

Briefing Pack for Applicants Safeguarding and Wellbeing Officer



STOCKSBRIDGE HIGH SCHOOL

— This is Just the Start —

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 Wellbeing Officer
Location:	Stocksbridge High School
Salary:	NJC Grade 6, point 21: £33,143 to 26: £37,280 gross per annum
Actual	
Annual Salary:	£28,507.44 to £32,065.82 (under 5 years of service)
Contract:	Permanent, 37 hours per week, 39 working weeks
Start date:	As soon as possible

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

Stocksbridge High School is an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. We are open, friendly and welcoming with great students and a dedicated staff. Stocksbridge High School is part of Minerva Learning Trust and together we have a vision of providing outstanding education for all the students within our schools.

We are seeking to appoint a Safeguarding and Wellbeing Officer who can contribute towards developing and delivering the school's safeguarding strategy and provision. You will support the school's DSL to ensure compliance with KCSIE ensuring accurate recording and reporting, delivery of and signposting to timely in-house support and intervention and effective liaison with external agencies.

Candidates are encouraged to visit the school or have an informal discussion about the role, arrangements for this can be made via e-mail to: Hannah Taylor, PA to the Headteacher - htaylor@stocksbridge-mlt.co.uk

The closing date is 9am on Friday 17 October 2025 with interviews scheduled to take place the week after.

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.

The application form and information pack is available on the Minerva Learning Trust's and Stocksbridge High school's website <https://minervalearningtrust.co.uk/vacancies> - [Stocksbridge High School](#). **Please ensure that you do not fill in a local authority application form in respect of this vacancy, ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.** Please provide telephone numbers and email addresses for yourself and referees.

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. 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 resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

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 and time to join our 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.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Candidate,

I am delighted that you are considering making an application for this position at Stocksbridge High School. We are an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. You will find us to be open, friendly and welcoming with great students and a dedicated staff.

Every one of the young people we serve is entitled to thrive at school so that they may leave skilled, qualified and confident to make a success of their next steps in life. This is achieved through high quality leadership, teaching and support from our staff so that all students learn and progress well. Working at Stocksbridge High School means that you will always hold young people in high regard and have nothing but the highest of expectations for their learning, conduct and aspiration. This is reflected in our core vision of Believe, Achieve, Succeed and felt by our values of:

- Be Positive
- Be Kind
- Be Confident
- Be Reflective

We are here to make a difference to the young people and families of Stocksbridge and we aim to be recognised as outstanding in this endeavour. It is an exciting time to join our school and if you share that ambition and determination, I look forward to receiving your application.

Dave Williams
Headteacher

Section 4: About Stocksbridge High School

...THIS IS JUST THE START...



Our Mission, Vision and Values

Our Mission:

All pupils have the opportunity to grow academically, socially, morally and spiritually to ensure that when they leave our care every door to a potential future remains firmly open.

Our Vision:

Our vision is based upon our core principles of '**Believe, Achieve, Succeed**'

Believe

We generate **belief** in students through personal development, raising aspirations and self-respect, and encouraging all students to pursue their dreams.

Achieve

We have a relentless and unapologetic focus on the outcomes of students to ensure that they **achieve** their dreams.

Succeed

We recognise and celebrate **success** for students on a daily basis with a positive learning culture.

Our Values:

Be Positive

We smile, we accept compliments, we are polite, and we are respectful

Be Kind

We are caring, we show empathy, we have good manners, and we are considerate

Be Confident

We develop our self-esteem, we show resilience, we are ambitious, and we set high standards for ourselves

Be Reflective

We learn from our mistakes, we identify our targets, we always look to improve, and we celebrate our successes

Our Beliefs:

We drive our Mission through the school by believing in the pupils, staff and community to work together. To do this we:

- Develop **belief** from the community by engaging key stakeholders in every aspect of school life and working together to create a world-class learning environment for their children.
- **Believe** in the staff we have to develop professionally and encourage a culture of succession and personal aspiration.
- **Believe** in a solutions-focussed continuous improvement cycle to drive change and raise standards.

