

Luminate

EDUCATION GROUP

Job Description

Organisation:	Luminate Education Group
Primary Organisation Supported <i>(only use this field for LEG service member of staff)</i>	Luminate Education Group
Core Job Role:	Learning and Development
Job Title:	Safeguarding Learning and Development Coordinator
Reports to:	Head of Safeguarding
Grade	E
Date of compilation:	June 2026

ROLE SUMMARY:

The Safeguarding Learning and Development Coordinator will bring passion, innovation and a strong commitment to creating a culture where safeguarding practice continues to develop and improve across the Luminate Education Group. Working collaboratively with the Head of Safeguarding and the Safeguarding Learning and Development Officer, the postholder will lead the coordination, development and continuous improvement of staff safeguarding training, ensuring learning is engaging, evidence-informed and responsive to emerging safeguarding risks. A key aspect of the role will be co-producing inclusive, accessible training, digital learning, resources and safeguarding guidance with students, staff and specialist partners. The postholder will use evaluation, safeguarding data and quality assurance findings to measure impact, identify inequalities and shape targeted training, resources and interventions across the Group.

SPECIFIC ROLE RESPONSIBILITIES:

1. Provide line management, support and continued professional development to the Safeguarding Learning and Development Officer.
2. Ensure the effective coordination, planning and continuous improvement of the Group's safeguarding learning and development programme.
3. Lead the development, coordination and evaluation of the Group's safeguarding learning and development programme, ensuring it is evidence-informed, responsive to emerging safeguarding risks and shaped through co-production with staff, students and partners.
4. Build collaborative relationships across curriculum and service areas to identify contextual safeguarding issues and use safeguarding intelligence, data, quality assurance findings and stakeholder feedback to develop targeted training, resources and interventions that improve safeguarding practice and outcomes for learners.

5. Analyse data trends, identify gaps in knowledge or practice, and use evidence to inform continuous improvement and targeted safeguarding responses, particularly for marginalised and underrepresented groups.
6. Support the Head of Safeguarding and PSHE Quality Lead to quality assure safeguarding practice and preventative education across the Group through audits, staff and student focus groups, curriculum impact evaluation, and clear reporting on strengths, development areas and recommended improvements.
7. Support with the development, coordination and promotion of an external training offer for the student life directorate, identifying networking and business development opportunities, represent the Group at relevant events and contribute to generating income through the design, promotion and delivery of high-quality safeguarding training, consultancy and professional development.
8. Initiate, coordinate and facilitate cross-Group safeguarding projects, task and finish groups and thematic workstreams, working collaboratively with leaders, students, staff and external partners to drive innovation, share best practice and strengthen safeguarding culture across the organisation.
9. Coordinate the Luminate Education Group Safeguarding Operational Group, creating opportunities for collaboration, professional learning and the sharing of effective practice across the Group, including contributions from external safeguarding specialists where appropriate.
10. Maintain and continually develop specialist safeguarding knowledge by engaging in continuing professional development, research, networking opportunities and relevant 'train the trainer' programmes to ensure practice remains current, evidence-informed and innovative.

CORE RESPONSIBILITIES:

1. Work collaboratively with the Apprenticeships and Work Experience teams to strengthen safeguarding arrangements for apprentices by developing and delivering contextual safeguarding training, guidance and resources for staff, apprentices, apprenticeship assessors and employers.
2. Work collaboratively with the Central SEND Team to review and enhance digital learning resources, e-learning modules, webinars and supporting materials, ensuring they are inclusive, accessible and meet the diverse learning needs of all staff.
3. Prepare, analyse and present quarterly safeguarding learning and development reports, using qualitative and quantitative data to evaluate the impact of training and safeguarding initiatives, identify emerging risks, trends and development needs, and provide evidence-based recommendations to leaders, governors and other stakeholders to inform continuous improvement.
4. Produce regular safeguarding communications, updates and learning resources for staff, students, parents/carers and governors, presenting emerging themes, research, legislation and best practice in an engaging and accessible way to promote discussion, professional curiosity and continuous learning
5. Support the Group Head of Student Experience and Wellbeing to embed and monitor compliance with the E6 Condition of Registration by contributing to the development, implementation, delivery and evaluation of policies, training, resources and quality assurance activities.

