

Our ref: POR/lf

14th October 2026

Dear Applicant,

Thank you for your interest in our school. Falinge Park High School is a school with a heart and soul where all members of our school belong to our 'Falinge Family'.

Our core purpose is to secure the best academic and personal outcomes for all pupils and instil a life-long love of learning. This will ensure that all learners believe in themselves and their future, have choices and the power to make them and are able to contribute positively to society.

Empowering all to: ASPIRE, THRIVE, AND ACHIEVE

Falinge Park is a multi-cultural, diverse, and inclusive school where all feel a strong sense of belonging to our 'Falinge Family'. Everyone who visits comments on the calm environment, the positive relationships, and the keen sense of inclusivity that permeates everything that we do.

The school is oversubscribed and everything that we do is relational and connected.

As part of the Watergrove Trust we are committed to 'Provide More' for all. We are a community school which serves the community and are proud to create a positive environment for our pupils and the future of Rochdale.

Inclusivity, equality of opportunity and creativity permeates throughout our school in an open, honest and transparent culture. A psychologically informed institution. It is an exciting place, whether you are at the start of your career or an experienced teacher and, if you join us, I hope you recognise that you will be able to develop your practice in a safe, supportive and caring environment.

Yours faithfully



Mrs Paula O'Reilly
Headteacher

Why work for us?

If successful, you will work as part of a supportive pastoral team but will lead on all issues related to Safeguarding and Child Protection, be required to attend multi-agency meetings and represent the school within the community and Local Authority as a highly-respected professional member of the Falinge team. In addition, you will also lead on the PREVENT agenda with the Assistant Headteacher and Deputy Headteacher for Inclusion. We have a far-reaching pastoral system where teams work together, in an inquiry-based approach, in order to break down barriers to opportunity.

As our Safeguarding Officer you will help us negotiate the best support for our children and families and support the DSL in case work across the school. This is an important role within our school which we are hoping will attract candidates who are committed to the safeguarding of young people and who have the skills and talents to support them and their families.

The role itself will be one of two Safeguarding Officers within Falinge Park High School and the successful candidates will be directly responsible to Associate Assistant Headteacher (DSL).

Our school

As the Headteacher I strongly believe in developing a culture of professional reflection and practice. When an organisation can create an environment that is psychologically safe then true innovation can be established. This is done through a focus on relational practice where inclusion is seen as part of school improvement. If you feel that this type of approach fits with your values and beliefs around Care and Education, please read the materials and come and visit, ask us questions and see our strategy in action.

The school has a warm, welcoming and positive environment where our children and staff want to be. Our core purpose is to ensure that we empower all to Aspire, Thrive and Achieve. You will see from our website that we believe that both academic and personal development are of equal importance.

This position is such a pivotal role in our school and we want to ensure we have the right candidate who has the skills, knowledge and professional behaviours but also will be able to work effectively within school and with different partners. Therefore, when you write your application, I urge you to allow me to see a sense of who you are and why you want to work specifically at Falinge. I do hope you will take the time to look at our website www.falingepark.com so that you can see what we have to offer

School Safeguarding Officer

Job Description

School	Falinge Park High School
Section:	Associate Staff
Location:	Falinge Road, Rochdale OL12 6LD
Job Title:	School Safeguarding Officer
Grade/Range/Salary:	Grade 9 Points 29-32 FTE £41,179 - £44,254 per annum
Responsible to:	Senior Safeguarding Officer (DSL) / Headteacher
Responsible for:	As directed by the Headteacher
Hours of Duty:	36.25 per week - Full Time - All Year Round (AYR) We are a family friendly employer and will work with employees around flexible working in line with business needs.
Special Conditions of Service:	All posts require enhanced DBS clearance prior to appointment. Attend evening and weekend meetings.

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



PURPOSE AND OBJECTIVES OF THE JOB

- To be part of the school Safeguarding Team, undertake the remit of Deputy Designated Safeguarding Lead and manage an allocated caseload of children and families who are in need of additional help and support.
- To make informed and measured decisions on matters relating to child safeguarding, including representing school at Child Protection Conferences, meetings, and during court proceedings.
- To provide direct support to children and their families, undertaking assessment and developing plans, ensuring the voice of the child is heard and acted upon.
- To signpost to local services and interventions for and with children and families within the school.



