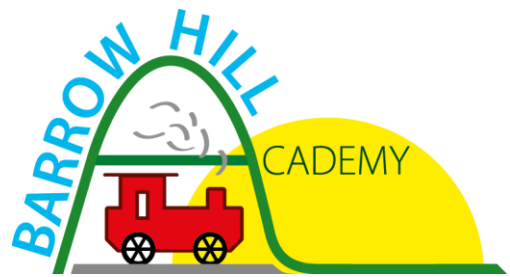


Briefing Pack for Applicants Safeguarding & Attendance Officer



Whittington Moor
Nursery and Infant Academy



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

The Trust 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.

Contents

Section 1: Post Advertisement.....	1
Section 2: Letter from the Chief Executive – Bev Matthews.....	2
Section 3: Letter from the Headteacher	3
Section 4: Job Description.....	5
Section 5: Person Specification.....	10
Section 6: The Appointment Process.....	12

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 & Attendance Officer
Location:	Barrow Hill Academy and Whittington Moor Nursery and Infant Academy
Pay scale:	Minerva Learning Trust NJC Grade 06, point 21: £32,115 to 26: £36,124 gross per annum
Actual	
Annual Salary:	£29,039.79 to £32,664.91 (under 5 years of Service)
Contract:	Permanent, 37 hours per week x 41 working weeks
Start date:	1st January 2025 or earlier

Cavendish Learning Trust (CLT) is based in Staveley, on the outskirts of Chesterfield, Derbyshire and currently has four schools, providing a breadth of education from 2 to 18 years old. Since 2023, Cavendish Learning Trust have been working towards the delivery of a merger with Minerva Learning Trust, who are a Multi-Academy Trust based in Sheffield, we anticipate that the merger will take place effective from 1st December 2024. The successfully appointed candidate will be appointed to Minerva Learning Trust' Terms and Conditions.

The successful candidate will join a positive and forward-thinking team who are committed to delivering the very best outcomes for all. The role will have a specific focus on supporting improvements in safeguarding and attendance as well as working closely with children and their families to ensure they are able to make the most of the opportunities that the schools have to offer.

We are seeking to recruit a **Safeguarding & Attendance Officer** to work across two of our primary schools in Chesterfield – Barrow Hill Primary Academy and Whittington Moor Nursery and Infant Academy. This is an exciting opportunity, for someone that is committed to transforming the lives of young people across our region, to contribute to the development of pupil support, attendance and safeguarding systems within these schools. The successful candidate will work closely with the Designated Safeguarding Lead to ensure consistency, efficiency and rigour in our approach to both safeguarding and attendance procedures.

Candidates are encouraged to visit the schools or have an informal discussion about the role with Joanne Mappin, Executive Primary Lead jmappin@clt.org.uk via the school office 01246 472494.

The closing date is at 4pm Wednesday 4th December 2024 and interviews will take place week commencing 9th December 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. 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 Cavendish Learning Trust website www.clt.org.uk and completed applications should be sent to Joanne Mappin, Executive Primary Lead jmappin@clt.org.uk by the closing date.

Please ensure that you do not fill in a Derbyshire County Council application form in respect of this vacancy, **ONLY Cavendish 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 Cavendish Learning Trust. Cavendish Learning Trust was established in February 2012. We are a family of schools focused on meeting the needs of our local communities, by providing innovative and engaging education to maximise all children and young people's life choices. Since 2012 we have grown and currently have four schools in the Trust:

Working for the Trust will come at an exciting point in Cavendish Learning Trusts development. Since 2023, Cavendish Learning Trust have been working towards the delivery of a merger with Minerva Learning Trust, we are a Multi-Academy Trust based in Sheffield, we anticipate that the merger will take place effective from 1st December 2024. On completion, the merger will bring together two Trusts with shared values and vision with a commitment to academic excellence, inclusivity, and community engagement. By joining together, we will be able to further advance our shared values and work collaboratively to achieve our collective vision for education. We are committed to providing comprehensive support to all children, staff, and their families.

All the schools within the trust have a common desire to help each other, challenge each other and work together to bring about continued improvement. The trust's ethos is to retain each school's unique identity whilst introducing best practice systems and processes to support improvement. Our approach is founded on genuine effective partnership working – joining the schools, children, parents and communities together.

The role of Safeguarding & Attendance Officer presents an exciting opportunity to join our Trust and contribute to the life chances of our children and young people. You can read more about our primary schools on their individual websites:

<https://www.barrowhill.academy>

<http://whittingtonmoor.academy>

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 Candidate,

Thanks for your interest in the post of Safeguarding & Attendance Officer across Barrow Hill and Whittington Moor Nursery and Infant Academies. We are proud to be part of the Cavendish Learning Trust and excited about our new journey as we move to merge with Minerva Learning Trust and proud of all of our amazing children. Working together we aim for the highest possible standards and support each other to ensure they are achieved.

