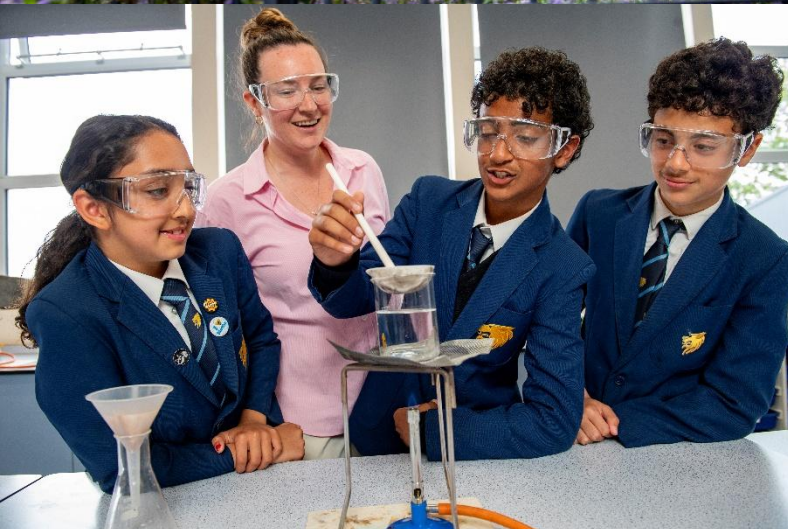




William Hulme's Grammar School

The best in everyone™

Part of United Learning



Candidate Pack

Community Outreach Officer

Full Time, Term Time Only, permanent support staff contract

Closing Date: Sunday 13 September 2026
Interviews: Thursday 17 September 2026
Start Date: As soon as possible



United Learning
The best in everyone™



Overview of the Role

Thank you for your interest in joining William Hulme's Grammar School as our new Community Outreach Officer.

This is an exciting opportunity for a proactive, highly motivated and compassionate individual to help shape the next phase of our work with families and the wider community. Based primarily within our Secondary Phase, you will be at the heart of strengthening the relationship between home, school and community, ensuring that pupils and families feel known, supported and able to thrive.

As Community Outreach Officer, you will be a visible, approachable and trusted point of contact for parents and carers. You will build positive relationships, listen carefully to families and provide practical, targeted support to help overcome barriers to attendance, engagement and wellbeing. This will include one-to-one casework, family action plans, workshops, home visits where appropriate, and close collaboration with our attendance, pastoral, safeguarding and SEND teams.

A central part of the role will be helping to develop and coordinate the WHGS Community Hub. You will bring together families, local services, charities, businesses and cultural organisations to create opportunities that respond to the needs of our community. From parent workshops, adult learning and family activities to food pantry provision, uniform and equipment initiatives, enrichment and real-world learning experiences, you will help turn strong partnerships into meaningful support and opportunity.

No two days will be the same. One day you might be supporting a family whose child is struggling to attend school; the next, you could be coordinating a community event, welcoming a new partner, leading a parent workshop or evaluating the impact of a new initiative. Throughout, you will be an ambassador for our values of Ambition, Respect and Compassion, helping every family feel that they belong and have a valued part to play in school life.

We are looking for someone who combines empathy with initiative, and warmth with professional determination. You will be an excellent communicator and organiser who can build trust across a diverse community, work confidently with external agencies and remain calm when situations are sensitive or challenging. Most importantly, you will share our belief that strong relationships between school, families and the community can transform outcomes for young people.

If you are excited by the opportunity to build something purposeful, develop lasting partnerships and make a direct and visible difference to pupils and families, we would be delighted to hear from you.





Why work for us?

William Hulme's Grammar School is the most over-subscribed school in Manchester and one of the most successful comprehensive schools in the country. WHGS is an all-through (3-18) Academy of over 1600 pupils with a wide range of abilities, ethnicities and backgrounds.

WHGS is part of United Learning, a large, and growing, group of schools aiming to offer a life changing education to children and young people across England. Our subject specialists, our Group-wide intranet, our own curriculum and our online learning portal all help us share knowledge and resources, helping to simplify work processes and manage workloads for an improved work-life balance.

As a part of United Learning, our academy benefits from shared resources, experiences, working practices and CPD opportunities that are second to none. This affords further opportunities for staff to provide a vital contribution in our pursuit to deliver the highest standards of educational excellence.