- To manage workloads effectively and efficiently, prioritising and responding to urgent needs.
- To provide regular updates to DSL and to Chair of Governors at safeguarding governor meetings.
- To keep abreast of legislation and good practice in relation to safeguarding and safe working practice guidelines and update in school and policies
- To ensure that safeguarding and all related policies are known and used appropriately
- To ensure all staff have regular safeguarding training and deliver this where needed

CONTROL OF RESOURCES Personnel

To be responsible for the direction, support and motivation of self and any staff under postholder's control.

Financial

To work in accordance with Financial Regulations and procedures of the school.

Equipment/Materials

To be responsible for the safe use and maintenance of equipment/materials used by the postholder.

To adhere to the school's rules and regulations relating to the use of ICT, email and intranet/internet access.

Health/Safety/Welfare

To be responsible for the health, safety and welfare of self, colleagues and children, in accordance with School's Health and Safety policies and procedures and current legislation.

Equality and Diversity

To work in accordance with the Authority's/School's Policy relating to the promotion of Equality and Diversity.

Training and Development

The post holder will be responsible for assisting in the identification and undertaking of his/her own training and development requirements in accordance with the school's arrangement.

Relationships (Internal and External)

Internal:

School staff.
Senior managers.
Governors
Volunteers
Pupils.
Users of the School.

External:

Parents/carers.
Staff in other schools and within the Trust.
Colleagues within the LA including Children's Social Care & Early Help Teams



RESPONSIBILITIES:

The postholder must:

1. Perform his/her duties in accordance with the School's Equal Opportunities Policy.
2. Ensure that the school's commitment to public service orientation and care of our customers is provided.
3. Be able to render regular and efficient service to undertake the duties of this post.

PRINCIPAL DUTIES

1. Alongside the Headteacher and DSL, take a lead role in protecting children from harm and promoting their best interests, including identifying children at risk of abuse and neglect and making and following up on assessments, plans and/or referrals.
2. To build positive relationships, develop trust and rapport with children, parents, and staff to enable our school to understand and respond effectively to the needs of families in our community.
3. To advocate for children's best interests, both within the school and externally, liaising with statutory partners and other relevant agencies to ensure timely access to appropriate support.
4. To conduct direct work with children one-to-one or in groups, applying evidence-based interventions to support children that have been impacted by trauma, those experiencing anxiety, grief, low self-esteem, friendship issues, bullying, or other social and emotional difficulties. To facilitate workshops and groups on topics such as social skills, anger management, and resilience and to promote proactive support and services to families.
5. To provide advice and signposting to local services that can support our families in times of need.
6. To collaborate with families and professionals to develop and implement comprehensive interventions and support plans, including acting as Lead Professional when appropriate, to initiate and manage effective Early Help support.
7. To undertake visits, observations and meetings to inform identification of the best support for children and families.
8. To manage safeguarding concerns, utilising appropriate tools and assessments to provide the right response for children at the right time.
9. To manage a caseload of our children that have been identified as being in need of help and protection, attending child protection meetings, presenting information from school and advocating to ensure the voice of the child is heard and amplified.
10. To prepare and present reports acting as a professional representative on behalf of school, to a variety of audiences including: court and legal action; Child Protection and Early Help meetings, and Local Governing committee meetings.
11. To manage and maintain school records relating to safeguarding and child protection, ensuring information is recorded appropriately and that record keeping and information sharing practice at school complies with statutory responsibilities and our policies.
12. To promote strong inter-agency working between school and local partner agencies.
13. To actively and continuously maintain and develop your own professional skills and knowledge through engaging in relevant training, meetings and reflective supervision.



14. To prepare, deliver and lead training to Falinge and wider Watergrove Trust staff relating to safeguarding and child protection, sharing your own 'expert knowledge' and contributing to shared learning.
15. To be the Deputy Designated Safeguarding Lead in school and to undertake tasks as required in Keeping Children Safe in Education:

SECONDARY DUTIES

1. Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, students, parents/carers and the wider community and adhere to the principles expressed in the aims of the Trust.
2. Work collaboratively across school with colleagues and students to ensure the school & Trust operates as effectively as possible to achieve its aims. Develop collaborative working relationships with other managers and colleagues in the Trust.
3. To participate in programmes of training as a trainee and when required as a trainer facilitator. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.
4. Be aware of and comply with policies and procedures relating to child protection, health & safety and security, confidentiality and data protection, reporting all concerns as appropriate.
5. Maintain designated databases/files in accordance with Trust policies for data governance, as appropriate for the role.
6. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).
7. The postholder's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment. They must:
 - a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.
 - b) Cooperate with management of the Trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, e.g., operate safe working practices including both mental and physical wellbeing.
 - c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees.
 - d) The postholder should also counteract such practice or behaviour by challenging or reporting it.
8. To attend and participate in meetings as required.
9. Play a full part in the life of the school community, supporting our ethos and values encouraging staff and students to follow this example.
10. Actively promote the school and Watergrove Trust corporate policies.

