



**Sheffield Springs Academy**

The best in everyone™

Part of United Learning

## **Briefing Pack for Applicants**

**Wellbeing and Safeguarding Officer**

**March 2024**

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## Section 1 - Post Advertisement



<b>Job title:</b>	Wellbeing and Safeguarding Officer
<b>Location:</b>	Sheffield Springs Academy, Hurlfield Road, Sheffield, S12 2SF
<b>Starting salary:</b>	FTE £26,000 - £29,500 gross per annum pro rata (actual of £22,335 - £25,341.63 gross per annum pro rata)
<b>Contract:</b>	Permanent
<b>Hours of work:</b>	Full-time, 37.5 hours per week, 39 working weeks
<b>Start date:</b>	As soon as possible.

We are seeking to appoint a diligent and proactive individual for the position of Wellbeing and Safeguarding Officer at Sheffield Springs Academy.

The role is primarily to assist the Safeguarding Manager in providing and coordinating support for pupils with complex social, emotional, or behavioural needs and to liaise with the appropriate service providers/agencies to meet their needs. Act as first point of contact providing confidential information and advice for all students on safeguarding related concerns including child protection disclosures.

This is an excellent opportunity to join an Ofsted rated 'Good' academy. The academy is part of United Learning, a national group of schools and academies. Sheffield Springs Academy is an 11-16 school. As part of United Learning our aim is to bring out 'the Best in Everyone' and we continuously strive to ensure that students and staff have every opportunity to succeed, with their potential developed to the utmost. Our school has motivated, ambitious students with a high percentage of our students going on to attend Russell group universities.

United Learning is one of the largest and most successful Trusts in the country who offers unrivalled Continuing Professional Development (CPD) and training, including opportunities for nationwide networking.

The city of Sheffield itself is a vibrant place to live and work with two universities and a range of entertainment opportunities alongside the access to the beautiful Peak District within a 20 minute commute. Quality of life is routinely ranked highly and it is one of the greenest cities in Europe: [Welcome to Sheffield](#)

### Main duties will include:

- To promote a caring and supportive environment where such concerns may be explored, thereby promoting the mental and emotional health at Sheffield Springs Academy.
- To make referrals, where appropriate and with the student's consent, to other agencies.
- To work with a diverse range of issues including bereavement and loss, transition, eating disorders and self-harm, depression, anger management and erratic behaviour, abuse of any kind, anxiety and fears.
- To provide consultation to staff whose role it is to support students in distress.
- To report back on a regular basis on numbers using the service and give a general overview of the types of problems with which the users of the service are presenting.

## What we would like from you:

- Someone who is compassionate about the welfare of our students.
- Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners.
- An understanding of the developmental, emotional, social and educational issues of children and young people.

## We will offer you:

- Highly competitive salary.
- Excellent facilities and resources.
- Access to an outstanding professional development programme.
- Polite, respectful and dedicated students who want to learn and fulfil their potential.
- A respectful working environment.
- Colleagues who are supportive, friendly and who are committed to each other's professional development.
- A chance to become part of one of the largest groups of academies in the country.
- Opportunities to work collaboratively with colleagues in other schools within the Yorkshire cluster and across United Learning.
- Excellent employee benefits which include a highly sought-after pension scheme with high employer contributions.
- Access to training through the Apprenticeship Levy.
- Perkbox benefits platform.
- We are open to requests for flexible or part-time working; and we encourage open and regular conversations about work-life balance.

If you possess these qualities and share the academy's vision then we will be delighted to hear from you. Please refer to the job description and person specification for further details.

To apply, please click the 'Apply' button at the top of the advert on our website using the following link to our vacancies page: [Sheffield Springs Academy Vacancies](#) and complete our online application form. Please note that CVs are not accepted. **The closing date for this post is 23:59pm Sunday 07 April 2024. Interviews will take place soon after.**

**If you would like to discuss this exciting opportunity, please contact [hr@unitedlearningyorks.org.uk](mailto:hr@unitedlearningyorks.org.uk)**

United Learning is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Employees will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers, health, right to work in the UK, an Enhanced DBS check and a further check against the appropriate barred list.

