

Briefing Pack for Applicants Safeguarding and Inclusion Manager



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.

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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Safeguarding and Inclusion Manager
Location: Ecclesfield School
Salary: Grade 8, Point 32: £40,221 to 35: £43,421 gross per annum pro rata
Contract: Permanent, Full-time - 37 hours per week x 52 working weeks
Start date: June 2024

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost.

Ecclesfield school is an 11-16 school that sits in the heart of its community. Our values of Work Hard, Be Kind, Show Grit underpin all we do. Our staff work hard, together to enhance the life chances of our young people. We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We strongly believe in work life balance, and we work with our staff to actively promote and improve wellbeing.

Candidates are encouraged to contact the school for an informal discussion about the role with Mr Richard Walkden, Headteacher and arrangements for this can be made by contacting Mrs Joanna Revill, PA to the Headteacher, via e-mail jrevill1@ecclesfield-mlt.co.uk.

Closing Date is 9am on Friday 17 May 2024 and interviews will take place on Thursday 23 May 2024.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Mrs Revill via jrevill1@ecclesfield-mlt.co.uk The application form and information pack is available on the school website www.ecclesfield-school.com . **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered.**

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Applicant,

Thank you for your interest in this role and in our school. Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School adopted single academy status in 2014 and in 2017 joined a Multi Academy Trust. The school was inspected in the summer term of 2022, moving from 'Special Measures' to 'Good, and is fully committed to driving itself forward, whilst celebrating the success of the recent OFSTED inspection result, and continuing to deliver the schools mission to provide outstanding education for all students, staff and stakeholders within the Trust.

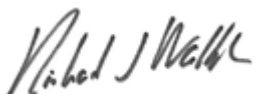
Here at Ecclesfield School we understand the power of education to transform lives, communities and society. In everything we do we aspire to achieve individual and collective excellence through nurturing every students unique potential to make sure when they leave and enter the outside world they are ready to succeed and make an invaluable contribution to the wider society.

Ecclesfield is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. All our staff ensure that our students are given the very best opportunities through their education. My belief is that people achieve the best outcomes when they enjoy what they are doing, feel safe and are rewarded for their commitment and success. Our philosophy is simple and is based around our core values of Work Hard, Be Kind, Aim High, Show GRIT.

We expect the very highest levels of behaviour and attitude to learning from our students, coupled with a real focus on building positive relationships. We take every opportunity to study a wealth of subjects at both Key Stage 3 and 4. Our wider school life gives students and staff the opportunity to travel all over the world, take part in shows, give back to the local community, be a part of a team, go out into the working world, experience other cultures and meet people from all walks of life.

Support and care are equally important for all members of staff. We have a well-developed Continuing Professional Development (CPD) programme at Ecclesfield School that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

I look forward to receiving your application.



Richard Walkden
Headteacher

Section 4: About Ecclesfield School

OUR ETHOS

Ecclesfield School understands the power of education to transform lives, communities and society. We aspire to achieve individual and collective excellence in all that we do through nurturing every student's unique potential, expanding their horizons and promoting their understanding of the invaluable contributions they can make as citizens in a global society. We recognise the importance of students leading rich and diverse lives and actively pursue a curriculum and pastoral provision which enables them to flourish in this area.

By fostering our students' spirit of engagement, adventure and ingenuity, we will nurture all young people as fully-rounded individuals, providing them with the challenge and support they require to succeed.

ABOUT US

Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School adopted single academy status in April 2014 and has recently joined a Multi Academy Trust. The school is currently experiencing a period of transformation and change. When the school was inspected in January 2017 the decision was made to place the school into 'Special Measures' and a following HMI visit in October 2017 re-affirmed the 'Special Measures' status. The school is fully committed to driving itself forward along its improvement journey.

We have a truly comprehensive intake and aim to serve all of the school community in all of our work. Our intake is drawn largely from North-east Sheffield, including Ecclesfield, Chapeltown and High Green, though many students travel from further afield. Our standard student number per year is 350 and our current roll is 1750, making Ecclesfield one of the largest schools in the city. Ability on intake is broadly average. Around 25% of our students are entitled to free school meals.

The school has around 20% of students on the SEN register. The range of special needs in school is considerable; we have students with speech, language and communication difficulties, physical difficulties and some with moderate to severe learning difficulties. We also have an integrated resource for hearing impaired students who enjoy excellent support whilst accessing mainstream education. In addition, there are also significant numbers of students who have been identified as gifted and talented in a range of areas.