At the heart of our offer is a commitment to staff development. We believe that through investing in our staff, we can support all our children in excelling across the curriculum.

At Barrow Hill and Whittington Moor we believe it is important to provide a curriculum which is engaging, exciting, relevant and fun for all learners in the 21st century. We teach a curriculum based on the knowledge and skills that children need to acquire in order to be successful in each subject. Alongside this, children are given opportunities to develop learning attributes that will support them throughout their lives.

If you believe you have the commitment, determination and drive to contribute to our vision, achieving the very best for all our pupils, then we look forward to receiving your application.

Lauren Kay
Headteacher
Barrow Hill Primary Academy
Whittington Moor Nursery and Infant Academy

Our Mission, Vision and Values – Barrow Hill

OUR MISSION is to provide supportive and challenging learning opportunities that empowers all our children to be academically capable and be ambitious for their future.			
OUR VISION Our vision is based upon the principle of "Be the best you can be"			
'Belong' Provide a safe, nurturing, inclusive and supportive environment	'Participate' Children to be fully included and engaged in the school curriculum.	'Achieve' Opportunity for children to achieve to their potential and make accelerated progress from their starting point.	
OUR VALUES Our values underpin all that we do as a school and are brought to life in all areas of our organisation so we can 'Be the best you can be'			
Be Kind to yourself and each other and demonstrate respectful and caring relationships across our school community	Be Expressive by communicating appropriately and effectively with each other in our work, play and when the going gets tough	Be Resilient When things are difficult, we are motivated and dedicated to do our best and keep trying	Be Successful Our achievements and special talents will be recognised, encouraged and celebrated across our school community.
OUR BELIEFS Positive relationships and interactions to be modelled and promoted across our school community. <ul style="list-style-type: none"> • Children have the right to a high quality curriculum that is inclusive and engaging by design. • Children to be enabled to develop the skills of an independent learner. 			

Our Mission, Vision and Values – Whittington Moor

OUR MISSION All children will have the opportunity and ability to become independent, successful learners through a nurturing environment, empowering them to aspire and achieve			
OUR VISION Our vision is based upon the principle of 'We Nurture, We Thrive, We Blossom'			
'We Nurture' Children's personal, social and emotional development is prioritised to enable them all to feel, safe, secure and valued	'We Thrive' We all share a passion for the development of each individual child by providing an enabling environment and ensuring the highest standard of teaching and learning	'We Blossom' We envisage that given the right support at the right time all children can succeed, enabling them to develop lifelong love of learning	
OUR VALUES Our values underpin all that we do as a school and are brought to life in all areas of our organisation			
Growth Of Every Child Our children's achievements and special talents will be recognised, encouraged and nurtured	Respect By learning from one another Our children will develop respectful and caring relationships with all members of the school community	Opportunity For all Regardless of a child's experiences, all children will have the opportunity to be the best they can be	Wonder and Curiosity All children will experience awe and wonder through playful, child centred learning which enables the development of key life skills
OUR BELIEFS <ul style="list-style-type: none"> • We believe in fostering strong relationships with children, parents and colleagues • We are committed to the continuous learning and development of our staff and children • We embrace innovation • We are relentless in the pursuit of excellence • We believe excellence is achieved through high expectations and leading by example • We believe every child has the ability to succeed 			

Section 4: Job Description



Safeguarding & Attendance officer Job Description

Cavendish 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 & Attendance Officer
GRADE/SALARY	Minerva Learning Trust NJC Grade 06, point 21: £32,115 to 26: £36,124 gross per annum
HOURS/WEEKS	37 hours per week x term time (41 working weeks)
LOCATION	This post operates across two of our primary schools: Barrow Hill Academy and Whittington Moor Nursery and Infant Academy
RESPONSIBLE TO	Headteacher
RESPONSIBLE FOR	Not Applicable
PURPOSE OF THE JOB	<ul style="list-style-type: none">• To support children and their families to develop excellent habits of attendance and remove barriers to accessing school• To work with the inclusion team to identify and address barriers to learning (including attendance)• To work with children to allow them to access a broad and balanced curriculum• To work with children and their families to address wider issues which will support positive outcomes for all• To support Safeguarding in the school and undertake the role of a Deputy DSL
RELEVANT QUALIFICATIONS	GCSE or equivalent in English and maths. Level 3 or equivalent qualification in relevant subjects e.g. child development nursing, psychology, social care, education or community /youth work, support for learning; emotional and behaviour support or

	substantial evidence of proactive and ongoing professional development in related work
--	--

SPECIFIC DUTIES AND RESPONSIBILITIES

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

MAIN DUTIES

- To contribute to the development of safeguarding and attendance systems within the schools.
- To adhere to and implement the Trust's policies and standard operating procedures for safeguarding and attendance.
- To work closely with the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead(s) to ensure consistency, efficiency and rigour in our approach to both safeguarding and attendance procedures.
- To provide effective and engaging CPD to a range of stakeholders to ensure that all staff have a clear understanding of how to keep young people safe within the schools.
- To attend and contribute to Trust network meetings for safeguarding and attendance.
- To provide targeted support for and build effective and respectful relationships with children and their families.