## About United Learning:

Sheffield Springs Academy is part of United Learning which is a large and growing group of schools aiming to offer a life changing education to children and young people across England.

Our schools work as a team and achieve more by sharing than any single school could. Our Subject Specialists, Group-wide Intranet, our own curriculum and online learning portal all help us share knowledge

and resource, which supports simplifying work processes and managing workloads for an improved work-life balance.

As a Group we can reward our staff better, we provide good career opportunities, better pay, employee benefits and ultimately, the satisfaction of helping children to succeed. We invest in our staff wellbeing. Our academies each have at least eight INSET/training days per year (with three of those solely dedicated to planning) and an ongoing group-wide wellbeing programme. It is an ethos we call 'the Best in Everyone'.

We are working hard to become a more diverse organisation, which is key to our commitment to bringing out 'the Best in Everyone'. We welcome applications from everyone committed to this ethos and would particularly welcome applications from black and minority ethnic candidates who are currently under-represented in the Group as a whole. We always appoint on merit. We are open to discussing flexible working options.

## Section 2 – Letter from the Regional Director

Dear Candidate

Thank you very much for your interest in the role within the Yorkshire United Learning Cluster. The cluster itself is a close-knit group of three Secondary Academies: Barnsley, Sheffield Park and Sheffield Springs, who work alongside a number of local Primary Academies; all within the United Learning Trust.

The cluster is well-established and has excellent support from locally based cluster central services. These cover Business Management, HR, IT and Site/Estate Facilities. They are led by an Executive Business Manager. This provides our Academies with excellent trained advice and support in these areas; this benefits the leadership and wider staff of every Academy.

United Learning Trust is a national organisation serving Primary and Secondary Academies, all-through Academies and Independent Schools. Our motto is, “the Best in Everyone”. This is a useful phrase that sums up the work and ethos of the organisation. Every decision taken is done with this aim in mind: for staff, for students and for the community. The trust values of Respect, Determination and Ambition are driven through the Character Programme, which each Academy has carefully interpreted in their own way. The Trust attributes of Creativity, Confidence and Enthusiasm are demonstrated at every level.

United Learning, and Academies within the Yorkshire Cluster, demonstrate a strong commitment to staff CPD and staff wellbeing. If you join our schools you will be inducted, supported and developed in a deliberate way from before you even take up post. Our status as an Academy enables highly competitive rates of pay progression and our employee schemes, such as Perkbox, are an attractive feature of employment.

Above everything we put young people first and seek to recruit adults who share this view. We work with students, parents and families to provide a structured, supportive experience that enables them to achieve as well as they possibly can and become excellent scholars and rounded individuals. We insist on classrooms and corridors that are respectful, orderly places where everyone is expected to display positive and mature attitudes.

Applying for a new job is a huge investment of time and emotional energy. The recruitment decision has to be right for employee and employer. I would encourage you to seek out any information you need in order to make the important decision to apply and we welcome visits to our schools in advance of applications wherever this might be helpful.

I do wish you the very best with your application and thank you again for considering us.

Best wishes,

Laura Moore  
Regional Director  
United Learning

## Section 3 – Letter from the Principal of Sheffield Springs Academy



Dear Candidate

Thank you very much for your interest in the role at Sheffield Springs Academy. The school itself is a fantastic place to work and a brilliant place to learn. Our values are respect, excellence, ambition and pride; if you join our academy you will see these demonstrated in all aspects of academy life and by all members of our wonderful team.

### **The team**

I am extremely proud to be the Principal of Sheffield Springs Academy, I have worked at the academy for over 15 years and many colleagues have been here longer than this still; I believe this shows the team ethos and community-feel of our academy. The team are deeply invested in our students and new employees are warmly welcomed into this team.