6. Provide information, advice and guidance to students on sexual harassment, sexual misconduct and Leeds Conservatoire's internal and external reporting procedures where required.
7. Work with the Central PSHE Team to co-produce high-quality safeguarding resources and train-the-trainer packages that strengthen tutors' confidence and competence in delivering sensitive topics. Ensure all materials are inclusive, evidence-informed and aligned with statutory RSHE requirements and the September 2026 curriculum reforms.
8. Promote the Student Life safeguarding training and consultancy offer through professional networks, conferences and partnership events, identifying opportunities to extend the Group's external training provision and contribute to income generation.
9. Contribute to the planning and delivery of team meetings, service development days, cross-Group projects and wider directorate initiatives, promoting collaborative working and continuous service improvement.
10. Develop and maintain effective partnerships with external agencies, safeguarding professionals and subject matter experts to ensure safeguarding training, resources and guidance remain current, evidence-informed and reflective of local and national priorities.

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody our Organisational Culture:

Few rules & clear boundaries

The ability to be creative, within areas of focus.

Ownership & performance

Using our robust business planning model to allow areas to have clear ownership over their vision and remit.

Energy & enjoyment

Fostering an environment that enables our people and learners to be brave, interact and have fun.

Creative & reflective

Always hungry to learn and looking ahead to see what is on the horizon.

Passion & ambition

Encouraging all to think aspirationally, inspiring others to do the same.

Collaborative & responsive

Proactively seeking opportunities to create synergies and positive outcomes for all.

Person Specification

Job Title:	Safeguarding Learning and Development Coordinator
Department	Student Life - Safeguarding

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criterion is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation,
C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q2. Appropriate professional qualification or portfolio demonstrating significant experience of training coordination and delivery within an education or safeguarding context.	A
E	Q3. English and Maths at Level 2	A
D	Level 3 Safeguarding Qualification	A
Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Extensive knowledge and understanding of safeguarding legislation, statutory guidance and best practice within education, including emerging safeguarding risks and the wider factors affecting children, young people and adults.	A / I / P

E	EK2. Experience of developing effective partnerships and working collaboratively with internal and external stakeholders to co-produce resources, drive service improvement and achieve shared objectives.	A / I
E	EK3. Experience of influencing, engaging and supporting colleagues at all levels to implement change and improve outcomes for vulnerable groups.	A / I / P
E	EK4. Significant experience of designing, coordinating, delivering and evaluating learning and development programmes, including face-to-face, digital and blended learning approaches, with evidence of measuring learning impact and driving continuous improvement.	A / I / P
E	EK5. Experience of developing engaging digital learning resources, e-learning modules, webinars and other educational materials, ensuring they are inclusive, accessible and informed by current legislation, guidance and best practice.	A / I / P
D	EK6. Experience of analysing training or quality assurance data to evaluate impact, identify trends, inform decision-making and develop targeted interventions, particularly for underrepresented or marginalised groups.	A / I
D	EK7. Experience of undertaking quality assurance activities, audits or service reviews, producing reports and supporting the implementation of recommendations to improve safeguarding practice and organisational compliance.	A / I
D	EK8. Experience of providing effective line management, supervision and professional development, with the ability to motivate, coach and support individuals to achieve high performance, continuous improvement and positive outcomes.	A/I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Excellent verbal, written and digital communication skills, with the ability to communicate complex information clearly and adapt messages for a range of audiences.	A / I / P
D	SC2. Ability to critically review, challenge and improve safeguarding policies, procedures and practice using evidence, professional judgement and a restorative, solution-focused approach.	A / I
E	SC3. Excellent organisational and project management skills, with the ability to manage competing priorities, coordinate multiple workstreams and consistently deliver high-quality outcomes to agreed deadlines.	A / I
E	SC4. Ability to use initiative, exercise sound professional judgement and work autonomously whilst recognising when collaboration, delegation or escalation is required.	A / I
E	SC5. Experience of writing high quality reports to a range of different audiences.	A
Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	A/I
E	B3. Commitment to the PREVENT agenda	A/I
E	B4. Commitment to professional standards	A/I
E	B5. Commitment to restorative practice approaches	A/I