

Briefing Pack for Applicants Safeguarding Family Liaison 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.

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: About Stocksbridge High School	4
Section 5: Job description	7
Section 6: Person Specification.....	11
Section 7: The Appointment Process.....	13

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 Family Liaison Officer
Location:	Stocksbridge High School
Salary:	NJC Grade 6, point 21: £34,237 to 26: £38,510 gross per annum
Actual	
Annual Salary:	£30,958.61 to £34,822.44 (under 5 years service)
Contract:	Permanent, 37 hours per week, 41 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 Family Liaison Officer who can contribute towards developing and delivering the school's safeguarding strategy and provision. You will support the school's DDSL 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 - applications@stocksbridge-mlt.co.uk

The closing date is 9am on Monday 02 November 2026 with interviews scheduled to take place on Friday 06 November 2026.

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 the Minerva Learning Trust's and Stocksbridge High school's website <https://minervalearningtrust.co.uk/vacancies>. **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
• 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	• 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	• 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	• 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 Family Liaison Officer
GRADE	NJC Grade 6, point 21 to 26
HOURS/WEEKS	37 hours per week, 41 working weeks
LOCATION	Stocksbridge High School
RESPONSIBLE TO	Safeguarding and Inclusion Manager
RESPONSIBLE FOR	Supporting early intervention for our families and building positive links with a wide range of external agencies.
PURPOSE OF THE JOB	To provide holistic support, advice and education around families who require support. To support, advise and guide pupils in removing barriers to learning including attendance. To Lead and coordinate appropriate and timely interventions across whole school and 1:1 working. Act as the one of the school's DDSL and manage and maintain safeguarding cases in line with KCSIE.
RELEVANT QUALIFICATIONS	Minimum of NVQ Level 3 or equivalent qualification in relevant field or willingness to work towards this. Excellent numeracy/literacy skills – equivalent to NVQ Level 3 in English and Maths.

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.

MAIN DUTIES

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.

- Support the development of positive relationships and emotional wellbeing of children and young people using evidence-based interventions with individual learners and groups.
- Build links with families to promote participation in their children's learning and remove barriers to their and their children's involvement in school life.
- Make links with relevant organisations in the community to develop networks of support and opportunity to complement school-based and partner services and agencies support.
- Offer emotional and practical support to parents, pupils and families, both within school and through outreach/home visits where necessary, with a specific focus on attendance.
- Offer a whole family approach to families with complex needs.
- Build trusting relationships with parents and pupils to help support their needs.
- Work alongside colleagues to assess the needs of the families referred for support and participate in the reviews and evaluation of the support.
- Support with the safeguarding case load alongside direction from the Safeguarding and Inclusion Manager.

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, focussing on preventative and early intervention measures.
- Support vulnerable and 'at risk' pupils and families in a manner appropriate for individuals' needs.
- Share information on practical childcare and parenting skills with families who are in need and signpost towards additional support as appropriate.
- Facilitate group family support meetings and conduct them in a positive, holistic and confidential manner e.g. parenting sessions.
- 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 the school:

- Be aware of, and comply with, all policies and procedures relating to child protection, safeguarding, health and safety, security and data protection.
- Report all concerns to the Headteacher and conduct progress meetings surrounding action plans for improving the school environment.
- Contribute to the overall aims and vision of the school.
- Establish and maintain effective working relationships with colleagues.
- Assist in the supervision and training of school staff.
- Assist in the planning of enrichment and cultural opportunities for pupils outside of the school to enhance their self-esteem and engagement with the school.
- Provide ongoing advice and guidance to staff, pupils, parents and others.
- Establish effective and respectful relationships with external agencies.
- Work with the Attendance Officer, to ensure that registers are effectively taken in line with statutory requirements and families are identified for specific support.

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 attendance team by identifying possible underachievement linked to poor attendance or other barriers.
- Assist in the implementation of behaviour plans and other support plans.
- Work with teachers to employ strategies to support pupils' achievements and learning goals.
- 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 CPOMS 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 with regard to SEND, 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 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.
4. A valid driving licence is essential for this role.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Post title: Safeguarding Family Liaison Officer

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
NVQ level 3 in relevant subject or a willingness to work towards	AF
4 GCSEs Grades A-C or equivalent including English and maths	AF
Experience of working in a secondary education environment	AF
Qualified First Aider (or a willingness to work towards)	AF
KNOWLEDGE, SKILLS AND EXPERIENCE	
Capacity to motivate, inspire and challenge young people	AF/I
Knowledge of behaviour management systems	AF/I
Knowledge of safeguarding and child protection procedures	AF/I/AA
Ability to inspire confidence in and establish excellent relationships with pupils, teachers and parents	AF/I
Excellent communication, planning and organisational skills	AF/I/AA
Administration particularly in relation to recording information, maintenance of filing systems and completing correspondence	AF/I
PROFESSIONAL DEVELOPMENT	
Proven experience of working with children and young people in a variety of situations	AF/I
Experience of working with relevant external agencies	AF/I
Experience of dealing with student behaviour issues	AF/I
Experience of resolving issues relating to young people	AF/I
Administration particularly in relation to recording information, maintenance of filing systems and completing correspondence	AF
SKILLS	
Ability to organise a heavy and varied workload	I
Ability to work on own initiative and prioritise work to given deadlines	I
Ability to present information clearly and concisely to prescribed formats	I
Ability to manipulate data in order to produce reports	I
Proven skills in the use of ICT in particular Microsoft Office packages	AF/I
Excellent written and verbal communication skills	AF/AA
Ability to work accurately and methodically under pressure	I/AA
Ability to work individually or as part of a team	AF/I
Ability to supervise and work with pupils	AF/I
Ability to maintain appropriate relations with young people	AF/I

Ability to deal appropriately with a range of sensitive students	AF/I
A full, clean driving licence to conduct home visits.	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/R
A commitment to safeguarding students.	AF/R
Suitability to work with children.	AF/R
A commitment to equal opportunities.	AF/R
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/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 - applications@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 applications@stocksbridge-mlt.co.uk by the closing date.