More pay:

- Cash towards medical treatment.
- Generous staff discount scheme.

More time:

- Three extra INSET days for planning.
- At least one paid personal day off a year.

More support:

- High quality training for your career.
- Exceptional curriculum resources.
- Expert subject advice.
- Support for your wellbeing.



Teachers have strong subject expertise. They know the key knowledge that pupils need to learn . . . The school has effective processes in place to identify and meet the needs of pupils. Pupils with special educational needs and/or disabilities (SEND) are well supported.” Ofsted, 2025



Our Framework for Excellence

United Learning Schools prioritise 5 key principles which represent our approach to education which lead to excellence when exemplified in the right way.



The Best from Everyone

Our aim is to bring out the best in everyone. So, we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child's potential? So, we expect unreasonably – we constantly challenge children to do what they think they can't, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

Powerful Knowledge

Education with Character

Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

Leadership in Every Role

Continuous Improvement

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.



Our Mission

Our mission is to establish William Hulme's Grammar School as the most popular and successful state school in the country, preparing our community for the future. We are working closely with parents and the wider community in our bid to achieve this ambitious aim of WHGS being:

- A great place to learn.
- A great place to work.
- A great place to grow and flourish.
- A great place to contribute to the wider community.

Our Values

Ambition Charter

I will:

1. Show **pride** in everything I do.
2. Be **enthusiastic** and say 'yes' to opportunities that come my way.
3. Show **resilience** by adapting to overcome obstacles.
4. Show **determination**, embracing failure and learning from my mistakes.
5. **Challenge** myself and step out of my comfort zone.

Compassion Charter

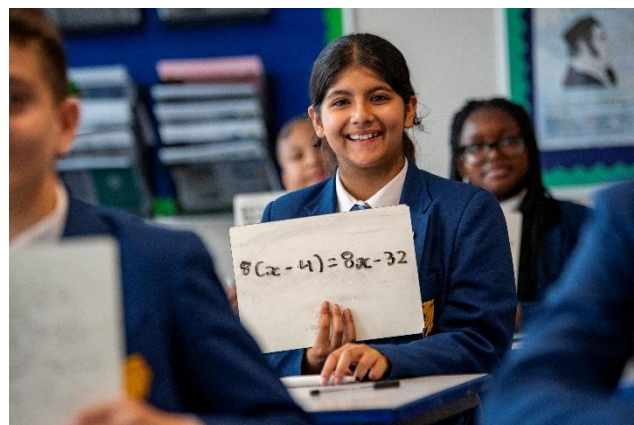
I will:

1. Be **kind** to everyone, including myself.
2. Be **inclusive**, understand, celebrate and embrace diversity.
3. Show **empathy**, by being open to others' point of view.
4. **Challenge** behaviour that I feel is unkind or morally wrong.
5. Be **generous** and help others within the school and local community.

Respect Charter

I will:

1. **Speak** with respect.
2. Respect the **school environment**.
3. **Behave** with respect.
4. Respect **other students' learning**.
5. Respect **my own learning**.



"The school has the highest expectations of pupils' behaviour. In classrooms, learning takes place uninterrupted. Pupils are engaged in their learning . . . Pupils benefit from highly personalised pastoral care which helps add to their sense of belonging." Ofsted, 2025



JOB DESCRIPTION

Community Outreach Officer

Department (Faculty):	Secondary Phase (Pastoral)
Directly Reporting to:	Assistant Principal (Student Progress KS3, Pastoral)
Context / Scope of Role	Full Time, Term Time Only, Secondary Phase
Purpose of Job/Role:	■ Support the early identification of pupils at risk of Emotional Based School Avoidance (EBSA), using data to coordinate timely intervention and reduce barriers to attendance and engagement. ■ Coordinate and deliver targeted parental support, including family action plans, one-to-one support, workshops and liaison with school teams and external agencies. ■ Develop the WHGS Community Hub offer, building partnerships that strengthen family engagement, pupil wellbeing, aspiration and wider community support.
Contacts & Working Relationships	Safeguarding, Attendance, Pastoral and SEND Teams, Senior Leadership Team, Outside Agencies, Pupils, Parents and Stakeholders within the school community
Job Family:	Pastoral and Student Welfare (PSW) 3 – Professional
Band:	£29,778 - £42,493 Full Time Equivalent
Salary Range:	£25,694 - £36,666 Actual for Term Time Only

Generic Duties

1. To support the corporate responsibility for the well-being, education and discipline of all pupils.
2. To uphold the school's principles and policies which underpin good practice and the raising of standards to promote the school's aims and values.
3. To be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the school.
4. To actively undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self- evaluation and peer review.

