



A Specialist in Business & Enterprise  
*Making dreams a reality*

## Recruitment Information Pack

### Safeguarding Liaison Officer

**Fir Vale School Academy Trust**

**Owler Lane**

**Sheffield S4 8GB**

Telephone: 0114 243 9391

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***www.firvale.com***

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Website: [www.firvale.com](http://www.firvale.com)

Headteacher: Breffni Martin

Dear Applicant

Thank you for showing an interest in this post here at Fir Vale School.

I trust that the information pack will give you a sense of what Fir Vale School is about. We are passionate about learning, achievement, attainment and progress for all of our students. We want all staff and students to aspire to be the best they can be. This is a very successful school with opportunities for professional and personal fulfilment.

Fir Vale School provides an exciting and fulfilling challenge to dedicated, well-qualified professionals who believe in the philosophies of school improvement and school effectiveness.

Our success is achieved through quality provision, incorporating innovation and creating every possible opportunity for the young people.

I hope you feel inspired to want to join us. I look forward to receiving your application.

Yours sincerely

A handwritten signature in black ink, appearing to read 'B. Martin'.

**Breffni Martin**  
Headteacher



# General Information for Applicants

## ***Our Vision:***

*Inspiring learners to be aspirational independent citizens  
who have the skills to contribute positively  
to, and succeed in, an ever-changing world*

Fir Vale School was opened in September 1998 and has been on a journey of school improvement to provide high quality education for the local community. A 300-place extension was completed in 2011 providing 1050 places to help meet local demand. On 1<sup>st</sup> November 2012, the school opened as an Academy – Fir Vale School Academy Trust. In 2013, students achieved the best ever results for the school with 53% of the Year 11 cohort achieving 5 A\*-C including English and Maths at GCSE. In addition, the school won a national progress award in 2015 placing it in the top 10% of schools nationally.

## **School Population**

Fir Vale is a popular school, which is full and oversubscribed. The majority of our cohort are from Pakistani heritage followed by Yemeni, Somali and Roma Slovak students, the multi ethnic intake reflects our diverse local community.

Our catchment area; Page Hall in particular, is home to one of the largest refugee and Roma migrant populations in the country. The rather unique nature of our surrounding area has caught attention on both a national and international level and is frequently the focus of news and documentary features in mainstream media. These pieces, the recent Channel 4 documentary 'Keeping Up with the Khans' as an example, often opens discourse on the issues that arise from such diverse populations. Fir Vale School has a large intake of Roma children, the majority of whom are new to English. Our cohort of Roma students has doubled every year for the past 6 years and currently stands at 187 students, 18.55% of our school. In addition, as a city of refuge, Fir Vale School regularly welcomes refugee children in to our family and we have recently started receiving Syrian child refugees escaping the conflict at home.

Whilst the school serves a deprived social-economic community with 37% of the students qualifying for a free school meal, the area is gradually being regenerated and our parents and carers have high levels of aspirations and expectations for their children and the school. Most of our students go on to 6<sup>th</sup> Form and academic study.

## **School Establishment**

There are currently 120 staff in school. Teaching and Support staff alike are dedicated in supporting high quality learning outcomes for all. New staff must have the expertise and talent to play their part in this exciting school where there is a belief that education can make a fundamental difference to the life chances of young people.

The Senior Leadership Team have corporate responsibility and provide link line management for Directors and Leaders of Learning. In addition to the Headteacher, the Senior Leadership Team (SLT) has an Associate Headteacher, Deputy Headteacher, four Assistant Headteachers and a

School Business Manager. The SLT also has 2 Associate Assistant Headteachers who are senior middle leaders developing their skills for senior management. Strong emphasis is placed on further individual professional development and all middle leaders are expected to contribute to policy formation and implementation in specific curriculum areas and on whole school issues and developments. Teaching and learning which promotes high level student achievement is the core business.

Staff within the school are encouraged to take the initiative and to develop individual ideas and are expected to contribute to the wide range of extra-curricular activities on offer for students, before school, after school, weekends and during school holidays.