Our Mission, Vision and Values

Leaders at SHS	All Staff at SHS	Parents at SHS	Pupils at SHS
<ul style="list-style-type: none"> • Lead with a positive approach • Are solutions focussed • Are highly visible • Are highly active and act quickly to resolve issues • Model expectations and never ignore problems • Are reflective, support and develop colleagues within our teams • Have high expectations of all stakeholders • Are accountable and confident to hold others to account • Are kind and mindful of well-being, physical and mental health • Communicate with clarity in a timely manner • Put the school's vision and values front and foremost 	<ul style="list-style-type: none"> • Have high expectations for all stakeholders and build confidence • Are reflective and continually strive for improvement • Look after their own well-being and that of others • Put relationships at the heart of everything they do through kindness • Have a relentless focus on outcomes • Uphold standards positively and support the school's drive towards excellence • Use policies and guidance to provide clarity of purpose • Recognise achievements of all stakeholders and celebrate through a culture of success 	<ul style="list-style-type: none"> • Be part of the decision-making process by involving themselves as part of the school community • Support school decisions by reflecting on the rationale and encourage their children to • Understand that pupil success is at the heart of the school's values • Engage with the school and respond positively • Be kind to staff that are working hard to do the best for their children • Be confident to approach the school about how we can work more closely together 	<ul style="list-style-type: none"> • Have high expectations of themselves and their peers • Be positive in all that they do • Be kind, compassionate and caring to others • Be confident to make choices even when they might be difficult • Be reflective and consider the impact of our actions on others • Understand that staff are here to help them to be the best version of themselves • Be part of the decision-making process by fully engaging in leadership opportunities • Adhere to the school's policies

Our Mission, Vision and Values

Believe:

- Generate **belief** in students through personal development, raising aspirations and self-respect, and encouraging all students to pursue their dreams.
- Develop **belief** from the community by engaging key stakeholders in every aspect of school life and working together to create a world-class learning environment for their children.
- **Believe** in the staff we have to develop professionally through a comprehensive CPD package that takes into account career stage and encourages a culture of succession and personal aspiration.
- **Believe** in a solutions-focused continuous improvement cycle to drive change and raise standards.

Achieve:

- Have a relentless and unapologetic focus on the outcomes of students to ensure that they **achieve** their dreams.
- Improve the life chances of the community by creating a generation of **high achieving** young people that can drive industry and entrepreneurship, both locally and further afield.
- Celebrate staff **achievements** and recognise their contributions through a morally driven and determined staff body.
- Be recognised nationally for our **achievements** in outcomes and our wider enrichment offer.

Succeed:

- Recognise and celebrate **success** for students on a daily basis with a positive learning culture.
- Be an oversubscribed, **successful** school that is the choice of parents both locally and further afield.
- Have **successful** teachers that are driven to improve their own practice and develop their careers.
- Make our vision a reality, then we will have **succeeded**.

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 Wellbeing Officer
GRADE	NJC Grade 6, point 21 to 26
HOURS/WEEKS	37 hours, 39 weeks
LOCATION	Stocksbridge High School
RESPONSIBLE TO	Safeguarding and Inclusion Manager
RESPONSIBLE FOR	N/A
PURPOSE OF THE JOB	<p>To provide holistic support, advice and education around pupil wellbeing and mental health.</p> <p>To support, advise and guide pupils in removing barriers to learning including whole family working to promote effective participation, raise aspirations and achieve full potential</p> <p>To Lead and coordinate appropriate and timely interventions across whole school and 1:1 working.</p> <p>Act as the school's DDSL and manage and maintain safeguarding cases in line with KCSIE</p>
RELEVANT QUALIFICATIONS	<p>Minimum of NVQ Level 3 or equivalent qualification in relevant field</p> <p>· Excellent numeracy/literacy skills – equivalent to NVQ Level 3 in English and Maths.</p>

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.

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Provide wellbeing support and guidance to students and families.

Provide support to students and families in dealing with mental health issues.

Assist students and families in identifying mental health issues:

- Take a lead in the identification of the support needs of individual students.
- Co-ordinate sign posting to other services who provide support to families and young people and make referrals where appropriate.
- Provide continuity of support to students and families experiencing mental health issues.
- Initially assess students to identify support needed.
- Contribute to the delivery of the transition programme by working with identified students and families to provide individualised transition plans to tailor their support.
- Work with colleagues to contribute to the implementation and communication of the Mental Health Provision (Green Paper) and the whole school approach and vision for mental health and wellbeing
- Assist in the development of policies and procedures to support the development of a wellbeing provision.
- Integrate mental health topics into the curriculum, focusing on understanding mental health, recognising symptoms of mental illnesses, signposting support and reducing stigma.
- Assist in the development of processes and procedures to support students and families with mental health and wellbeing concerns.
- Raise awareness of how and where support can be accessed.
- Contribute to the delivery of CPD to staff on mental health issues and how to identify, refer and promote positive wellbeing.

Contribute to the development of partnership work with outside agencies to support the students and families with mental health issues:

- Work with the Senior Leadership, Safeguarding Manager and SENDCO to identify the needs of students at risk particularly those at risk.
- Work directly with students to manage mental health issues and how/where to seek support and promote their overall wellbeing.
- Develop individual and group programmes to support students/families managing mental health issues in accordance with trust and school policy.
- Under the direction of the Senior Leadership Team, develop and delivery mental health and wellbeing support service

Develop and maintain effective and supportive working relationships with students

Establish and develop an effective one to one / group wellbeing support service.