Key Responsibilities

1. Build positive, respectful and trusting relationships with parents, carers and families, acting as a key point of contact and empowering families to improve pupil attendance, engagement, wellbeing and outcomes.
2. Provide confidential one-to-one support, casework and advocacy for parents and carers, including conducting home visits where appropriate to engage families, understand need and remove barriers to school engagement.
3. Develop, implement, monitor and review Family Support Action Plans for identified vulnerable pupils and families, ensuring actions are timely, targeted and aligned with school priorities.



4. Use data to monitor and highlight pupils and families at risk, supporting early identification, intervention planning and regular review of progress.
5. Work closely with the Attendance Team to monitor and improve pupil attendance and punctuality, address persistent absence and support families to re-engage with education and school routines.
6. Identify barriers to learning, attendance and engagement, including EBSA-related concerns, and coordinate targeted interventions with pastoral, SEND, safeguarding and attendance colleagues.
7. Plan, promote, deliver and evaluate parent and carer engagement activities, including coffee mornings, workshops, drop-ins, parenting programmes, parent evenings and transition support.
8. Strengthen communication between home and school through letters, newsletters, website updates, social media and direct contact, ensuring information is clear, accessible and supportive.
9. Support parents and carers to understand school expectations, attendance procedures, safeguarding processes, policies and key transition points, including secondary transfer where relevant.
10. Ensure engagement and support are accessible to families with additional needs, EAL, low confidence or previous barriers to school involvement, using translated materials or adapted communication where needed
11. Signpost and refer families to appropriate external services, including Early Help, CAMHS, social care, housing, health services, parenting courses, adult learning and community-based provision.
12. Coordinate and contribute to multi-agency support for families, including completing referrals, liaising with external professionals and attending CIN, Child Protection, Early Help and other multi-agency meetings where required.
13. Work closely with the DSL to implement safeguarding procedures, respond to safeguarding concerns in line with statutory guidance and communicate sensitively with parents and carers where welfare concerns arise.
14. Maintain accurate, timely and confidential records using CPOMS and school systems, ensuring secure information sharing and preparing written reports for meetings, reviews and pilot evaluation as required.

Key Responsibilities for Community

1. Support the development of the WHGS Community Hub by building purposeful links with families, local services, charities, cultural organisations, businesses and community partners, in alignment with the United Learning Community Hub model.
2. Coordinate community-based opportunities that enhance pupil wellbeing, aspiration, attendance and life chances, including access to adult learning, parenting support, enrichment, character education and real-world learning experiences.
3. Run the day-to-day WHGS Community Hub offer, including uniform and equipment swap shops, food pantry provision and family-focused community activities.
4. Represent the school professionally within the local and United Learning community, acting as an ambassador for the school's values, ethos and commitment to Education with Character, while supporting strong relationships with pupils, families, staff, governors and wider partners.
5. Work under the strategic direction of the Assistant Principal to implement the school's community engagement strategy and contribute to agreed whole-school priorities and improvement plans.



6. Identify relevant funding opportunities and contribute to the preparation, submission and monitoring of high-quality grant applications and funding bids that support the development and sustainability of the WHGS Community Hub.
7. Monitor and evaluate the reach, participation, quality and impact of Community Hub provision, using engagement data, stakeholder feedback and case studies to identify strengths, gaps and priorities for development.
8. Monitor participation and take proactive steps to ensure equitable access for disadvantaged and underrepresented pupils and families and those facing additional barriers to engagement.
9. Work with curriculum, careers, personal development and enrichment leads to develop community partnerships and real-world opportunities that enrich pupils' education and support Education with Character.
10. Gather stakeholder feedback, maintain an effective network of community partners and provide impact evidence to support senior leadership evaluation, governor reporting and continuous improvement.