### **Where we are and where we're going**

Sheffield Springs Academy is an outward-facing school, learning from outstanding schools both within the group and beyond. We are unapologetic about our high standards and unashamedly ambitious for all our students and our staff team, we are embarking upon a journey towards becoming a great school. As part of this journey, we are creating an academic culture that is warm, disciplined and joyful and ensures impeccable behaviour. We aim for a culture that means teachers can teach and students can develop their knowledge.

We are committed to staff wellbeing and have a wide-reaching wellbeing programme in place, we listen to the views of our staff team and we strive to make Sheffield Springs a brilliant place to work. We hold celebration briefings, ensure early finishes on INSET days, have a realistic marking policy, calendar in meeting-free-weeks and host a range of wellbeing activities to make sure staff have the time and support they need to fully support our pupils.

### **Location**

Our academy is located at one of Sheffield's highest points, with incredible views across our catchment area directly to Stanage Edge, Hathersage and beyond into the Peak District. We are less than 30 minutes from the beautiful Peak District National Park, only 15 minutes away from the M1 motorway network and just a 5-minute walk to the nearest Supertram stop which provides efficient links to all areas of the city. Sheffield is a vibrant and diverse city; we are incredibly lucky to be in such a fantastic location which offers so much.

Applying for a new job is a huge investment of time and energy. I would encourage you to seek out any information you need in order to make the important decision to apply and I welcome visits to our school in advance of applications wherever this might be helpful.

I wish you the very best with your application and thank you for taking the time to consider Sheffield Springs Academy as a place of employment.

Best wishes,

Claire Cartledge  
Principal  
Sheffield Springs Academy

## Section 4 – Job Description



**Sheffield Springs Academy**  
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### Job Description

<b>Post title</b>	Wellbeing and Safeguarding Officer
<b>Salary</b>	Band 2
<b>Responsible to</b>	Safeguarding Manager
<b>Responsible for</b>	There are no direct line management responsibilities associated with this role.
<b>Role purpose</b>	Act as first point of contact providing confidential information and advice for all students on safeguarding related concerns including child protection disclosures. To assist the Safeguarding Manager in providing and coordinating support for pupils with complex social, emotional, or behavioural needs and to liaise with the appropriate service providers/agencies to meet their needs.
<b>Relevant qualifications</b>	Experience in a similar role.  Numeracy and literacy skills equivalent to GCSE grade C in English and Maths (or equivalent).  Ability to travel to numerous locations on a daily/regular basis for job specific purposes, for example, home visits.

The postholder must, at all times, carry out their duties and responsibilities within the spirit of United Learning Trust and academy policies and procedures, and within the legislative framework applicable to academies.

### Role Summary

The role is to assist the Safeguarding Manager in providing and coordinating support for pupils with complex social, emotional, or behavioural needs and to liaise with the appropriate service providers/agencies to meet their needs.

### Key Responsibilities

#### Main duties

- To support the Assistant Principal and Safeguarding Manager in the operational running of the Academy's Emotional Wellbeing Service.

- To make referrals, where appropriate and with the student's consent, to other agencies.
- To play an active role in Safeguarding children and adhere with Sheffield Springs Academy policies.
- To work with a diverse range of issues including bereavement and loss, transition, eating disorders and self-harm, depression, anger management and erratic behaviour, abuse of any kind, anxiety and fears.
- To provide medication support to facilitate restorative conversations between staff and pupils in order to remove any barriers that prevent students accessing a broad and balanced curriculum.
- To liaise with the SEN and pastoral and safeguarding management team.
- To network with personnel from other agencies with a view to easing referrals and accessing specialist consultants.
- Maintain CPOMS files and online management systems.
- To work in consultation with the school child protection policies.
- Support pupils who are at risk of exclusion or who have been excluded from the Academy in changing their behaviour.
- Management of outside agency appointments with pupils including communication with the administration team, booking appointments for pupils and making sure they attend, keeping a log of all attendances.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Within an agreed system of supervision, provide 1:1 or small group support for pupils, who for short periods, require intensive support. Deliver learning activities to pupils within agreed systems of supervision/adjusting activities according to pupil responses/needs.
- Contribute to parent meetings to provide constructive feedback on pupil progress/achievement.
- Assist teachers in their understanding of how specific pupils' needs can be met with regard to their mental health needs and emotional well-being.