Develop relationships which motivate, challenge and empower students to address their wellbeing concerns.

Develop, agree and implement time bound action plans with groups and individual students and others involved, based on a comprehensive assessment of their strengths and needs:

- Collect information, contribute to assessments and review outcomes.
- Review assessment outcomes with the individual student and consider alternative support options where required.
- Work with students to agree outcomes and record a plan of action, review points and an exit strategy.
- Work with students and families to focus on a range of strategies and structured interventions.
- Monitor progress of individual students against mutually agreed objectives at regular intervals and set new targets if appropriate including agreement on exit strategies.

Operate within legal, ethical and professional boundaries when working with students and those involved with them:

- To be part of the school Safeguarding team and work closely with the Safeguarding Manager.
- Act as a DDSL to manage allocated safeguarding caseload in line with KCSIE
- Maintain appropriate professional boundaries in all contacts and support of students, their families/carers and other professionals.
- Develop and maintain effective working relationships with key stakeholders
- Refer to and work with relevant external agencies to provide appropriate and sift support for children.
- Follow reporting and case review procedures involving colleagues and line managers as required.
- Maintain the health, safety, protection and wellbeing of students and families whilst delivering the service.
- Promote the students equality, diversity, rights and responsibilities.

Reporting and Administration

- Maintain strict confidentiality guidelines in line with schools policy.
- Provide regular information to senior leaders and other staff as relevant to help support the students and families.
- Make home visits as required following school procedures. (H&S, Lone Working)
- Provide termly monitoring and evaluation reports.
- To maintain appropriate case records according to school policy and in line with KCSIE.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

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 and carrying out duties.
- Promote the school positively and participate in promotional events such as open evenings, transition 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



Minerva Learning Trust Person Specification



Safeguarding and Wellbeing Officer

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
Minimum of NVQ Level 3 or equivalent qualification in relevant field	AF/I
Excellent numeracy/literacy skills – equivalent to NVQ Level 3 in English and Maths	AF/I
Safeguarding professional development and training which will allow the requirements of the post to be fully met.	AF/I
Relevant degree level qualification (or equivalent qualification or relevant work experience)	AF/I
Safeguarding and Child Protection qualification and/or evidence of updated formal training; including completion of or willingness to work towards the DDSL accreditation.	AF/I
KNOWLEDGE AND EXPERIENCE	
Experience of working with Secondary age students and dealing with safeguarding issues	AF/I
Experience of working with multi agencies in particularly relating to mental health	AF/I
Experience of keeping confidential records / case work notes	AF/I
Experience of working independently as well as in a team	AF/I
Knowledge of Safeguarding issues and procedures	AF/I
Strong knowledge of mental health issues affecting young people	AF/I
Knowledge of a range of strategies to help young people suffering with mental health issues	AF/I
Proven track record of working with children and young people.	AF/I
Experience and understanding of child protection and safeguarding procedures	AF/I
Working knowledge of relevant policies/codes of practice/legislation and a clear understanding of the statutory framework relating to safeguarding young people and child protection.	AF/I/AA
SKILLS	
Flexible Interpersonal skills	AF/I/AA
Good written, verbal and IT Skills	AF/I/AA
Understanding of current mental health agenda	AF/I/AA
Ability to relate effectively with children and adults	AF/I
Ability to communicate effectively at all levels, verbally and in writing.	AF/I/AA

Ability to work effectively with parents and external agencies	AF/I/AA
Good interpersonal skills including the ability to negotiate, mediate and liaise with a wide variety of stakeholders.	AF/I
Ability to work in a fast pace, busy environment where competing demands direct and influence change	AF/I
Ability to model, promote and embed high standards of working practice and challenge where necessary	AF/I
Ability to develop and maintain effective working relationships with colleagues, parents and external agencies	AF/I
Ability to keep abreast of current and changing policy and legislation	AF/I
Ability to contribute to the change process. Effectively contributes to working procedures and helps to develop, plan and monitor systems and processes	AF/I
Ability to fully utilise Information Communication Technology to support the role	AF/I
SPECIFIC REQUIREMENTS	
Committed to continuous self-improvement and relevant professional development	AF/I
Flexible approach to work to meet the requirements of the post.	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

Key: AA = Assessed Activity AF = Application Form R = Reference I = Interview

Section 7: The Appointment Process

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

1. The Application Form
You must complete the standard Minerva Learning Trust job 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
If you are currently working, or have worked before, your first reference must be your present or most recent employer.
 - Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
 - Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
 - If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
 - If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
 - Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

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. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA htaylor@stocksbridge-mlt.co.uk

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 htaylor@stocksbridge-mlt.co.uk by the closing date.