Other Duties

1. Support the aims and ethos of the school.
2. Support the implementation of school policies and procedures.
3. Be proactive in matters relating to health and safety and child protection and safeguarding including the completion of Educare courses, as required.
4. Set a good example in terms of dress, punctuality and attendance.
5. To work as part of the team, liaising, advising and consulting where appropriate.
6. Attend relevant Team/Departmental, Staff Meetings and Inset as required.
7. To participate in the school's PDR process.
8. To identify personal training needs and to attend appropriate internal and external in-service training.
9. To carry out Duties as part of the Duty Rota.
10. To assist at school functions and with extra-curricular activities.
11. To perform such other duties as may be required by the Principal or Senior Leadership Team.
12. To carry out all other reasonable duties in line with this position as requested by the Principal or Head of School.

Job Description Review

This job description will be reviewed as and when necessary, in accordance with the needs of the academy.

Date of Last Review: August 2026

Reviewed by: T Copestake, Head of School



PERSON SPECIFICATION

Community Outreach Officer

Requirement	Essential/ Desirable	Method of Assessment
Qualifications		
Minimum of A-C (9-4) GCSE Maths and English – high grades preferred	E	Application Form Certificate Check
Educated to A-Level/Level 3 qualification or above (Degree)	E	
A commitment to continued professional development.	E	
Diploma or qualification in counselling.	D	
Experience		
Experience of working in a multi-agency setting	E	Application Form Interview Process
Experience of using CPOMS	D	
Experience of administering CPOMS	D	
Experience of using standard IT packages such as Microsoft Office	E	
Experience of working in a school environment	D	
Understanding and awareness of current educational challenges	D	
A working knowledge of Arbor/SIMS or other Management Information System	D	
Knowledge and Skills		
Ability to form strong working relationships with others	E	Application Form Interview Process
Excellent communication skills	E	
Ability to apply knowledge and skills to a range of situations	E	
Demonstrate knowledge of key factors affecting the safeguarding of students	E	
Knowledge of KCSIE legislation and guidance	D	
Personal Competencies and Qualities		
Excellent interpersonal skills and emotional intelligence	E	Application Form Interview Process
A high degree of organisational and administrative ability with attention to detail	E	
High levels of motivation and commitment	E	
Ability to prioritise, work without supervision and as part of a team	E	
The need for empathy, compassion and sympathy as well as confidentiality and discretion as required	E	
Honesty and integrity	E	
Ability to engage with students and parents/carers	E	
Ability to communicate with external agencies	E	



Requirement	Essential/ Desirable	Method of Assessment
Commitment to inclusion and acceptance of all students and families	E	Application Form Interview Process
Commitment to the happiness, well-being and self-esteem of our students	E	
Commitment to equal opportunities	E	
Motivation and Expectations		
A deep commitment to the welfare and protection of children and young people, with an intrinsic motivation to keep them safe from harm	E	Application Form Interview Process
A strong alignment with the school’s safeguarding culture, believing in vigilance, transparency and proactive intervention	E	
A drive to uphold the highest professional standards, including confidentiality, accuracy, accountability, and ethical decision-making	E	
A calm, resilient approach when working under pressure, motivated by doing what is right for children even in challenging or emotionally demanding situations	E	
High expectations for supporting vulnerable families, motivated by a belief that every child deserves safety, dignity, and opportunities to thrive	E	
Motivation to work collaboratively with external agencies, valuing partnership working as essential to effective community outreach	E	
A desire to be visible, approachable, and trusted, building strong relationships with students, staff, and families to enable early help	D	



TERMS AND CONDITIONS

Community Outreach Officer

The Community Outreach Officer will work under the direction of the Safeguarding Director at the school's premises on Spring Bridge Road.

Hours of Work

This is a permanent position and is full time, (37.5 hours per week, excluding lunches), term-time only (currently 39 weeks per annum).

Salary

The role is part of the Pastoral and Student Welfare Job Family and is placed in Pay Band 3 (Professional) and has a minimum starting salary of £29,778.00 per annum (Full Time Equivalent), **£25,694.00 (Actual)**. The salary is pro-rata'd for Term Time Only and paid evenly over 12 calendar months, irrespective of when school holidays fall.

Holidays / Annual Leave

Twenty-six days leave plus the statutory English public holidays per annum pro rata. Holidays must be taken in school holidays. Both annual and statutory holidays have been taken into account in the calculation of the actual annual salary.