Safeguarding

- Work as a safeguarding officer and maintain full oversight of the CPOMS child protection database, ensuring that it is kept up to date and that all reported incidents are dealt with efficiently.
- To act as the Deputy Designated Safeguarding Lead (DDSL) and carry out duties as directed by the Headteacher.
- To supervise and deal with safeguarding incidents in coordination with the DSL.
- To actively monitor and follow up on pupil well-being issues.
- To implement school and Trust policies and procedures in relation to safeguarding and attendance.
- To ensure the maintenance of accurate and up-to-date information and records concerning the pupils' wellbeing and safeguarding.
- To help analyse and evaluate safeguarding data from safeguarding system generated reports and take/delegate appropriate action with class teachers, pupils and parents in response to safeguarding concerns.
- To ensure effective communication/consultation as appropriate with the parents and staff.
- To work closely with the Personal Development lead on making sure that wellbeing and online safety are at the heart of the personal development curriculum.
- To deliver and coordinate training to pupils, staff and governors on wellbeing issues, including attendance, safeguarding and online safety.
- To act as the online safety coordinator for the schools as directed by the DSL and in accordance with LA safeguarding requirements.

- Ensure all pupil records are kept accurate and up to date on the designated safeguarding system and that all relevant information is disseminated to staff.
- Provide support to the Headteacher/DSL in ensuring that all transition records are received and carefully assessed.
- To work closely with external support agencies to maximise the support on offer to young people in the schools.
- Provide the Headteacher/DSL/DDSLS with regular comprehensive updates on inclusion / safeguarding matters within the schools, seeking advice and guidance where required.
- Provide reports and training to the Senior Leadership Team & Governors as required.
- Attend all school events, evening meetings and CPD as required.
- Undertake all statutory CPD in relation to this role and keep the necessary qualifications/training up to date.

Attendance

- To monitor pupil attendance together with pupils' progress and performance, with the class teacher, in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To implement the Trust's Graduated response for attendance and ensure all policies and procedures are followed.
- To liaise with and attend external agency support meetings for pupils.
- To monitor attendance of vulnerable pupils and make routine home wellbeing visits.
- Carefully monitoring attendance and identifying pupils from both all year groups who require bespoke attendance support plan, put these in place and monitor/report the impact of them.
- Provide a friendly point of contact to those pupils and families who have been identified as requiring extra support.
- Liaising with other individuals or agencies to provide support when required. Regularly monitor the progress and attendance of those pupils who are identified as highly vulnerable and ensure early intervention to address absence.

Supporting families

- Act as a point of contact for families in need of support.
- Establish and foster good relationships with parents.
- Promote the self-esteem of parents and help them to communicate openly.
- Discuss issues, e.g. difficulties at home, with parents in a confidential manner and in accordance with the school's policies and procedures.
- Support inclusive practices, focusing on preventative and early intervention measures.
- Using knowledge of ACE's, support vulnerable and 'at risk' pupils and families using a trauma informed approach, bespoke to their needs.
- Plan and deliver family and parent activities to enhance engagement with the school.
- Be knowledgeable of the range of agencies available locally; working with them directly or signposting parents towards suitable assistance.
- Actively promote the family support services provided by the school and outside agencies.
- Initiate and lead Early Help Plans where needed, taking on the role of lead professional.
- Liaise with external agencies in response to the needs of the child and family.
- Participate in training events as required to ensure your knowledge is up-to-date and reflects good practice advice.

Supporting pupils:

- Complete Early Help Assessments with families to ensure they receive appropriate support.
- Liaise with teachers, the headteacher, SENCO, DSL and any other relevant persons regarding pupils and family needs.
- Working under the guidance of the Headteacher, provide pastoral support to pupils as required, implementing pastoral support plans as appropriate.
- Establish good relationships with pupils, acting as a role model and setting high expectations of pupils in relation to good attendance.
- Assist the pastoral team with the development of behaviour plans to ensure pupils have the support in place to positively engage with learning.
- Promote inclusion and acceptance in accordance with the school's inclusion policies.
- Encourage and support children to interact and engage with activities and learning and develop pupils' confidence and self-esteem.
- Under guidance from teachers, provide feedback to pupils in relation to their progress and achievement to help them make meaningful and positive progress.
- Support in the implementation of the school's profiling and assessment system to identify underlying barriers to learning and engagement.
- Plan and deliver targeted early help intervention and support for pupils in need on a one to one or small group basis in response to findings of the pupil profiling.
- Support planning and delivery of whole school /individual plans for example; behaviour, family engagement, risk management and child or young people's plans with the involvement of all key parties including parents/carers and school partners.
- Provide one-to-one support for pupils as and when required, including during typically more stressful times such as the lunch period.
- Be a visible presence in school to build and maintain positive relationships with children.
- Contribute towards the planning and delivery of the school's personal development curriculum and assembly programme to address community contextual issues.

