

Briefing Pack for Applicants Family Liaison Officer



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: Family Liaison Officer

Location: Handsworth Grange Community Sports College

Pay scale: NJC Grade 6, point 21: £33,143 to 26: £37,280 gross per annum

Actual Annual Salary: £28,507 - £32,065 (Under 5 years of service)

Contract: Temporary Backfill, 37 hours, 39 weeks

Start date: As soon as possible to 13 July 2027 or earlier return of postholder

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.

Handsworth Grange Community Sports College is a popular 11-16 comprehensive school located in the Southeast of Sheffield. We are above average nationally for pupil progress. We have been nationally recognised for our work with Pupil Premium. We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We are the founding school within the Minerva Multi Academy Trust. We strongly believe in work life balance, and we work with our staff to actively promote and improve wellbeing.

We are seeking to appoint a Temporary Family Liaison Officer to join our outstanding team at Handsworth Grange Community Sports College.

Candidates are encouraged to have an informal discussion about the role with Rachel Parks Deputy Headteacher rparks@handsworth-mlt.co.uk

The closing date is 9.00am on Friday 25 September 2026. Interviews will take place on Thursday 1 October 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 [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 are available on the school website www.hgcsc.co.uk
Please ensure that you do not fill in a Sheffield City Council 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 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 Applicant,

Thank you for your interest in this role at our school. Handsworth Grange Community Sports College is a popular 11-16 comprehensive school located in the South East of Sheffield. Our mission is to provide an exceptional education for every student, every day. To achieve our mission, we will:

- Provide a broad and balanced curriculum that challenges everyone.
- Provide care and support to break down barriers to learning.
- Improve our students' vocabulary, comprehension and reading skills.
- Demand high levels of progress and achievement from all students.

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

We are fully inclusive and have a strong family ethos. Our student population is diverse, and we celebrate our beliefs and cultures which creates a rich, vibrant atmosphere. We have high expectations of everyone, staff, and students alike, and work hard to develop positive relationships to create a firm sense of togetherness. In doing so we promote the following values: Together we:

- Be Brave
- Be Kind
- Be Present

We are currently on a rapid improvement journey and are working collaboratively across the school and the wider Trust to make Handsworth Grange the number one school in Sheffield and the school of choice for both students and staff. We are passionate about our school and the progress of all our students, if you have the drive and determination to make a difference, this is the school to make that happen.

We founded the Minerva Learning Trust; as a result, we work collaboratively and share best practice with other schools in the Trust and local area. As part of that role we work collaboratively and share best practice with other schools in the Trust.

Our students are approachable and friendly. Please come and see for yourself; we welcome visitors to the school.

If you believe you have the necessary skills and experience to join our organisation and help us achieve our mission then we look forward to receiving your application.

Suzy Mattock
Headteacher

Handsworth Grange Community Sports College's Cultural Fit

Working in a school where you are not aligned with the culture and ethos can be a challenging and often miserable experience. So.... we both need to have alignment if you come to work here!

- We live by the values of caring for each other, laughing with each other, learning from each other and celebrating with each other.
- We believe that the needs of children come first.
- We believe that every child has ability, character and potential to improve.
- We believe that we all have a professional obligation to improve so that we can provide the best educational experience possible for our children.
- We believe that every child deserves a hero and that for some of our students "if we won't, who will?"
- We believe in a culture of the possible, where we can all make progress beyond what anyone could have imagined.
- We believe that hard work and positive relationship are the key to success for staff and students.
- We believe in growing our own staff through quality support and CPD.
- We believe that truly great teaching is that which improves students' progress.
- We believe an evidence informed approach to teaching and learning helps us identify what works best in the classroom.
- We believe that feedback should be timely and respond to the needs of individual students.
- We believe that good literacy and numeracy skills are essential to students making progress and that we have a duty to teach these skills as part of our curriculum.
- We acknowledge that we all make mistakes and learn from them to make us better.
- We are dedicated to preparing our children to thrive in the next stage of their education.

Suzy Mattock
Headteacher

Section 4: 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	Family Liaison Officer
GRADE/SALARY	Grade 6, points 21 to 26
HOURS/WEEKS	37 hours x 39 weeks
LOCATION	Handsworth Grange Community Sports College
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	Identification and early intervention for support with identified families to intervene positively to promote positive outcomes.
RELEVANT QUALIFICATIONS	4 GCSE's, Grades A to C or equivalent, including English and Maths and an NVQ Level 3 qualification in a relevant subject or a willingness to work towards.

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.

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.

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 pupils:

Complete Early Help Assessments with families to ensure they receive appropriate support.

Liaise with teachers, the Headteacher, SENDCO, DSL and any other relevant persons regarding pupils and family needs.

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.

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 students 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 and the wider community to build and maintain positive relationships with students.

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.

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.

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 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



Minerva Learning Trust Person Specification



Post title: 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
Ability to inspire confidence in and establish excellent relationships with pupils, teachers and parents	AF/I
Excellent communication, planning and organisational skills	AF/I
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
Ability to work accurately and methodically under pressure	I
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

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
 I = Interview
 R = Reference

Section 6: 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 akeeton@handsworth-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 akeeton@handsworth-mlt.co.uk by the closing date.