



# Director of Safeguarding

Starting Date: September 2025



MAGDALEN  
COLLEGE SCHOOL

INDEPENDENT DAY SCHOOL  
BOYS 7-18 & SIXTH FORM GIRLS





# Introduction

from the Master, Helen Pike

Magdalen College School is a remarkable place. We are now well into our sixth century, and our former pupils include scholars, war heroes, musicians, Olympians, two Nobel Prize laureates, a Hollywood film director, and a saint.

Our success in public examinations, in securing places at top universities, and in an astonishing array of co-curricular pursuits ensures that we continue this proud tradition. We do so by nurturing the individual potential of each of our pupils, and above all we believe that learning is as fun as it is fulfilling.



William of Waynflete founded Magdalen College School in 1480: schoolmaster, bishop of Winchester and Lord Chancellor of England. Being of humble origins, Waynflete was determined that others of ability should be given the opportunity to learn, to serve and to prosper as he did. And so MCS offers a transformative education in our global university city, the community to which we contribute.

We attract and retain the best staff and MCS is a stimulating, welcoming and thriving environment in which both to learn and to work.

A lot happens at MCS. The various sections of our website ([www.mcsoxford.org](http://www.mcsoxford.org)) including the recent News will give you an impression of our school.

Thank you for your interest.

*H. C. Pike*



# Working at MCS

There are many benefits to working at Magdalen College School. Founded in 1480 by William of Waynflete, the school has a rich history and an enviable location at the heart of Oxford beside the River Cherwell.

MCS is one of the country's leading independent day schools. Shaped by its Christian Collegiate foundation and links with the university city of which it is part, it aims to inspire in all its pupils a desire to learn, flourish and serve.

The School will celebrate its 550th anniversary in 2030. The current generation of MCS staff and pupils wish to ensure that we shape a school that is able to flourish for at least another half millennium, and hopefully many more beyond. There are around 950 pupils, boys aged 7-18 and Sixth Form girls, and 350 members of staff who learn and work on the School's central Oxford site.

## Academic

The pupils are a joy to teach – gifted academically and talented across a wide range of other pursuits. Pupils wear their considerable abilities lightly; they feel a very strong connection to their school, are kind to one another and are inquisitive and motivated. Public exam results see the school consistently placed among the most successful schools in the UK. In 2024, 44% of A Level grades were A\*, 82% were A\*-A and 95% were A\*-B. At GCSE, 56% of grades were Grade 9, 79% were 9-8, 93% were 9-7 and 98% were 9-

6. Pupils are very successful in their university applications, with the vast majority gaining places at leading institutions, including around 25% gaining offers from Oxbridge.

## Co-curricular

Co-curricular activities play a central role in life at MCS. The quality of the provision across sport, music and drama, as well as over 100 clubs and societies, is exceptional. There are around 40 music ensembles and over 70 concerts per year; some at MCS and some at venues around Oxford like the Sheldonian Theatre. There are 10-15 drama productions of various genre each year; some are performed at MCS, and some make use of theatres in Oxford such as the Playhouse and Burton Taylor. There is also a technical theatre academy. Sport is hugely popular and successful at MCS with a dual focus on participation and performance. Last year, 94% of all pupils represented the school in a competitive fixture and over the last few years we have won national titles in hockey, sailing and tennis. There are also numerous successes at local and regional level across all sports and a significant number of individual pupils are supported along talent pathways in various sports.

## Pastoral

MCS places great value on the individual and is well-regarded for the quality of the pastoral care. Most teachers are also tutors, responsible for the day to day pastoral and academic care of their tutees under the leadership of the Heads of Year and Heads of Section. Tutor groups are organised through the house system which develops a sense of loyalty and identity and provides many opportunities for competitions from quizzing to football and from debating to singing. Our pupils are happy and have excellent relationships with each other and with members of staff.

## Remuneration

The school currently has its own salary scale, and salaries are substantially more generous than those in the maintained sector; there is also a relocation allowance on a sliding scale, by agreement with the Master and Bursar, and dependent on current location. The school also operates a cycle to work scheme, and travel loans are available. MCS offers teaching staff a choice of pension arrangements; a Defined Contribution scheme with an employer contribution of



23.68% or the Teachers' Pension Scheme with a salary sacrifice arrangement. Staff may move between the two schemes as suits their needs. The Master will discuss the pension with any offer of appointment.