#### **Support for School/Academy/Place of work:**

- Participation in staff events by arrangement.
- Attend Staff Meetings.
- Contribute and participate in Trust events and activities where possible.
- Develop and maintain effective working relationships with other staff and parents/carers.
- Adhere to the Trust values.
- Follow school policies, practices and procedures.

#### **Data security:**

- Act in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR regulations.

#### **Health and Safety:**

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare.

- To work/operate all machinery within Health and Safety and other legal regulations, including risk assessments.
- Physically able to undertake manual work and to perform tasks set out in this job description.
- Contribute to the maintenance of a safe and healthy environment.

#### **Continuing Professional Development:**

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust.
- Participate in the annual appraisal system
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping.
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice.

#### **Child Protection and Safeguarding**

- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.
- To inform the Child Protection Officer of any issues relating to the safety and well-being of students.

#### **General**

- Develop excellent working relationships with colleagues internally, centrally and externally.
- Be an effective and flexible member of the team.
- Ensure any documentation produced is to a high standard and is in line with the in-house style.
- Participate in training and other learning activities as required.
- Participate in the Performance Management process.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- To represent the academy at events as appropriate.
- To support and promote academy and United Learning's ethos, playing a part in strengthening relationships between academies and with central office.
- To be aware of, and comply with, United Learning's policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

- To actively participate in continuous professional development and act as a positive role model across the academies and Trust.
- 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 Executive Business Manager and Human Resources.
- This job description will be kept under review and may be amended via consultation with the individual, Executive Business Manager and Human Resources as required.

## Information

This post may require the post-holder to have a degree of flexibility and willingness to work outside of normal working hours.

The information contained above is to help staff understand and appreciate the work content of their post and the role they are to play in the organisation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings have therefore, been used in which case all the usual associated duties are included in this job description.

This job description will be reviewed annually as part of the performance management process and may be subject to amendment or modification at any time after consultation with the post-holder.

Elements of this job description and changes to it may be negotiated at the request of either the post-holder or the incumbent of the post.

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I accept my job description and job title as detailed above.

<b>Name (print)</b>	
<b>Sign</b>	
<b>Date</b>	

## Section 5 – Person Specification



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### Person Specification

<b>Post title</b>	Wellbeing and Safeguarding Officer		
<b>Salary</b>	Band 2		
<b>Education and Qualifications</b>	<b>Essential</b>	<b>Desirable</b>	
Numeracy and literacy skills equivalent to GCSE grade C in English and Maths (or equivalent).	X		
Further training or qualification in working with children and young people.		X	
Educated to Degree level.		X	
<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>	
Experience in a similar role.	X		
Experience of working in an education or social work setting.	X		
Minimum of 2 year's post qualification experience.	X		
Experience of facilitating groups.	X		
Experience of working as part of a multi-disciplinary team.	X		
Maintaining positive relationships with a variety of different stakeholders.	X		
A proven track record of working with outside agencies.		X	
Experience of working with multi-sites and multi-occupants.		X	
Experience of working closely with parents in successful home-school partnerships that support students' needs.		X	
<b>Knowledge and Skills</b>	<b>Essential</b>	<b>Desirable</b>	
Understanding of the education system.	X		
A good knowledge of the SEND Code of Practice.	X		
Understanding of how children learn.	X		
Understanding of phonics, numeracy, and literacy development.	X		
A sound grasp of the concept of inclusive practice.	X		
Knowledge of the concept of confidentiality.	X		
Awareness of child protection issues.	X		
Knowledge and experience of using basic diagnostic tests for identifying specific needs.		X	
First aid certificate.		X	
An understanding of the developmental, emotional, social and educational issues of children and young people.	X		