Pension

The Community Outreach Officer will be enrolled automatically into the Local Government Pension Scheme (LGPS) run by Greater Manchester Pension Fund (GMPF). The employee contribution is between 5 and 6% of annual salary **and the employer contribution is 19%**. You do have the option to opt out of this scheme after enrolment if you wish. For further details you can access the GMPF website (www.gmpf.org.uk).

Rewards and Benefits

- We offer a variety of staff benefits including gym, cycle and car lease schemes. You will also have access to an Employee Assistance Programme which provides independent, confidential advice 24 hours a day. Details of the full suite of benefits can be found on the Rewards and Benefits section on the United Hub.
- Following completion of six months' service with United Learning, you will be enrolled into the Westfield Health Cash Plan which enables you to claim money back towards the cost of essential healthcare, such as trips to the optician, dentist or physiotherapist, and access to an online GP. The Westfield platform also offers a range of discounts including, retail and entertainment discounts.

Preconditions including Disclosure of Criminal Background

Any offer of employment will be subject to satisfactory outcomes of:

- Confirmation of suitability to work with children (Enhanced DBS check)
- Two professional references
- Proof of identity and eligibility to work in the UK
- An overseas check, if applicable
- Confirmation of your qualifications
- Prohibition from Management check
- Completion of a Disqualification declaration
- Pre-employment Medical Check



Key Benefits Summary

An overview of the benefits available to colleagues in Academy schools on **United Learning contracts**:



Westfield Health, Health Cash Plan

Available after 6 months' service. Money back on essential health care, inc. opticians, dentists, flu vaccinations, physiotherapists. Annual limits apply, also available for dependent children up to the age of 22. Staff can upgrade to increase cover or add additional adults once per year.



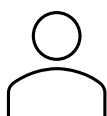
Doctor Line

Available after 6 months' service. Round the clock advice from a GP from any location in the world via phone and video appointments.



Westfield Rewards

Available and free for all staff. Get discounts and rewards from hundreds of leading retailers, restaurants and destinations. Choose from one-off vouchers, reloadable discount cards or receive cashback.



Employee Assistance Programme

Available and free for all staff. Confidential and independent helpline for up to 6 structured sessions, available 24/7/365. Covers stress, depression, medical advice, legal advice, financial worries, bereavement, family difficulties and many more.



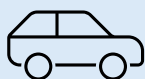
Flu Vaccines

Available to all staff. If you are a member of the Health Cash Plan the cost of the vaccine can be claimed via the system. If you are not a part of this scheme please check with your HR lead.



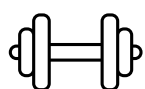
Cyclescheme Salary Sacrifice

Available to all staff, as long as they have at least a 12-month employment contract. Deductions taken from monthly salary so would be subject to National Minimum Wage checks



Car Lease Salary Sacrifice

Available to all staff, as long as they have at least a 12-month employment contract. Deductions taken from monthly salary so would be subject to National Minimum Wage checks



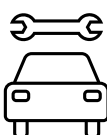
Gym Membership (Gymflex)

Available to all staff. Allows you to spread the cost of an annual gym membership over a year through payroll deductions



Will Writing

All staff are offered a completely free basic will through The Life Cover People.



RAC Discount

Available to all staff. United Learning have partnered with RAC Vehicle Benefits to provide a substantially discounted offer for vehicle Breakdown Cover. Cover can be purchased directly from Vehicle Benefits for up to four vehicles.

You will be provided with more information on all of these benefits during your induction to United Learning. For any specific information please liaise with your HR contact.



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Part of United Learning

How to Apply

Please apply through the William Hulme's Grammar School website:

<https://www.whgs-academy.org/work-for-us/vacancies>

United Learning is an equal opportunities employer. 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.

The school is fully committed to the safeguarding of children and all staff will be subject to an enhanced DBS disclosure and full child protection/safeguarding training. The school's Safeguarding Policy can be found here:

[Safeguarding Children and Child Protection Policy](#)



***“Pupils thrive in this diverse and welcoming school. Pupils feel a true sense of belonging to this special community. Individuals are valued and nurtured. Differences are celebrated.”
Ofsted, 2025***