## Benefits

There is a wide range of benefits available to staff, including a free lunch. The school has a fully equipped gym which is available for staff use, and staff may also enjoy access to the University of

Oxford's Rosenblatt Swimming Pool. Tennis courts are available, and there is a comprehensive programme of staff sports clubs. Staff also have the opportunity to join choirs and music groups, and to get involved in drama productions.

Staff are encouraged to make use of the Senior Common Room within and after the school day, as an area for relaxation and shared discussion outside departments. Tea and coffee are served in the SCR at morning break, and cakes and fruit are available at the end of

the school day. Staff socials and guest night dinners are regular features of each term.

School fee remission is available for permanent members of staff whose sons and/or Sixth Form daughters are offered a place at the school following entrance tests and interviews, and is currently 50% pro rata subject to a minimum FTE of 50%. In addition, 20% fee remission is available pro rata for permanent MCS staff who have daughters attending Headington Rye, subject to a minimum of 50% FTE.





# The Role

## MCS is seeking to appoint an outstanding candidate as Director of Safeguarding.

This new role will work in close co-operation with the Heads of Year, Heads of Section, and the Usher (Senior Deputy Head). The Director of Safeguarding will be the lead DSL (Designated Safeguarding Lead). As part of their overall responsibility for safeguarding in the school, the Director of Safeguarding will be expected to be available to lead on safeguarding matters through the majority of school holidays, organising a rota of other members of the DSL team to cover any periods of leave.

The Director of Safeguarding will have a proven track record of commitment to and an understanding of safeguarding and pastoral care, including statutory requirements and regular updating of training.

As a member of the school's Extended Leadership Team, they will attend a wide range of school meetings and governor committees, and play a key role in the development and implementation of whole school strategy.

The Director of Safeguarding will teach a timetable in the region of 50% but the role is not subject-specific. Given the scope of the role it is expected that the postholder will seek promotion to Deputy Headship in due course.

### Key Responsibilities

Key Responsibilities include but are not limited to:

#### 1. Policies and Compliance:

- To ensure that the School is compliant with all aspects of relevant Safeguarding legislation, including Working Together to Safeguard Children, Keeping Children Safe in Education and guidance from local Safeguarding Partners, the OSCB, and related agencies;
- To oversee Safeguarding policy updates;
- To support the Usher, Compliance Officer, and Deputy Head Academic, in ensuring that the School is ISI 'inspection ready' in relation to our policies and procedures for safeguarding and pastoral care, and their implementation;
- To work closely with the HR Director & Usher to ensure the Safer Recruitment records are accurate and all staff who are involved within recruitment have completed the necessary training;
- To contribute to the ongoing development and implementation of the School's policies and procedures on child-on-child abuse;
- To ensure that the School maintains meticulous safeguarding records, with an

awareness of specific safeguarding software (e.g. CPOMS);

- To be the School's Senior Attendance Champion, overseeing attendance records, pupils missing from education, and the transfer of pupil information for leavers and joiners;
- To fulfil the obligations regarding the Prevent Duty and be the point of contact for any queries; to help train staff to enable them to protect pupils from radicalisation;
- To organise the annual safeguarding audit and ensure that all suggestions are taken forwards in the safeguarding development plan.

#### 2. Operations and Training:

- To support the team of DSLs across the School and coordinate DSL training;
- To work closely with the Deputy Head (Education Development) to ensure effective Safeguarding induction for all staff;
- Day to day operation of, and review working with the Director of IT, of online filtering and monitoring
- To act as online safety lead, working with the Director of IT and other staff, in developing strategies for keeping pupils safe online (including annual training for all stakeholders);
- To attend any relevant training, which will include Level 3



Safeguarding & Child Protection;

- To assist the Deputy Head (Education Development) in assessing the impact of PSHCE on the effectiveness of and the culture of safeguarding, reviewing all aspects of PSHCE relating to safeguarding regularly;
- To have oversight of all pupils with safeguarding concerns and offer guidance and support to the DSL team and pastoral team in managing these cases.