The Senior Leadership Team is comprised of ten colleagues - the Acting Headteacher, eight Assistant Headteachers and Business Manager supported by the Director of School Improvement for the Trust. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has distributed leadership model in which leaders at all levels increasingly take responsibility for raising standards of attainment and achievement.

Currently we have a teaching staff of over 100 who provide a rich balance of enthusiasm, energy, creativity and experience. Our team of support staff plays a vital part in the success of the school and all are important members of our community. We aim to involve all staff in the life of the school through communication, including daily briefings and regular meetings. Staff development is supported through a highly-effective professional learning policy, which lays emphasis on sharing good practice internally and driving up standards in teaching and learning. All teaching staff belong to departmental teams led by Curriculum Leaders.

All teachers are involved in the student mentoring system, either as mentors for a whole vertical tutor group or in the school's one-to-one mentoring programme. Under Vertical Mentoring, all

teachers act as mentors or (in the case of members of the support staff) associate mentors, attached to vertical form groups. Student leadership in the school is well advanced. The School and Year Councils have been in place for some time and we have a senior prefect group drawn from Year 11 and also a Head Boy and Head Girl. Prefects are also in place in Years 8-10, and these developments are beginning to encourage students to take more responsibility, to share more effectively in decision-making across the school, to provide positive role models for younger students and to contribute more widely to all aspects of school life.

A restructure to the Governing Body has ensured a committed and supportive body of members, ready to scrutinize and challenge the work of the school. Led by the Chair of Governors, the Governing Body works through a series of committees, each supported by a member of the Leadership Group. The governors take on 'link' roles and are beginning to work effectively with a range of key personnel within the school. The local Governing Body feed into the Minerva Learning Trust who oversees all procedures within the school and is responsible for them in law.

The curriculum is organised within a 50 period, two-week timetable and we aim to use this vehicle to support and stimulate all students. As a result, a large number of activities and experiences are timetabled for students. These include a two-week period of work experience for all Year 10 students. Many subject departments organise trips and visits; these include trips to local museums, field trips, visits from theatre groups and curriculum-related visits to sites around the country.

At Key Stage 3, students follow a broad and balanced curriculum including the core and foundation subjects, Drama, Information Technology, RE, Art, Music, PE and Technology. All students study Spanish, French or German (with some students going on to pursue two languages at GCSE). In Year 7, with the exception of Maths, all subjects are taught for the year in mixed-ability teaching groups. Increasingly, the school is moving towards a two-year key stage 3.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (combined trilogy and triple sciences), History or Geography, PHSCE/RE and PE with three further option subjects available. These include Art, Business Studies, Drama, Computer Science, Music, P.E. and Religious Studies. Students can opt for Technical Awards in a range of subjects including Sport, Music, Health and Social Care, CIDA and Engineering. The school is well-placed to meet the demands of the English Baccalaureate with MFL, History and Geography popular option choices. Our most recent performance indicators shows attainment in the EBacc running above the national level. We are confident that our current curriculum model, whilst under constant review, allows us to meet the needs of all students, preparing them fully for life beyond 16.

The extra-curricular life of the school is rich and varied, though this is an area we are always keen to expand. There are more than 170 homework clubs, lunch-time and after-school clubs and teams which offer the opportunity for students to develop and follow their interests and talents in music, drama, sport and academic areas. As a school that particularly values performing and visual arts there are a host of creative opportunities for students to take part in from music lessons and ceramics to the four annual school productions. In terms of sport, a wide range of teams and activities take place, achieving considerable local, regional and, on occasion, national success. There is a strong programme of residential, visits and foreign trips throughout the school from the ski trip and PGL water sports residential to language immersion trips.

We aim to enable all colleagues to fulfil their potential. We are partnered in Initial Teacher Training with Sheffield Hallam University and Sheffield University. We aim to support new colleagues, be they NQTs or more experienced teachers or support staff, via an induction programme and mentoring scheme which can be tailored to meet their needs. We are also partner members of the

Sheffield Teaching School Alliance, centred at Silverdale School, and are looking to build upon our excellent reputation for Professional Learning by taking a leading role in the development of the training arm of the Teaching School Alliance.