An awareness of range of needs of people from diverse ethnic, cultural and social backgrounds.	X	
Knowledge of local mental health and CAMHS Service.	X	
Knowledge of the Children's Act and legislation pertaining to children.	X	
Skilled at making and sustaining positive relationships with children.	X	
Skilled at developing children's self-esteem and motivation so that they become resilient, independent learners.	X	
Able to work closely with students who are finding learning difficult, or those who have experienced a feeling of failure.	X	
Ability to use language and other communication skills that parents, and students and staff members can understand and relate to.	X	
Capable of planning intervention work, assessing the needs and achievements of children and maintaining appropriate records.	X	
Able to work closely with other adults, offering them practical advice and strategies that assist them to overcome problems relating to the teaching of students with SEND/ who are vulnerable.	X	
Able to work closely with the wider school community in the development of provision for students with SEND.	X	
Excellent written and oral communication skills.	X	
Ability to contribute to team meetings and contribute ideas.	X	
Ability to work under pressure.	X	
Ability to work with change.	X	
An interest in ongoing professional development.	X	
Positive communication and listening skills.	X	
Patience, tolerance and sensitivity.	X	
A mature and non-judgmental outlook.	X	
Demonstrate a strong track record of providing emotional support to children.	X	
Communicate appropriately within the school community, maintaining professional boundaries.	X	
Work on own initiative to plan and evaluate, managing a varied caseload.	X	
Work within the safeguarding guideline.	X	
Be flexible and responsive to the needs of the children within the school setting.	X	
Be committed to the importance of confidentiality.	X	
<b>Teamwork</b>	<b>Essential</b>	<b>Desirable</b>
Recognises the contribution and achievement of colleagues.	X	
Keeps colleagues, stakeholders and/or customers informed of progress.	X	
Treats others fairly, openly and consistently.	X	
Expresses disagreement or challenges views calmly, constructively and tactfully.	X	
Supports and co-operates with colleagues.	X	
Ability to deal tactfully and professionally with colleagues is essential.	X	
<b>Personal Attributes</b>	<b>Essential</b>	<b>Desirable</b>
Maintains confidentiality and discretion	X	

Able to make connection between their work and the benefits to students.	X	
Good written and verbal communication skills.	X	
Ability to prioritise and manage workload while maintaining a flexible response to urgent requests.	X	
Good interpersonal skills and ability to work with staff and stakeholders at all levels.	X	
Organised and good attention to detail.	X	
Ability and willingness to travel daily to locations, attend meetings off-site with agencies and carry out home visits to parents/carers.	X	

## **Section 6 – The Appointment Process**

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

### **The Application Form**

The application form is accessible via the 'Apply' link on the job advertisement. Please complete the application form neatly, fully and accurately, including exact dates. You are requested to submit a concise application. CVs are not accepted.

### **Education and Training**

State your qualifications and any training you have undertaken relevant to the post.

### **Present Appointment**

Make it clear what your present post is, which establishment you work in and who your employer is.

### **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.

### **Referees**

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. Reference will be taken if the candidate is successfully short-listed for interview. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

### **The Supporting Statement**

The supporting statement is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post.

### **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 support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website/s prior to attending the interview.

### **The Interview**

Candidates will be invited to interview at the school during which time they will have the opportunity to meet staff and students and see the school at work.

### **Feedback**

Feedback is offered to those candidates who are shortlisted, interviewed and not recommended for appointment. It is hoped that this information will help you with future applications.

## Section 7 – Visitors/Contacts for Sheffield Springs Academy

**The academy is located in a thriving town close to the beautiful Peak District**



Sheffield Springs Academy  
Hurlfield Road  
Sheffield  
South Yorkshire  
S12 2SF

Website: [www.sheffieldsprings-academy.org](http://www.sheffieldsprings-academy.org)

Email: [enquiries@sheffieldsprings.org](mailto:enquiries@sheffieldsprings.org)

Telephone: 01142392631

Sheffield Springs Academy is an 11-16 secondary school and is Ofsted rated 'Good'. As part of United Learning, our aim is to bring out 'the Best in Everyone'. Our values are Respect, Excellence, Ambition and Pride, and these are demonstrated in all aspects of academy life and by all members of our wonderful team.