same-day GP appointments; counselling; physiotherapy and much more
- An annual wellbeing afternoon supporting National Wellbeing Day
- Staff debrief at the end of each day
- Supervision
- Cross Trust working opportunities
- A new and purpose-built facility
- Practical support and care from the Trust's Central Team

Designated Safeguarding and Mental Health Lead

Langham Oaks School

Job Description & Person Specification

Job Title:	Designated Safeguarding
Grade:	Scale 8 (Points 25 - 28)
Based at:	Langham Oaks School
Reports to:	Headteacher
Responsible for:	Safeguarding & Child Protection
Liaison with:	Pupils, Leadership Team, Engagement for Learning Team, Tutor Teams, Parents/Carers, External Services
Job Purpose:	• To act as the Designated Safeguarding and Mental Health Lead for the whole of the school setting. Some safeguarding activities may be delegated to deputies, but the DSL will retain ultimate lead responsibility for safeguarding and child protection. • Be a significant presence around the school encouraging positive approaches to pupil behaviour and role modelling excellent practice. • Communicating and sharing information with and from the residential team.
Principal Accountabilities:	• To take lead responsibility for safeguarding, child protection and mental health across the school (including online safety and understanding the filtering and monitoring system in place). • To support the Engagement for Learning Team in the provision of a pastoral service which is core to enabling the Headteacher to deliver the vision, values and ethos of the school. • To support and work with the safeguarding team to ensure that safeguarding and child protection practices are maintained rigorously at all times in accordance with KCSIE and school policy.



Job Description: Designated Safeguarding and Mental Health Lead

Duties:

Working to Support the School

- To act in partnership with the wider Engagement for Learning Team, attending meetings when necessary and supporting the ethos and values of the school at all times
- Be a key lead in encouraging and expecting every member of staff at Langham Oaks to understand that all behaviours are a form of communication and that all staff are curious about what an individual's behaviour is communicating and are empathetic about this in their work with individuals
- Leading the school safeguarding team, ensuring that referrals to other agencies are appropriate and made when necessary
- To attend 'professionals' meetings and provide written reports as the representative of the school
- Ensuring that all record keeping in relation to safeguarding is accurate and reflects the work undertaken
- To be the main liaison on a day-to-day basis between the school and residential staff, providing information at handover at the end of the day and also communicating information from the residential staff to the school staff
- Take responsibility for creating a system of pupil/parent/carer/school communication throughout school holiday periods
- Be a role model in working positively with pupils modelling de-escalation techniques and, where necessary, taking part in restrictive physical interventions appropriately
- Communicating with parents and carers and leading meetings about individual pupils with parents/ carers and other professionals ensuring that all are conducted in a respectful manner
- Facilitation of mediation within the school community with an aim to resolve problems using principles and practices of Restorative Justice.

Designated Safeguarding Lead Responsibilities:

- To work as part of the wider safeguarding team ensuring safeguarding practice is effective across the school.
- To act as a source of support, advice and expertise for staff within the school for child protection and safeguarding
- Be familiar with, understand and apply the school's Child Protection Policy appropriately
- Refer cases, (or support staff making referrals)
 - of suspected abuse to the Local Authority Children's Social Care Team
 - where there is a radicalisation concern to the Channel Programme
- Liaise with the Deputy Designated Safeguarding Leads/Headteacher, Local Authority Officers and other relevant agencies/parties in relation to child protection and safeguarding issues and concerns
- Undergo and regularly update Level 3 safeguarding training (at least every two years) to ensure the appropriate level of knowledge and skill is maintained
- Keep up to date with developments relevant to the role in line with Keeping Children safe in Education (Annex B) as amended from time to time

- To raise the awareness of child protection policies, as appropriate, in line with Keeping Children safe in Education (Annex B) as amended from time to time
- 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

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
- Ensure 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

General Duties

- Establish constructive **relationships** and be supportive of, and sensitive to, the needs of colleagues, pupils and the wider school community
- Encourage **interaction and teamwork** within the school and Trust; attend relevant school meetings, as required, share ideas and new initiatives
- Respect **confidentiality** and maintain **professionalism** at all times
- Actively engage in relevant training opportunities, taking responsibility for own **professional development**
- Participate in the **performance and development review process**, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- Contribute to the overall **ethos, work and aims** of the school and Trust
- Comply with all **School and Trust policies and procedures**, including the Code of Conduct and those relating to child protection, equal opportunities, health & safety, confidentiality and data protection, reporting concerns to an appropriate person.