### **3. Culture, raising awareness, and support for staff**

- Promote a culture of safeguarding awareness and openness, where safeguarding and the care of pupils are given the highest priority
- Contribute to the ongoing development, implementation and review of an ambitious strategy for safeguarding, ensuring that safeguarding sits at the heart of all MCS does.
- Promote the school's compliance with KCSIE in all its safeguarding work
- Regularly reinforce with all staff, through both formal and informal means, the key elements of the school's safeguarding policies and procedures, ensuring that these are known, understood and used appropriately, e.g. identity of the DSLs, steps to take when receiving a disclosure, steps to take in case of safeguarding concerns, expectations for recording
- Working closely with the HR Department, lead the school's safeguarding training programme, offering high quality school-based training for all school employees (including volunteers, governors and other

individuals working at the school) on a range of safeguarding topics, both mandatory and elective, including induction training and regular updates

- Offer bespoke training for specific staff groups or individuals as appropriate e.g. coaches, visiting music teachers, gap students
- Work with the DSL and pastoral team to ensure that developments in safeguarding best practice are built into the school's safeguarding training programme
- Offer advice on developments in safeguarding practice to DSLs and pastoral leaders.
- Liaise with Oxfordshire MASH and other organisations as appropriate to ensure that the school's in-house training and policy documentation remains current and reflective of broader developments in safeguarding practice
- Understand and support the school with regard to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation
- Act as a source of support, advice and expertise for staff who are supporting young people
- Provide support through regular supervision to staff in key pastoral and safeguarding roles
- As required, act as the pastoral support person for individual staff members
- Ensure that any patterns of concern emerging about staff conduct are appropriately shared with senior colleagues to inform training and HR practices
- Work with the Usher to address, monitor and record Low Level Concerns

### **4. Working with others and External Agencies**

- Contribute to a culture of openness and dialogue within the safeguarding team
- Inform the Usher and the Master of significant safeguarding concerns, including potential matters requiring police or external agency involvement, as soon as is reasonably practical
- Share concerns relating to the wellbeing or conduct of staff with the Master, Usher, relevant Deputy Head, Bursar, and/or HR department as appropriate
- As required, liaise with staff about external agencies (e.g. Children's Services, Police, LADO)
- As required, refer cases of suspected abuse to the local authority Children's Social Care and support other staff in making such referrals
- As required, refer cases to the Channel programme where there is a radicalisation concern and support other staff in making such referrals
- As required and working with HR, refer cases where a person is dismissed or has left employment due to risk/harm to a child to the Disclosure and Barring Service
- As required, refer cases where a crime may have been committed to the Police
- Have a working knowledge of locally agreed procedures for child protection and inter-agency working, and be able to attend and contribute to these effectively when required to do so
- Liaise with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner



- and/or the police where appropriate
- Undertake Workshop to Raise the Awareness of Prevent ("WRAP") or other appropriate Prevent training
- Attend and prepare papers for governor safeguarding committee meetings and other meetings as required
- Contribute on a regular basis to internal and external safeguarding audits
- Work closely with relevant staff on all Health and Safety matters relating to pupil safeguarding and attend the health and safety committee
- Liaise with other professionals to ensure that the school contributes to inter-agency working in line with Working Together to Safeguard Children (2023)
- Ensure that locally agreed inter-agency procedures are followed
- Be a member of the school's extended leadership team and help keep the leadership team updated on safeguarding matters (confidentiality permitting) on an ongoing basis

## 5. General Responsibilities

As a member of the teaching staff and Extended Leadership Team, the post holder is also expected to undertake the following general responsibilities:

- Teaching of a subject from Year 7 to A Level and university preparation, or in the Junior School
- Authorship of various school policies and other documentation
- Contribution to the interview team for new members of staff as requested