We are developing a vibrant learning community in which all students and staff are able to thrive. Our strategic vision is to move this school forwards by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: www.ecclesfield-school.com

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Safeguarding and Inclusion Manager
GRADE	NJC Grade 8, point 32 to 35
HOURS/WEEKS	37 hours x 52 weeks
LOCATION	Ecclesfield School
RESPONSIBLE TO	Deputy Headteacher
RESPONSIBLE FOR	Safeguarding and Family Liaison Officer Student Well-being Officer Attendance Officers Multi-agency provision in school
PURPOSE OF THE JOB	<ul style="list-style-type: none">• To work closely with the Deputy Headteacher and take a lead organisational role in respect of safeguarding, inclusion and well-being including performing the duties of Deputy DSL.• Engage with students and families to support them to overcome barriers to learning, access multi-agency support and liaise with colleagues to develop appropriate safeguarding interventions.
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none">• Level 2 English and Maths• Academic or vocational qualifications at NQF Level 6 in a relevant field

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

Management

- As the DDSL, play a lead role in the management of safeguarding in the school and ensure that day to day referrals and other safeguarding concerns are addressed.
- Contribute to the development of specific areas within safeguarding and inclusion e.g. achievement, attendance, student well-being, vocational and alternative provision and transition in line with strategic priorities of the schools for Y6-Y7, Y9-Y10 and Year 11-Post 16.
- Manage complex and high-risk safeguarding cases and support vulnerable students in conjunction with the DSL and refer as appropriate to the Deputy Headteacher (DSL)
- Day to day management and development of the Safeguarding Officer, Student Well-being Officer and Attendance Officers.
- Oversight and co-ordination of admissions and the Managed Move process in collaboration with the DHT.
- Develop and co-ordinate training and other learning activities and development as identified through line management and personal development activities.
- Undertake recruitment/induction/training/mentoring and line management of staff where appropriate
- Support the DSL to create the Safeguarding report and produce relevant data for School, Trust and governors to inform and create action plans for improvement

Safeguarding

- Work closely with the DHT (DSL) to manage and ensure the delivery of Safeguarding as specified in the latest 'Keeping Children Safe in Education' DFE guidance including providing advice and guidance to the senior leadership team.
- In conjunction with the DHT (DSL), Headteacher and Safeguarding Officer, make the necessary referrals within school and externally to Social Care or other agencies including the LADO and/or Police, where appropriate, where there are concerns of harm, involving sexual, physical, emotional abuse, or neglect of any student(s) in school
- Provide support to staff in school who make referrals to the local authority children's social care service
- In conjunction with the DHT and Safeguarding Officer, make referrals to the Police where a crime may have been committed or there are known cases of FGM and assist other staff to make reports
- Liaise with the Trust HR Team to ensure referrals are made to the Disclosure and Barring Service in respect of employees who are dismissed or have left due to allegations involving risk or harm to a child
- Provide relevant and regular information to the DSL, SLT, Trust Central Team, staff and students about child protection issues including FGM, Legal Highs, extremism and Radicalisation, eating disorders, Criminal activity, abuse and neglect
- Organise and coordinate a programme of intervention in liaison with curriculum Leaders and external agencies, supported by the Safeguarding Officer, as a proactive response to potential safeguarding issues.

- Undertake home visits as appropriate
- Ensure safeguarding process & procedures are robustly followed where there is a risk of a student missing from education
- Play a leading role in creating an ethos of telling within the school, building positive and open relationships which enable young people to disclose incidents of abuse.
- Manage the production of safeguarding reports and ensure accurate, detailed written records of concerns and referrals are maintained securely within the school safeguarding systems e.g. CPOMS, FCAFS, My Plans, EPEPS
- Conduct interviews and lead meetings under the safeguarding policy
- Liaise with Headteacher, DHT and other relevant SLT members as appropriate
- Manage the arrangements for file transfer where children leave or join the school to ensure secure information sharing and accurate details to inform the support required in school for the child or children concerned.
- Support the DHT, Headteacher (DSL) and work with the Trust HR Team to monitor the single central record and ensure it complies with all relevant legislation and guidance.
- Support the DHT and Headteacher (DSL) to deliver responsibilities in respect of Preventing Radicalisation including acting as a point of contact in relation to the Prevent Duty, co-ordinating Prevent Duty procedures in school, and liaison with local Prevent Co-ordinators, the Police and Local Authority and existing multi-agency forums as necessary and appropriate.
- Work with the DHT, Headteacher (DSL) and Trust Senior Director of Inclusion to review and update the school child protection policy on an annual basis and is presented to the Local Governing Body in accordance with Trust Governance arrangements.