Pupil-Facing Staff – Important Additional Information

Langham Oaks School caters for male learners aged 10-16 years, some of which have a residential place at the school from Mondays to Thursdays. All learners have an Education Health & Care Plan and are classed as '**Social, Emotional & Mental Health**' ('**SEMH**') as their main category of need. In addition, they may have a diagnosis of Autistic Spectrum Disorder,

Attention Deficit Hyperactive Disorder, Social Communication Difficulties, complex emotional and/or behavioural difficulties.

All of the boys have complex needs and many have experienced trauma, which can result in behaviour that is challenging and concerning. Every member of staff needs to accept and understand that behaviour is a form of communication and that it should be viewed with curiosity and empathy. All pupil facing staff are trained to use appropriate forms of physical intervention and will be expected to be involved in physical interventions when they are necessary, having first tried everything in their training to de-escalate situations.

All learners undertake part of their learning in a community setting and staff are expected to accompany the learners and take part in any off site activity, eg 'Beach/Forest Schools', therapy farm, sporting activities and social events, if required.

In order to work safely with our learners, the following personal abilities are extremely important and must be exercised at all times:

- The ability to follow all **individual personal and social support strategies** including consistently applying guidance designed to minimise challenging behaviour that puts the pupils themselves, or others, at risk of physical harm
- The ability to undergo training in the use of **physical interventions** and to subsequently be able to use any recommended interventions appropriately
- The ability to follow **behaviour guidelines** including those relating to occasions when learners will use behaviours to communicate – hitting, kicking, biting, swearing, spitting
- The ability to **react quickly** to safeguard the well-being of learners – eg if a pupil were to attempt to run away, either from the site or whilst on a visit or when a physical intervention is required

All class groups include a range of needs and consequently the expectations and daily responsibilities are the same for **all pupil-facing staff**.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The SEAX Trust and all of its academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete a Disclosure & Barring Service (DBS) application, medical checks and references.

This job description will be reviewed annually and may be subject to change or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post-holder's professional responsibilities and duties.

Person Specification: Designated Safeguarding and Mental Health Lead

Qualifications & Experience			
Detail		Essential	Desirable
Specific qualifications & experience		✓ ✓ ✓	
Knowledge of policies and procedures	Being aware of and working with the school's policies in relation to inclusion, child protection and physical contact with pupils	✓	
Literacy	Educated to NVQ Level 3 or equivalent in English	✓	
Numeracy	Educated to NVQ Level 3 or equivalent in Maths	✓	
Technology	Excellent working knowledge of ICT to support learning and performance of own role Experience of using computer-based data recording and analysis systems	✓ ✓	
Communication			
Written	Ability to write detailed reports, letters and other forms of communication to variety of stakeholders	✓	
Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively	✓ ✓	
Negotiating	Ability to negotiate effectively with adults and children	✓	
Working with Children & Others			
Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy and strategies which contribute to a purposeful learning environment Knowledge of a range of interventions	✓ ✓	
SEN	Experience of working with pupils who have social, emotional and mental health needs	✓	

Curriculum & Assessment	Good understanding and working knowledge of the school curriculum Good working knowledge of specialist curriculum area(s)	✓	✓
Child Development	Excellent understanding of child development Ability to discuss progress and performance and recommend appropriate strategies to support development	✓ ✓	
Health & Wellbeing	Excellent understanding of, and ability to support, the importance of physical and emotional wellbeing	✓	
Working with partners	Ability to make a proactive contribution to the work of the team supporting children, their families and carers Ability to work with teams to improve support for pupils	✓ ✓	
Relationships	Ability to establish rapport and respectful and trusting relationships with pupils, their families/carers and other adults	✓	
Team work	Ability to work effectively with a range of adults Able to influence the attitudes and opinions of others as required, gaining their agreement through persuasion to ideas, proposals and courses of action	✓ ✓	
Information	Contribute to the development and implementation of effective systems to share information	✓	
Responsibilities			
Organisational skills	Excellent organisational skills Ability to remain calm under pressure	✓	
Culture	A developed understanding of the culture in an SEMH special school and the challenges it has for staff.	✓	
Conduct	The ability to lead by example and coach staff to adopt high status behaviours, particularly in challenging situations.	✓	
Line Management	Ability to lead, manage, motivate and support the work of others as required and as appropriate	✓	
Time Management	Ability to manage own time effectively Ability to ensure that deadlines are met	✓ ✓	