## **Premises**

In September 2001 the school began the academic year in a new £15 million purpose built flagship school building which is a design, build and maintain concept under a Private Finance Initiative with Sheffield LA. An additional 300 place extension was completed in 2011 to accommodate an increase in the places available for Year 7 from 150 to 210 per year. This is an inspiring and stimulating building in which to work.

The curriculum is delivered in specialist suites of rooms; each teaching room being equipped with an interactive whiteboard. The state of the art premises has full ICT network access with over 200 desktop PC's and class sets of laptops and iPads, utilising wireless connectivity. ICT resources are further enhanced following investment through the BSF ICT programme.

The Fir Vale Enterprise Centre officially opened in December 2007 and provides 'state of the art' facilities for student and community learning.

## **School Organisation**

The school operates a five period (60 minutes) day and all students follow the National Curriculum. The school timetable comprises of 50 one hour lessons over a two-week timetable. Students are set from year 7 and the school places a high priority on tracking student progress and ensuring the fulfilling of individuals' potential. A guidance programme is in place and complements an extended core provision for Key Stage 4 students. An indication of our determination and commitment to raising standards and the attainment of our students.

The school encourages a positive ethos, raising students' self-esteem and confidence. There are a number of systems of rewards and incentives which acknowledge attendance, punctuality, good social and academic behaviour.

Governors and parents play an active role within the school community and this is reflected in the interest and supportive attitude of parents. This support and belief in the school's future is also reflected in the number of students applying for entry to the school in year 7. Projected numbers (477 for 2017-18) continue to give encouragement and a great emphasis is placed on building strong, mutually beneficial curriculum links with the main partner primary schools.

## **14-19 Provision**

The school has worked closely with other schools in the North East of the city in developing the 14-19 year old education provision, which involves us in the cluster along with representatives from the FE/HE Sectors and the Local Authority. We see the transition from 14+ as a seamless progression suited to the needs of the individual student. The opportunities that will continue to

arise from this close co-operation are boundless. Longley Park Sixth Form College opened in September 2004 and Hillsborough College opened in 2005 providing a high quality local post 16 provision for students.

## **Strategic Development**

The school is continually seeking to raise standards and develop further within the context of innovation and diversity. As Sheffield's first specialist school for Business and Enterprise the school played a pivotal role in regeneration and lifelong learning. Although this status is no longer in place the school chose to continue the skills and links generated by the original specialism. In 2013, the school became a Microsoft IT Academy to enhance the provision for individuals and the local business community.

The school works in close collaboration with its 'Family of Schools' comprising of six primary schools as well as positive working partnerships and projects with other secondary schools in Sheffield.

## **Fir Vale Community and Parent Partnership**

The vital contribution by parents and carers to the education of the young people is acknowledged as a key aspect toward achieving success. There is fantastic support for the school from parents and the local community. A newly formed group – Fir Vale Community and Parents Partnership aims to develop links and provide opportunities for parents and carers to be involved in the life of the school on an informal basis.

## **Consideration of employment at Fir Vale School**

We are fully committed to safeguarding and promoting the welfare and safety of young people and expect all staff and volunteers to share in this commitment. An enhanced DBS check is required for all posts.

Governors appreciate the commitment and support for students by all staff and gives consideration to work/life balance to maintain a happy school with a very calm and cohesive environment. In addition to access to a range of professional development opportunities, a package of benefits for all employees has been established and currently includes:

- Salary sacrifice car scheme
- Childcare vouchers
- Cycle to work scheme
- Computer scheme
- Mobile phone scheme

Our expectations are high, at the heart of the school are the students and our mission is to provide them all with the highest standards of teaching and the very best learning opportunities, in order to enable each and every one of them to "make their dreams a reality".

**Breffní Martin**  
Headteacher

## Method of Application

1. We will only accept applications on a Fir Vale School application form. Curriculum Vitae are not accepted.
2. The statement in your application to focus on:
  - Candidate's previous experience which will help in successfully undertaking the role of Safeguarding Liaison Officer
  - Personal skills required to meet the position at Fir Vale School.
3. Telephone enquiries to Mrs Paula Barker, Admin & HR Manager on (0114) 243 9391.
4. Completed application forms to be returned to:  
  
Mrs P Barker  
Admin & HR Manager  
Fir Vale School  
Owler Lane  
Sheffield  
S4 8GB  
  
Or by email to: [recruitment@firvale.com](mailto:recruitment@firvale.com)
5. Closing date: Friday 17<sup>th</sup> February 2017
6. The school operates a NO SMOKING policy on site.
7. Interviews - Candidates invited to interview will:
  - (a) Have the opportunity to visit the school.
  - (b) Have a formal individual session with a selection panel.