Supporting the school:

- Be aware of, and comply with, all policies and procedures relating to child protection, safeguarding, health and safety, security and data protection.
- Contribute to the overall aims and vision of the school.
- Establish and maintain effective working relationships with colleagues.
- Provide ongoing advice and guidance to staff, pupils, parents and others.
- Establish effective and respectful relationships with external agencies.

Supporting staff:

- Assist in supporting learning through provision of pupil centred intervention that help support pupils' success in the classroom.
- Support senior leaders and the inclusion team by identifying possible underachievement linked to poor attendance or other barriers.
- Promote good pupil behaviour and deal with conflicts and incidents in line with the school's policies.
- Lead CPD sessions within school as appropriate to ensure that staff training is up-to-date.

Administration:

- Take a lead role in the development and maintenance of effective record/information systems in relation to attendance, safeguarding, child protection and behaviour.
- Ensure relevant records such as Safeguard are kept up to date.
- Respond to and conduct correspondences with parents regarding their child's needs, which may involve complex matters.
- Provide detailed analysis and evaluation of data and produce detailed reports/information as required.
- Be responsible for the completion and submission of complex forms, returns, etc., including those to outside agencies, particularly regarding safeguarding and attendance

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 children to follow this example.
- 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 5: Person Specification



Safeguarding & Attendance Officer Person Specification

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
GCSE or equivalent in English and maths.	AF/I
Level 3 or equivalent qualification in relevant subjects e.g. child development nursing, psychology, social care, education or community /youth work, support for learning; emotional and behaviour support or substantial evidence of proactive and ongoing professional development in related work	AF/I
Up-to-date safeguarding and child protection training, or willingness to work towards the necessary qualification	AF/I
EXPERIENCE	
Good practice procedures for working with vulnerable children and families.	AF/I
Handling safeguarding concerns, including following confidentiality measures.	AF/I
Implementing support measures and monitoring their effectiveness.	AF/I
Using relevant technological systems in order to track and analyse pupils' data and information.	AF/I
Forming, developing and maintaining partnerships with external support agencies.	AF/I
KNOWLEDGE AND SKILLS	
Excellent verbal and written communication skills.	AF/I
Excellent time management and organisation skills.	AF/I
An excellent understanding of confidentiality.	AF/I
Undertake their work within an anti-discriminatory and empowerment framework.	AF/I
Work flexibly to meet families' needs.	AF/I
Assess children and their families to develop support plans.	AF/I
Plan, provide and monitor training programmes for supporting complex families.	AF/I
Use ICT confidently to access, use, store, complete and share documentation.	AF/I
Write clear and accurate reports on pupils' needs and progress, accounting for teachers' comments and feedback.	AF/I
Demonstrate planning, organisation and monitoring skills.	AF/I
Support people in distress and crisis.	AF/I
Demonstrate their understanding of children and families and the challenges that they can face. (e.g. ACE's, early childhood trauma)	AF/I
PROFESSIONAL DEVELOPMENT	
Evidence of a commitment to Continuous Professional Development	AF/I
Willingness to undertake relevant development for the role	AF/I
QUALITIES AND ATTRIBUTES	
A flexible approach towards working practices.	AF/I
The ability to work as both part of a team and independently.	AF/I

The ability to maintain successful working relationships with colleagues.	AF/I
High levels of drive, energy and integrity.	AF/I
An understanding that individuals may have fundamental differences, and the ability to adapt plans to accommodate for these.	AF/I
A commitment to supporting others.	AF/I
An understanding of child development and how adverse events can impact progress, including trauma and attachment.	AF/I
Committed to promoting high quality support and intervention to pupils and families.	AF/I
Able to plan and take control of situations.	AF/I
Committed to contributing to the wider school and its community.	AF/I
Capable of handling a demanding workload and successfully prioritising work.	AF/I
Professionally assertive and clear thinking.	AF/I
A good team player, with the ability to also work using their own initiative.	AF/I
A creative thinker who is committed to developing new support measures to meet pupils' needs.	AF/I
A sensitive and understanding person who can have difficult conversations with families.	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding children.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 6: 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 children 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 for the attention of the Primary Executive Lead jmappin@clt.org.uk by the closing date.