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MESSAGE FROM THE EXECUTIVE PRINCIPAL

Sandy Secondary School continues to go from strength to strength; It is a place all staff and students are pleased to attend and proud to be a member of the school community. The school continues to achieve some of the best GCSE and A 'level results for its students and offers a very extensive support programme both pastorally and academically for all students regardless of ability. We are an inclusive community and with high expectations of both students and staff.



Our transformational journey continues this year, with even higher expectations, refinement of our systems and an even greater focus on achievement and success. It is a very exciting time for our school community as our new teaching block opened in September 2024, alongside significant internal refurbishment, and modernisation to the existing school.

I look forward to receiving your application and welcoming you to our school in person should you be shortlisted for interview.

May I take this opportunity to thank all applicants for their interest in this post and in Sandy Secondary School.

With best wishes

A handwritten signature in black ink, which appears to read 'K Hayward'.

Miss Karen Hayward
Executive Principal

OUR VALUES & ETHOS

*"Empowering Our Students To **Shine**"*

At Sandy Secondary School, nestled at the heart of its community, we cultivate an atmosphere of empowerment, ensuring each student confidently embraces their unique potential. Our ethos champions students who are aspirational, self-motivated, and compassionate, fostering not only academic prowess but also moral, cultural, and societal awareness. Our dedicated staff, with a tailor-made curriculum, recognise each student's individuality, providing ample avenues for them to shine, both within and beyond the classroom setting. Complementing our academic commitment is our steadfast pastoral support, ensuring student well-being, resilience, and the ability to make positive choices.

Emphasising the vital role of parents and guardians, we cherish and nurture the enduring partnerships between the school, students, and their families. This bond is pivotal in shaping a student's educational journey, allowing guardians an integral part in this crucial phase of their child's life. Our approach to teaching and learning is both innovative and rooted in student needs. We are adamant that no barriers, be they disability or societal, impede our students' success. With top-tier teaching, we not only impart knowledge but inspire passion, leveraging technology and in-depth data to enhance learning experiences.

Our students, the pride of Sandy Secondary, are enthusiastic and engaged learners. They not only achieve academically but also cultivate skills such as adaptability, resilience, and leadership. Their interactions with peers and staff echo respect and the expectation of positive behaviour. Our leadership stands as a beacon of integrity, approachability, and vision, ensuring decisions prioritise achievement, teaching, and learning. Every staff member's input is valued, fostering a collaborative environment that enriches the school's journey. Lastly, our relationship with parents and guardians is rooted in trust and open communication, leveraging technology to keep them in the loop, ensuring a harmonised educational experience for every student.



Safeguarding and Welfare Officer

Required ASAP

37 hours per week term time only plus 5 INSET days

NJC Level 4e points 17 - 22

£27,010 - £29,341 per annum, actual salary

(£31,022 - £33,699 pro rata)



We are seeking a dedicated and compassionate Safeguarding and Welfare Officer to join our team at Sandy Secondary School. This pivotal role supports the Designated Safeguarding Lead in ensuring the safety, welfare and protection of all students, acting as a key point of contact for safeguarding disclosures, concerns and referrals. The successful candidate will play an essential part in maintaining a strong culture of safeguarding across the school, working closely with students, families, staff and external agencies to ensure that concerns are addressed promptly, professionally and in line with statutory guidance.

This is an exciting opportunity for someone with a passion for student welfare, excellent communication skills and the ability to build strong, supportive relationships. You will contribute to multi-agency meetings, provide guidance to staff, and help remove barriers to learning through targeted pastoral support. If you are committed to making a meaningful difference in young people's lives and want to be part of a caring, proactive and forward-thinking team, we would love to hear from you.

How to apply for the role:

Application is by completed application form via my new term, just click on the link on our website or click on the QR code above.

Closing Date – Monday 8th December 2025 at 9.00am

SAFEGUARDING POLICY

Posts working with either children and/or vulnerable adults will be subject to the disclosure of criminal records, the successful applicant will be required to undertake an enhanced DBS check.

Sandy Secondary School have decided to carry out online searches for shortlisted candidates as part of due diligence in our recruitment process, (as per KCSIE, paragraph 220).

The searches are conducted by a member of our staff and recorded in line with our recruitment and appointment protocols and procedures.