## **FIR VALE SCHOOL**

### **JOB DESCRIPTION**

**Post Title:** Temporary Safeguarding Liaison Officer

**1-year contract April 17 to March 18 (or upon the earlier return of the post-holder)**

**Hours of work:** 37 hours per week, 52 weeks

**Salary:** Grade 6 (£23, 935 to £28, 203)

**Responsible to:** Assistant Headteacher / Designated Safeguarding Lead

**Responsible for:** Under an agreed system of supervision, to take a lead role within the school to ensure the safeguarding of children and support for local families in accessing services. To provide and manage, support and guidance to children, young people and those engaged with them. This will be achieved by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.

The post holder must at all times carry out his/her responsibilities within the guidelines of the Local Authority, school policies and within the framework of the DfE statutory guidance for schools and colleges "Keeping Children Safe in Education" (September 2016)

### ***MAIN DUTIES AND RESPONSIBILITIES***

#### **1 Safeguarding Students**

1. To work with the Headteacher and Designated Safeguarding Lead (DSL) in ensuring effective procedures for safeguarding children are applied in school.
2. To act as the link between the school and the Family of Schools in ensuring a coherent approach to safeguarding issues.
3. Make recommendations to the Headteacher in devising and managing school procedures and practice including monitoring and evaluation of implementation.
4. Have responsibility for ensuring all staff in school are kept informed of updates to practice and procedures and induction is completed for new staff.
5. Attend all Child in Need, Team Around Family and Child Protection conferences on behalf of the school and undertake case management under the supervision of the DSL.
6. Chair meetings where the post holder is identified as key worker and delegate responsibilities to members of the group.
7. Develop and maintain relationships with external colleagues in Multi- Agency Support Team (MAST) and Children's Social Care.
8. Liaise with the school Attendance Officer and follow up on issues with external agencies in respect of specifically identified students.
9. Provide support to children including informal counselling support where appropriate.

10. Responsibility for maintenance and updating of school safeguarding policies.

## 2 Parents and Community

1. Develop and maintain relationships with parents and carers to encourage participation in school.
2. Assist other staff with the management of parental complaints and ensure procedures for these are followed.
3. Provide support to parents and carers where required.
4. Ensure appropriate arrangements are in place to support parents and children in the smooth transition from primary to secondary school.
5. Develop and maintain relationships with external colleagues in MAST in relation to parental support.

## 3 Enhance existing provision in order to support learning, participation and encourage social inclusion

1. Assist children and young people to make a successful transfer between schools/ services and transition at key stages in their learning.
  - Take a lead in the identification of the support needs of individual children and young people at the point of transfer between schools or services and transition between the different phases of their education and learning.
  - Be responsible for the speedy and effective transfer of information within and across schools or services and settings.
  - Take a lead role in the continuity of support to children and young people throughout the process of transfer and transition including participation in summer schools.
2. Contribute to the comprehensive assessment of children and young people entering schools or services and the review of their progress and achievements.
  - Contribute to the overall assessment of children and young people entering or returning to school in order to identify learning mentor needs.
  - Work closely with others to achieve a full and shared understanding of the needs of individual children and young people and contribute to target setting.
  - Contribute to the identification of existing and potential barriers to learning and progress and facilitate access to appropriate forms of mentoring support to overcome them.

3. Contribute to the identification of barriers to learning for individual children and young people and provide them with a range of strategies for overcoming the barriers.

- Work with the SEN team and/or senior leadership team to ensure the needs of looked after children, gifted and talented children and those with special educational needs are met.
- Identify the barriers to learning in relation to behaviour, motivation, aspirations and academic achievement
- Respond to identified barriers to learning by providing access to learning mentor support for all children and young people
- Take a lead role in the development of individual and group programmes to support children and young people to learn more effectively including the responsibility for delivery of out of school study support and activities.