- Contribution to admissions processes and events, e.g. Open Events, Admissions Tests and Interviews, Pupil Induction and other events as requested
- Management and/or investigation of processes under relevant school policies (e.g. Complaints Policy), at the direction of the Master
- Attendance at school events as required or requested
- Provision of relevant contributions for the School's Strategic Development Plan, annual development plan and inspection documentation
- In conjunction with the Deputy Head (Academic), preparation of colleagues for ISI inspections
- Maintenance of high professional standards of attendance, punctuality, appearance and conduct, and maintain positive and courteous relationships with staff, pupils and parents
- Other reasonable duties, as directed by the Master, as required from time to time

## The Candidate

The successful candidate will:

- take a keen interest in the welfare of pupils and show clear commitment to safeguarding children;
- be well-qualified;
- have the ability to coordinate and support the work of colleagues at all levels;
- be open-minded, and have the ability to manage change and the capacity and willingness to work flexibly, including beyond the specific remit of this role, as an active member of the Extended Leadership Team;
- contribute fully to other areas of school life, such as games,

music, drama, CCF or other activities

- show sensitivity and discretion;
- have a high profile/ high visibility and a sense of humour;
- have strong IT skills, including data handling and analysis;
- have outstanding interpersonal skills and strong leadership qualities;
- have excellent written and spoken communication skills and communicate effectively with pupils, parents, staff and the local community;
- have the ability to work collaboratively and effectively as part of a wider team;
- display a high level of attention to detail;
- be willing to take part in continuing professional development;
- respond positively to feedback;
- plan and teach lessons in an engaging manner with evident enthusiasm
- support the progress of all pupils studying by engaging regularly with pupil facing activities;
- set clear expectations for pupil behaviour within an encouraging school environment;
- work hard to support pupil progress;

The Director of Safeguarding will report to the Usher, and ultimately to the Master for the proper discharge of his or her duties.



# Life in Oxford

Located at Magdalen Bridge, with views toward both the city centre and east Oxford, MCS is close to a wealth of cultural, entertainment, and educational venues.

## The City

Oxford, renowned as one of the world's most prestigious university cities, has a rich history dating back over a thousand years. Established in the early medieval period, the city grew around its strategic location on the River Thames, which facilitated trade and transportation. By the 12th century, it became an educational hub with the founding of the University of Oxford, the oldest university in the English-speaking world.

With its blend of ancient and modern, there is an abundance of activities to enjoy. Whether visiting one of the many historic buildings, colleges, or museums, dining in a restaurant, attending a performance, or exploring local boutiques, Oxford offers a diverse array of experiences for all interests.

## The University

MCS shares many links with the University. Staff can enjoy free entry to the Oxford Botanic Garden and Harcourt Arboretum, watch our choristers perform evensong in Magdalen College Chapel, or use the University sports facilities on Iffley Road.

During the university's full term, Oxford buzzes with activity, hosting numerous talks, performances, fixtures, events, and celebrations throughout the academic year.

## The Arts

Oxford is celebrated not only for its academic heritage but also for its vibrant cultural scene. The Ashmolean Museum, the oldest public museum in the UK, showcases art and archaeology from around the globe. The city's theatres, such as the Oxford Playhouse, offer a range of performances, while the annual Oxford Literary Festival attracts renowned authors and literary enthusiasts alike.

In June and July, the School hosts the Oxford Festival of the Arts, a multidisciplinary festival featuring events across the city. Each year, it offers a broad programme that embraces music, theatre, talks, comedy, film, literature, dance, art, photography, and more. OFA celebrates Oxford's diverse communities, offering something for everyone, regardless of age, background, or artistic experience. The festival's success is evident in its ability to attract nationally and internationally renowned artists

and performers, while also serving as an incubator for new works and arts-based initiatives.

## Accommodation and transport

Oxford offers a wide range of accommodation options to suit various preferences and budgets. While many colleagues live in the city, a significant number choose to reside in surrounding villages and towns, which provide easy access to Oxford. Commuters benefit from an extensive bus network and park-and-ride services, and the school is well connected by dedicated cycle lanes from all directions. Additionally, Oxford's excellent rail links make it easy to reach London in just under an hour.



# Partnerships and Professional Development

## Partnerships

We aim to equip our pupils to make a positive and lasting contribution to their communities, both now and in the future.