The process will be consistent, transparent, and fair and reflected within the Safer recruitment policy.

At Sandy Secondary School, safeguarding is our top priority. We encourage all applicants to review our Safeguarding and Child Protection Policy, which outlines our commitment to the safety and wellbeing of students. You can find the policy [here](#).



PERSON SPECIFICATION

Essential	Desirable
Education - Qualifications	
<ul style="list-style-type: none"> GCSE English & Maths at grades A*-C or equivalent 	<ul style="list-style-type: none"> A Levels Training in behavioural management Training in the use of SIMS.net & CPOMS Safeguarding Certificate
Experience and background	
<ul style="list-style-type: none"> Previous experience of working in an educational setting 	<ul style="list-style-type: none"> Minimum of 2 years experience of working with pupils with challenging behaviour and/or poor attendance Experience in working with other agencies
Skills/Knowledge/Aptitude	
<ul style="list-style-type: none"> Understanding of children's emotional and educational needs. Ability to communicate and liaise effectively. Ability to provide pastoral and emotional support to students experiencing difficulties. Experience in working with challenging clients and dealing with complex issues. Ability to take responsibility and work with autonomy within set boundaries Good interpersonal skills with ability to communicate effectively with children and adults Good written communication skills Ability to work under pressure with good organisational and time management skills Ability to use ICT for recording, monitoring and reporting 	<ul style="list-style-type: none"> Working knowledge of education legislation and statutory guidance covering child protection, exclusions and special educational needs (code of practice) Previous experience in supporting the educational needs of children.
Professional Attributes	
<ul style="list-style-type: none"> Good organisation, interpersonal and communication skills 	<ul style="list-style-type: none"> Methodical and systematic approach to work Able to meet deadlines Able to interpret and act upon data for assessment
Personal attributes	
<ul style="list-style-type: none"> Confident outgoing personality Very high personal initiative Ability to communicate enthusiasm for learning to the pupils Able to relate well to other adults linked to the department 	<ul style="list-style-type: none"> Cool under pressure
Motivation	
<ul style="list-style-type: none"> Commitment to self-development and willingness to undertake further training Commitment to raising educational achievement and developing inclusion for pupils 	
Other	
<ul style="list-style-type: none"> Ability and willingness to work additional hours when required. 	

JOB DESCRIPTION

POST:	Safeguarding and Welfare Officer
RESPONSIBLE TO:	Behaviour and Attendance Manager
HOURS:	37 hours per week term time only Monday – Thursday 8.00am – 4.00pm Friday 8.00am – 3.30pm

Safeguarding Lead Responsibilities

As part of this role, the post holder will act as a Safeguarding Lead, supporting the Designated Safeguarding Lead (DSL) to deliver effective safeguarding, child protection and online safety procedures across the School Community, with the aim of ensuring the safeguarding and welfare of all students is a clear priority. This pivotal role involves managing all aspects of safeguarding and child protection within our school community. The successful candidate will be a passionate advocate for the well-being of all students, ensuring a safe, nurturing, and supportive environment for all. This includes deputising for the DSL as required, contributing to safeguarding policies and procedures, liaising with external agencies, and ensuring that concerns are appropriately recorded, reported, and acted upon in line with statutory guidance and school policies. The post holder may also be required to support in delivering safeguarding training and promoting a culture of vigilance across the school.

JOB PURPOSE:

- To safeguard and protect students and staff at Sandy Secondary School and be a main point of contact for safeguarding disclosures, concerns and referrals, providing appropriate advice and guidance. To ensure the safeguarding and welfare of all students to bring out their best in terms of achievement, attitude and behaviour.
- To adhere to and implement policies and procedures
- To provide pastoral and welfare support in a range of different ways to support the needs of students
- To liaise with the wider Pastoral Team to ensure outstanding support and/or intervention for students, and their families, in order to maximise student achievements and outcomes.
- To deputise for the Behaviour and Attendance Manager when necessary.