Creativity	Demonstrate creativity and an ability to resolve routine problems independently	✓	
General			
Equalities	Awareness of and promotion of equality	✓	
Health & Safety	Excellent understanding and promotion of Health & Safety	✓	
Child Protection & Safeguarding	Excellent understanding and effective implementation of child protection and safeguarding procedures	✓	
Confidentiality/Data Protection	Understand and ensure compliance with procedures and legislation relating to confidentiality Understand and ensure compliance with the Trust's Data Protection Policies	✓ ✓	
CPD	Demonstrate a clear commitment to develop and learn in the role Ability to effectively evaluate own performance Ability to share knowledge in support of the team	✓ ✓ ✓	

Key Role Information Sheet; Privacy Notice for Job Applicants and Recruitment & Selection Policy Statement for the Designated Safeguarding and Mental Health Lead at Langham Oaks School, Colchester

This sheet sets out the key information for candidates applying for the above post. Please read this information carefully and retain this sheet for reference during the application process.

Application process

Applicants must complete the SEAX Trust Application Form and submit it to the return address no later than **12.00 noon** on the closing date of **29th September 2026**. All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.

Selection process

Applications will be ranked against the person specification for the role. All shortlisted applicants will be subject to a face to face interview with the selection panel. There may also be a skills test/teaching observation or practical assessment. Details regarding selection panel members and any planned assessments will be made available to shortlisted candidates.

Shortlisted candidates

Applicants who have been shortlisted for the post will be notified as soon as reasonably practical upon completion of the shortlisting process.

References

References are required at interview, as they form an important part of the selection process. Referees of shortlisted candidates will therefore be contacted **prior to the interview date**. Please ensure that you have given consent to your referees so that provision can be made without delay.

On-Line Checks

In line with statutory requirements, SEAX Trust carries out online searches (including social media) as part of its due diligence on all shortlisted candidates. This helps to identify any incidents which are publicly available online and which the Trust might want to explore with the applicant at interview.

Probation

All teaching and support staff new to employment with the SEAX Trust will be required to satisfactorily complete a six-month probationary period.

Interview date

Interviews will be held at **Langham Oaks School** on **8th October 2026**. Please note the school does not reimburse candidates for interview expenses.

Start date

The start date for this post will be **as soon as possible in the autumn term 2026**.

Further information and school visits: Applicants who require further information or would like to visit the school should contact **Nikki Dowling**, Support Services Lead, on **01206 271571**.

Key Information regarding Terms and Conditions

Hours per week: 37 hours per week

Initial working pattern: To be confirmed with the successful candidate

Working weeks per year: 39 weeks per annum

Part time posts

Pro-rated holiday entitlement for this post is: **5.9** weeks per annum.

The successful candidate will work during each week of term time including/excluding non-pupil days.

Holiday will be deemed to be taken during school closure periods. There is no entitlement to take holiday during term time.

Pay

This post is paid on **LGPCD Pay Scale 8**. The full time pay range for this Scale is **£37,563.00 to £40,444.00** and so the actual salary range for this part-time post will be **£32,347.12 to £34,828.07** per year. (**£19.47 to £20.96** per hour). These figures include the holiday pay entitlement for someone with less than five years' continuous service, as specified by the Essex County Council Modification Order.

Employees are paid in twelve equal monthly payments per year.

To apply:

Candidates should download and complete a SEAX Trust application form available from:

www.langhamoaks.co.uk and/or

www.essexschoolsjobs.co.uk

and return to the School by the closing date above.