Pastoral, Attendance and Student Well-being

- Work with the relevant Progress Leaders, Pastoral Leaders and Attendance Officers to identify and support vulnerable students and those with additional needs and offer advice and support where required
- Promote students' emotional well-being and mental health at school and work with the Deputy Head for Inclusion and Student Well-being Officer to ensure strategies for early identification and interventions are in place and delivered effectively including playing a lead role in matters relating to Child Sexual Exploitation, FGM, and LGBTQ+.
- Manage and oversee the work in school to promote good attendance, monitor persistent absence and liaise with the Trust Safeguarding and Inclusion Manager to take action where necessary.
- Facilitate links between the school and home/carers, where appropriate and agreed, including phone calls, letters, meetings and home visits
- Utilise the support of external agencies and the local community, where appropriate and agreed
- Ensure families are signposted to relevant agencies and support, making referrals in a timely manner
- Manage and oversee the appropriate arrangements are made for FCAFs/My Plans, where appropriate and agreed
- Manage support for students in transition from Year 6 to Year 7, Year 9 to Year 10 and Year 11 to post 16 and mid-year where appropriate, including contributing to the organisation and delivery of summer school activities as required

- Provide moral guidance to students, acting as a role model and mentor
- Mediate between students and staff where relationships have broken down

Working with staff and other agencies

- Ensure staff in school can access and understand the school's child protection and safeguarding policy and procedures including new and part-time staff and staff who work on site for a third party.
- Inform the DSL of safeguarding issues, especially on-going enquiries into whether a child is at risk of harm and progress of police investigations
- Liaise with the case manager, the LADO and the Trust HR Team for all safeguarding concerns where a member of staff is involved in respect of safety for the child(ren)
- Utilise the support of external agencies where appropriate (MAST, CYT, external counselling etc)
- Ensure families are signposted to relevant agencies and make referrals in a timely manner
- Pro-actively support staff in the school and act as a source of support, advice and expertise for staff including guidance on when to make a referral and encourage staff to raise low level concerns
- Understand and contribute to the assessment process for providing early help and intervention
- Develop a working knowledge of how local authorities conduct a child protection case conference and reviews and attend these to contribute on behalf of the school where appropriate

Children Looked After

- Play a leading role in school and provide support to the leadership team including liaison with external agencies e.g. Virtual School and Social Services
- Complete EPEPS within the required timescales.
- Track and allocate funding for CLA
- Attend CLA reviews, where appropriate, to provide information about students
- Liaise with the Attendance Team regularly to ensure all CLA are attending consistently and highlight concerns to the DSL
- Work with the Pastoral Team to effectively admit new students to the school and to track their engagement. Liaise with appropriate schools/external agencies where required.

Training and awareness

- Undertake training to develop and maintain the knowledge and skills required to carry out the role of a Deputy DSL including advanced safeguarding and annual refresher training
- Complete the relevant Social Care training / LA training to facilitate the preparation of reports for core groups and case conferences
- Complete the relevant Prevent training, in accordance with Home Office requirements and utilise this to support the school in fulfilling the Prevent duty, provide advice and support to staff on the protection of children from the risk of radicalisation.
- Complete the relevant training on Female Genital Mutilation (FGM) and be able to provide advice and support to staff on protecting and identifying children at risk of FGM

- Complete safer recruitment training and work with the Trust HR Team to support the school in compliance with KCSIE and modelling best practice to staff
- Complete any relevant training such as self-harm, mental health, emotional health and well-being, LGBTQ+, bereavement, general counselling skills, conflict resolution and restorative justice, and Child Sexual Exploitation.
- Work closely with the DSL to ensure that the school's child protection policies are known, understood and used appropriately.
- Link with the local safeguarding children board (LCSB) to ensure staff are aware of the training required and opportunities available and maintain appropriate records of attendance
- Raising awareness of child protection and school policies with parents/carers and the wider community

Communication

- Encourage a culture of listening to children among all staff and ensure that children's feelings are heard when the school puts measures in place to protect them.
- Be a champion, advocate and voice for students, valuing their opinion and involvement in school activities and improvements
- Provide an advice help-line for parents/carers during normal office hours
- In conjunction with the DSL and Safeguarding and Family Liaison Officer, provide out of term contact/support for students on an individual basis, where appropriate and agreed
- Work with the DSL and Safeguarding and Family Liaison Officer to act as the safeguarding link for trips and out of school activities, where appropriate and agreed

OTHER SPECIFIC DUTIES



- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To support the SLT with the safe running of the school, including unstructured times.
- Promote the school positively and participate in promotional events such as open evenings and other events
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.