To attend meetings as directed by the DSL and Deputy DSL to support students subject to external agency involvement. To support the Designated/Senior Safeguarding Leads and act as a Safeguarding Lead for Child Protection. To assist the designated person in charge of

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- looked after children to ensure best outcomes for all looked after and previously looked after children.
- To provide support and guidance to Pastoral staff in order to ensure, through high quality teaching, learning and pastoral care, that all students realise their potential and work towards the school ethos of achieving excellence beyond belief.
- To support the Behaviour and Attendance Manager and assume some responsibility for transition of students into Years 7, for in term admissions and multi-agency working.
- To refer students to appropriate agencies so that they can access required support.
- To work with students and their families to remove barriers to learning that may arise through social issues such as friendship difficulties, housing and transport.

Main duties and responsibilities

1. Support the Behaviour and Attendance Manager, deputising for them as required. Acting in the role of the "DDSL" as outlined in Keeping Children Safe in Education.
2. Support the Behaviour and Attendance Manager in developing and maintaining a strong culture of safeguarding across the school community.
3. Act as a first point of contact for safeguarding disclosures, concerns and referrals, providing appropriate advice and guidance, completing all necessary documentation and ensuring that full and accurate records are maintained (e.g. CPOMS).
4. Monitor CPOMS regularly throughout the day to ensure all concerns are actioned in a timely manner and no child is overlooked - delegate as necessary.
5. Make necessary referrals to children's social care, in liaison with the Behaviour and Attendance Manager.
6. Refer cases where a crime may have been committed to Bedfordshire Police as required.
7. To attend meetings in regard to Child in Need and Looked After Children, and any other safeguarding meetings, as required
8. Assist the Behaviour and Attendance Manager in ensuring that all staff and students engage positively with the whole school ethos and embed school values and attitudes to promote high standards of behaviour, safeguarding and achievement.
9. To liaise with the pastoral team to ensure all students are maintaining high standards by enforcing agreed expectations concerning dress, behaviour, attitude and conduct, thereby encouraging academic achievement.
10. In liaison with curriculum leaders, SLT, House Teams and SEND, ensure that suitable intervention programmes are organised, to support the learning of all students.
11. Work closely with the SEND department to support students with additional needs, including support from external agencies. Attend meetings as required.
12. Work with the Behaviour and Attendance Manager, pastoral team and SLT to organise and assist at school events, e.g. Parent's evenings, Parent Workshops, student leadership, assembly programmes, student mentoring, etc.
13. To be committed to safeguarding and promoting the welfare of all young people.
14. To act as a source of support, advice and expertise to staff on matters of safeguarding and student welfare.

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15. To work as part of the wider safeguarding team to identify themes in relation to safeguarding risks and pro-actively work to ensure a responsive whole school strategy to emerging challenges and themes.
16. Act as Lead Professional and complete EHA/CAF, as appropriate. Make all appropriate referrals. Attend all meetings as required including meeting with parents/carers to express concerns where a full referral is not considered necessary.
17. Work in collaboration with the Attendance Team to identify and refer Children Missing in Education. Develop and maintain contact with families with concerns over barriers to learning and support in meetings where required.
18. To provide family support where appropriate for those parents/carers who require additional help in order to ensure the safety and wellbeing of their child.
19. To support and facilitate restorative conversations between students and staff.
20. Monitor student data, using SIMS, to track the following:
 - a. Student academic progress – monitor the achievement and tracking data for individual students looking for patterns of concern.
 - b. Attendance and punctuality.
 - c. Conduct, rewards and behaviour.
21. On all of the above matters, communicate with students, parents and staff. Devise appropriate strategies to challenge and support identified students to raise standards.
22. Be responsible for the maintenance of all appropriate records including student's individual safeguarding files, CPOMS, and relevant attendance data etc.
23. To support House staff in the effective use of the conduct, rewards and behaviour systems in accordance with school policies.
24. To support the co-ordination of effective transition into Year 7, liaising with primary schools, parents and carers and external agencies in relation to any safeguarding and welfare concerns.
25. Support multi-agency working in school; liaise with relevant external agencies and providers, organise and attend relevant meetings, chairing where necessary.
26. Be committed to one's own professional development.
27. Maintain confidentiality in relation to pupils' personal circumstances.
28. Such other duties/responsibilities as may from time to time be reasonably required.
29. To carry out other duties of a similar level and responsibility as may be required by the Executive Principal.

'We believe in the welfare and safeguarding of all children and expect ALL staff to share the same view'