Job Description prepared by: _____ Date: _____

Agreed by Postholder: _____ Date: _____



Watergrove Trust Person Specification

SCHOOL	Falinge Park High School	POST	School Safeguarding Officer
SECTION	Associate Staff	GRADE	9

Note to Applicants:

Essential Criteria (E) are the qualifications, experience, skills or knowledge that you **MUST SHOW YOU HAVE** to be considered for the job.

There are a range of methods by which this information can be obtained. The '*How Identified*' column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you **MUST** include details relating to this aspect in your **Application Form**. You must include examples from either paid, or voluntary work. Do not leave gaps in employment.

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

Criteria	Essential (E) or Desirable (D)	AF Application I Interview C Certificates A Assessment
Qualifications		
To possess minimum GCSE English and Mathematics at Grade A*- C or level 9-4, or a Level 2 qualification in Literacy and Numeracy or CSE Grade 1 in English and Mathematics, or equivalent	E	AF/C
To hold a level 3 safeguarding training certificate or evidence of further recent relevant training in aspects of safeguarding e.g., CSE and PREVENT	E	AF/C
Skills, Experience & Ability		
Demonstrable experience of delivering effective social care work with children and families	E	AF/I/A
Knowledge and understanding of child development, the child protection system and legislation relating to safeguarding children	E	AF/I/A
Working knowledge of legal frameworks and statutory guidance related to education, including safeguarding, attendance, school admissions, and SEND	D	AF/I/A



Experience of contributing to effective multi-agency working that has achieved positive outcomes for children and their families	E	AF/I/A
Experience of managing and maintaining effective record keeping	E	AF/I
Ability to build and maintain positive relationships with children, families and other professionals	E	AF/I
Ability to contribute positively to a team, share learning and work collaboratively	E	AF/I
Ability to prioritise, plan and organise your own workload to manage deadlines and adapt to unforeseen situations	E	AF/I/A
Excellent verbal and written communication and presentation skills with the ability to adapt to different audiences	E	AF/I/A
Ability to collate and analyse information and data and to prepare reports appropriate to different audiences	E	AF/I/A
Competent use of IT and confidence to learn school-based systems	E	AF/I
Resilient and able to maintain composure in challenging situations	E	AF/I
Commitment to work within the school ethos and role model our core values of 'Respect, Honesty and Love'	E	AF/I
Ability to communicate with and sensitively support and care for children in ways suitable for their age, needs and abilities	E	AF/I
Tenacious -able to professionally challenge and advocate for the best conclusion for the child	E	AF/I/A
Open minded and non-judgemental in potentially emotional situations	E	AF/I
Effectiveness in leading and managing staff	D	AF/I
Contribution to the strategic vision of the school	E	AF/I
Personal and professional accountability	E	AF/I
Ability to plan effectively; analyse information and determine the next course of action	E	AF/I
Ability to develop and maintain effective monitoring systems	E	AF/I
Ability to deal with emotionally distressing issues	E	AF/I
Embrace the concept of becoming a Psychologically informed institution	E	AF/I
Work towards psychologically safety for all	E	AF/I
Personal Skills & Attitudes		
A caring and positive person	E	AF, I
Committed to inclusion, equality and diversity	E	AF/I
Well-organised and pays attention to detail	E	AF, I
Willing to go the extra mile for our children	E	AF, I



Self-motivated	E	AF, I
Values and Behaviours		
ASPIRE, THRIVE and ACHIEVE is our core purpose at FPHS Our Trust mission is to be ever 'Providing More' to the communities we serve, to enable life in all its fullness. Our Trust is enabled by a mutual interdependence within which we will always: Coach Challenge Innovate	E	AF/I
Special Working Conditions		
Improve your own knowledge and practice by participating in supervision, reviews and collaborative working. Commitment to continual professional development	E	AF/I
The ability to recognise and respond appropriately to situations that challenge equality of opportunity	E	AF/I
Be committed to working within the school's policies and procedures and adhering to safe working practices	E	AF/I
Ability to attend meetings out of school hours.	E	AF/I
The ability to converse at ease with customers and service users and provide advice in accurate spoken English	E	AF/I