3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification

	<h1>Minerva Learning Trust</h1> <h2>Person Specification</h2>	
Safeguarding and Inclusion Manager		
Minimum Essential Requirements	Method of Assessment	
QUALIFICATIONS AND TRAINING		
Minimum GCSE or equivalent level 2 in English and Maths.	AF/I	
Academic or vocational qualifications at NQF Level 6 in a relevant field	AF/I	
Evidence of appropriate and recent professional development related to the nature of the post.	AF/I	
Completed advanced safeguarding training to undertake the role of Deputy DSL or willing to undertake this	AF/I	
Evidence of training in respect of safeguarding issues including Prevent Duty, FGM, CSE	AF/I	
Evidence of recent and continuous professional development.	AF/I	
KNOWLEDGE AND EXPERIENCE		
Knowledge of statutory and regulatory safeguarding requirements including Keeping Children Safe In Education and Working Together	AF/I	
Experience of working with disadvantaged students and their families	AF/I	
Understanding of the current Ofsted requirements for safeguarding	AF/I	
Recent experience of supporting vulnerable young people within an educational setting or similar	AF/I	
Experience of designing and delivering training to support colleagues	AF/I	
Experience of supervising or managing staff including monitoring and evaluating performance	AF/I	
Awareness of Data Protection and confidentiality issues	AF/I	
Excellent word processing skills (Microsoft Word).	AF/I	
Knowledge and experience in the use of ICT systems (Microsoft Office, SIMS, CPOMS)	AF/I/AA	
SKILLS		
Excellent verbal and written communication and presentation skills.	AF/I/AA	
Skills in the use of ICT systems to produce emails, letters, and reports as necessary	AF/I/AA	
Strong organisation and planning skills with attention to detail	AF/I/AA	
Excellent interpersonal skills – able to deal confidently and effectively with a wide range of people at all levels.	AF/I	
Ability to produce high quality, accurate, documentation including correspondence, reports and management information	AF/I/AA	
Ability to multi-task and manage changing priorities	AF/I/AA	
Ability to stay calm under pressure and manage difficult situations	AF/I	

Demonstrate a positive team approach to work.	AF/I
Ability to work on own initiative.	AF/I
To have a willingness to participate in the whole school approach to mentoring students and play an active role as directed by line manager.	AF/I
Willingness to undertake regular and on-going training to support the fulfilment of statutory and school requirements for safeguarding	AF/I
Ability to lead and Line manage a team in line with the Mission and Vision of the school and Minerva Learning Trust	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I/R
Ability to undertake advanced safeguarding training and become a Deputy DSL	AF/I
A commitment to safeguarding students.	AF/I/R
Suitability to work with children.	AF/I/R
A commitment to equal opportunities.	AF/I/R
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I/R

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
2. Education and Training
State your qualifications and any training you have undertaken relevant to the post.
3. Present Appointment
Make it clear what your present post is, which establishment you work in and who your employer is.
4. Previous Appointment
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.
5. Referees
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.
6. The Supporting Statement/Letter of Application
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details.
Please limit your supporting statement to two sides of A4 in size 11 font.
7. Arrangements for Interview
Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.
8. The Interview
Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.
9. Feedback
Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.
10. Selection for Appointment
Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.
11. Arrangements for Applications
When you have completed your application, the completed form and covering letter should be e-mailed to jrevill1@ecclesfield-mlt.co.uk by the closing date.

Section 8: Visitors to Ecclesfield School

Approaching from the north

By car (via M1)

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/Chapelton into central Chapelton. At the mini-roundabout, take the first exit on the left, keeping the railway bridge to your right. This is Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.

By Train

Chapelton station is served by regular services from Barnsley, Leeds and Kirklees. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.

Approaching from Sheffield

By Car

Take the A61 through Hillsborough and continue towards approximately 1 mile until reaching the right-hand filter from the dual carriageway, sign posted Ecclesfield. Follow this road, crossing a mini-roundabout, through the housing estate for approximately two miles, until reaching a T-junction. Turn right. Ecclesfield Parish Church will be on your left hand side. Continue for approximately 600 meters until reaching the T-junction with Chapelton Road. Turn left. The school is situated on the left hand side of this road at the top of the hill, about 400 meters travel.

By Train

Chapelton station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.