Each year, the school coordinates and hosts a wide range of partnership projects and events, professional development meetings for fellow teachers, and academic, cultural, and sporting enrichment opportunities for local children. Key elements of this extensive programme include *The Bridge*, a Saturday school for Year 5 and 6 children; an academic extension programme in a range of science and humanities subjects; monthly partnership activity days; and weekly in-school extension classes in mathematics. In all these areas, we aim to support our community by fostering connections between people and by bringing them together in enriching, collaborative activities.

## Community Service Organisation (CSO)

Through the school's Community Service Organisation (CSO), Lower Sixth pupils spend one afternoon each week volunteering in the community. Collectively, they volunteer over 7,500 hours each year. The placements vary, offering each pupil an opportunity to discover something that captures their imagination. Activities range from mentoring primary school pupils in Maths and English, running language clubs, providing

reading support, producing artwork for the walls of local hospitals, performing concerts in schools and care homes, to running practical science workshops in our teaching labs. Each year, a number of pupils choose to continue volunteering at their placements beyond the end of Lower Sixth.

## Charity

Charity plays an increasingly important role in school life at MCS. Each year, the school votes to select a local charity to support, alongside our partnership school in Uganda, and every year group participates in fundraising activities.

The school's charity committee organises regular events to raise money and increase engagement across the school. Numerous staff and students take the initiative to hold their own fundraising efforts, from sponsored marathons and long-distance cycle rides to staff concerts, pupil-led talent shows, and House quizzes.

## Professional Development

The school places a significant emphasis on the professional development of all staff. A half-termly CPD & Teaching Newsletter is distributed by email, which aims to highlight educational research and practical ideas, to share ideas from courses and conferences attended, to offer guidance on opportunities for CPD, and to highlight the work of colleagues in

the area of teaching and learning. All colleagues are encouraged to attend at least one external CPD course each year, and also to visit another school, place of work or university, where appropriate. The Teaching and Learning Group meets before school twice per half term. Its purpose is to consider developments in educational research, to facilitate discussion of teaching and learning, to offer a forum for the sharing of good teaching practice, and to support colleagues in experimenting with new teaching techniques.

## Early Career Teachers (ECTs) and the Waynflete Teaching Certificate

The School has well-established procedures to support ECTs and is the regional hub for ISTIP ECT induction. The School also aims to offer teaching staff joining the school without a teaching qualification the opportunity to develop their teaching craft and reflect on their professional practice through a structured programme of training and support. For such colleagues, the school offers the Waynflete Teaching Certificate, which may ultimately lead to Qualified Teacher Status through the Assessment Only route offered by the University of Reading.





# Application Process

Candidates wanting to apply to this vacancy should complete and submit the online application form no later than Midday on Monday 24th February 2025.

## Documentation

Candidates wanting to apply to this vacancy should complete and submit the online application form no later than Midday on Wednesday 12<sup>th</sup> February 2025. Candidates should submit their application form via the website. Click [here](#).

The complete application should be submitted no later than Wednesday 12<sup>th</sup> February, at midday.

## References

References may be taken up in advance. If you do not wish for your references to be called for at this stage, please make that clear on the reference section of the application form.

## Interviews

We anticipate holding interviews during w/c 3<sup>rd</sup> March, which will include a 5-minute presentation on the candidate's vision for Safeguarding, 2025-2030. We will be in contact with shortlisted candidates by telephone.

Please be aware that all shortlisted candidates will be requested to complete a 'Self-Disclosure' form before attending their interview.

We reserve the right to interview and appoint before the above dates.

## Equal Opportunities

Magdalen College School recognises and is committed to ensuring applicants and employees from all sections of the community are treated equally regardless of race, gender, disability, age, sexual orientation, religion or belief, gender reassignment, marital and civil partnership status, or pregnancy and maternity. We welcome applications from all sections of the community.

## Safeguarding Policy

Magdalen College School is committed to the safeguarding of pupils, and any offer of employment will be subject to an enhanced DBS disclosure, the receipt of satisfactory references, the school's pre-employment medical questionnaire, plus sight of relevant ID documentation and degree certificate(s). The enhanced DBS check is due to this role being exempt from the Rehabilitation of Offenders Act 1974.



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BOYS 7-18 & SIXTH FORM GIRLS

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