4 Develop and maintain effective and supportive mentoring relationships with children and young people and those engaged with them

1. Establish and develop effective one to one mentoring and other supportive mentoring relationships which motivate, challenge and empower children and young people to further learning

2. Facilitate access to specialist support services for children and young people with barriers to learning.

- Identify appropriate support services within and outside the school or service and negotiate their possible role with the child or young person.
- Facilitate contact with the relevant agency and support the child or young person through the process.
- Monitor and record the effectiveness of the referral with both the agency and the child or young person on a regular basis and agree any further involvement.

3. Assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement.

- Contribute to the monitoring of attendance and support action to tackle low attendance including development of initiatives to reduce absence.
- Assist in the identification of those children and young people at risk of early exclusion from mainstream provision, establish the individual reasons for potential exclusion and assist in the development of programmes which promote social inclusion.
- Help identify personal, community, family and school based issues which are having an adverse effect on individual children and young people.
- Contribute to the development and delivery of programmes which assist children and young people to develop positive attitudes towards themselves and others. Encourage enhanced motivation, self-esteem and educational achievement.

4. Operate within legal, ethical and professional boundaries when working with children and young people and those involved with them.
  - Maintain appropriate professional boundaries in all contacts and support of children, young people, their families and carers.
  - Follow agreed reporting and case review procedures involving colleagues and line managers as required.
  - Maintain the health, safety, protection and well-being of children and young people throughout the mentoring process.
  - Promote the child's or young person's equality, diversity, rights and responsibilities.

#### **5. Continuous Professional Development**

- Participate in and attend training as required
- Develop and maintain a sound working knowledge of key legislation, entitlements, obligations and powers of all individuals engaged with children and young people to contribute to the delivery of services within the school or service.
- Attend meetings as required

# FIR VALE SCHOOL ACADEMY TRUST

## Person Specification for Safeguarding Liaison Officer

Factors	Essential	Desirable	How Identified
<b>Skills/knowledge/ experience</b>	<ul style="list-style-type: none"> <li>• Ability to work with students, parents, external agencies and the wider community</li> <li>• Excellent Communication and listening skills</li> <li>• Ability to respect and maintain confidentiality</li> <li>• Experience of working with young people</li> <li>• Working knowledge and understanding of current and national issues in relation to Safeguarding and Child Protection</li> <li>• Working knowledge of standard computer packages (word processing, email and spreadsheets)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of using MIS systems</li> <li>• Up to date knowledge and experience of Ofsted requirements for safeguarding</li> <li>• Experience of developing and delivering safeguarding practice to other staff</li> </ul>	<p>Application form</p> <p>Supporting statement</p> <p>Interview</p> <p>References</p>
<b>Qualifications/Training</b>	<ul style="list-style-type: none"> <li>• English GCSE A*-C or equivalent</li> <li>• Mathematics GCSE A*-C or equivalent</li> <li>• Evidence of continued professional development relevant to this role</li> </ul>	<ul style="list-style-type: none"> <li>• Qualified Social Worker/Social Work Degree</li> <li>• Safeguarding Training to Management level</li> </ul>	<p>Application Form</p> <p>Supporting statement</p> <p>Interview</p>
<b>Work related Circumstances</b>	<ul style="list-style-type: none"> <li>• Satisfactory Enhanced Criminal Records Disclosure</li> <li>• Assessed and advised by Health and Well Being</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a school environment</li> </ul>	<p>Application Form</p> <p>Supporting statement</p> <p>Interview</p>

<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Ability to work accurately and under pressure</li> <li>• Ability to adapt to changing work loads</li> <li>• Self-motivated and ability to motivate others</li> <li>• To work within the spirit of School Policies on Equal opportunities, Child Protection, Health and Safety, Finance, Smoking etc.</li> <li>• Flexible team worker</li> <li>• Possess excellent inter-personal skills</li> <li>• Availability to work after and outside of normal school hours</li> </ul>		Application Form  Supporting statement  Interview  References
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