



INFORMATION FOR
CANDIDATES APPLYING
FOR THE ROLE OF
SAFEGUARDING AND INCLUSION OFFICER
AT HIGHLANDS SCHOOL

Required for as soon as possible
<http://www.highlands.enfield.sch.uk>





Dear candidate,

I am delighted that you are considering applying for the position of safeguarding and inclusion officer at Highlands School. Highlands is a very successful and popular school with a thriving sixth form. The school community is a diverse one; students come from a range of socio-economic and cultural backgrounds and we are proud to be one of the most popular mainstream schools in Enfield.

Our stated goal is “To provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools.” This is an aspirational goal, but one we judge ourselves against at all times. If you are successful in your application you will play a key role in improving Highlands towards achieving this.

I became headteacher in September 2018 and since then there has been much change. We have changed the timings of the school day, introduced weekly CPD, lengthened Key Stage 3 and reduced the number of GCSEs our year 11s sit. We have transformed our safeguarding systems and this September we launched a brand new whole school behaviour system. We have raised expectations in terms of the quality of curriculum, our remote learning provision, teaching and school

leadership at all levels and will continue to do so further.

I am committed to developing staff. We have two hours of CPD every week and roughly 50% of this is given to departments for teaching and curriculum development. As a Teaching School we offer staff places on a range of professional development programmes. Our approach to curriculum and teaching is influenced by the writings of theorists such as Christine Counsell and the principles of Rosenshine—yours should be too. We want to recruit a hard working and driven colleague with very high standards, someone who wants to make a real difference at Highlands. The successful candidate will be ambitious and we will support them towards fulfilling their own career potentials.

Before reading on, I recommend you [watch this video](#), which will introduce you to our school.

I look forward to receiving your application and meeting you in person,

Vincent McInerney, Headteacher



History, ethos and values

Highlands was opened in 2000, the first PFI school in the country. The grounds and building are under the control of the PFI contract holder and will remain so until 2025 when they return to the local authority. Mr McInerney is the third headteacher in Highland's history. The previous head, Mr Goddard, led the school on a successful journey from 'satisfactory' in 2007 to 'Outstanding' twice (2011, 2014). The school has always had excellent GCSE attainment and in 2020 achieved its best ever Progress 8 score. Disadvantaged students perform in line with other students nationally.

As you will see if you visit Highlands, the work we do at school is underpinned by the Highlands school values: determination, aspiration,

respect and equality: DARE. These are not tokenistic words, they were arrived at through extensive consultation with students, staff and the community. Our assemblies and tutor time programmes reinforce them and the words are prominently displayed around the school.

Highlands is inclusive and the school welcomes students from a range of backgrounds and abilities. Apart from maths, we do not put students into ability streams at the start of secondary school. We allow all students to choose from all of our option subjects. We do not believe that students with low attainment should be channelled away from more challenging subjects if they enjoy them.

Curriculum

The key stage 3 and key stage 4 curriculum structure was reviewed and changed last year.

The review involved consultation with the Governors, staff and students. One outcome of the review was that the school decided it was not appropriate for all students to study as many compulsory subjects as they traditionally have. As a result more choice has been brought into the option process. For example, rather than all students taking computing, some do but some can choose other subjects.

Another outcome of the review was that the school felt that the end of year 8 was too young an age for students to stop studying certain key subjects such as history and geography or the performing arts. As a result of this more subjects are now studied by all students until the end of year 9.

The structure and options process is only one part of the curriculum review, though. Currently we are looking closely at how each subject's curriculum is sequenced. Senior leaders, subject leaders and teachers will be clear about the key knowledge that students are learning in their subjects. The focus will be on vocabulary, events, people, places, processes and concepts because research shows these are the most transferable or 'powerful' forms of knowledge. We have been fortunate enough to be joined by subject experts in their fields to help sequence subject macro-curriculums.

Highlands has adopted an evidence and research based approach to curriculum development and the school expects to be at the forefront of innovative curriculum design in the coming years. This research informed approach is evident in our new assessment policy due to be launched in September.



Teaching, learning, CPD, Teaching School

Developing the quality of teaching, learning and assessment is a priority in the current academic year. The school moved away from one hour, OFSTED graded lesson observations two years ago. Curriculum conversations have become the main process by which staff receive feedback on the strengths of their teaching and the areas for development. The new process is still being developed and this will continue into next year. A new teaching and learning policy and teaching handbook will be ready for September 2021.

Staff have CPD every Tuesday and Wednesday and this is built into the school day. This is a valuable opportunity for staff to share best practice, work on curriculum development, undertake research and collaboratively plan and assess, amongst other things. Our objective is to build a community of

teachers committed to professional development and excellence, and to give them the time and resources to achieve it.

As a teaching school, Highlands staff have unique access to a range of professional development opportunities, delivered by the school. These include middle and senior leadership programmes. Uptake on these programmes is high amongst our staff. For NQTs, the school offers the early career framework.

We are committed to developing our staff. You can watch some of our current staff talk about their professional journeys by clicking on the videos below:

[Louise](#), [Hope](#), [Alice](#), [Jody](#), [Mia](#)

For ITT, NQT and RQTs, [Becky's video](#) talks about early career training.





Enrichment

At Highlands we think about more than exam results. The extra-curricular provision at the school is excellent. In recent years Highlands students travelled to Barcelona, Namibia and New York. Students studying physics visited Poland as part of the Erasmus programme, recently they visited Finland and France. Our students take part in the Duke of Edinburgh programme, ski trips and other visits locally and nationally.

The performing arts are a strength at the school and the shows and performances are very popular. Two years ago the school production was Bugsy Malone, the students at school perform as cast members, perform in the orchestra and make up the crew. Sports are another area of success at the school; girls' football at Highlands is amongst the strongest in the region.

At Highlands students leave with excellent results but also with experiences and an appreciation for the world beyond school that will stay with them forever.

When school finishes early on Wednesdays for staff CPD, we normally run compulsory Ed-Extra for year 7 students. All 240 students in year 7 remain in school until 3:30pm to take part in activities run by external providers and sixth-formers. These range from rugby to cooking, from debate club to movie making. It is a good example of an area in which the school does something that other schools look to as an example of best practice and innovation. We believe our extra curricular programme at Highlands should rival that of any other secondary school in London.



The Sixth Form

All members of the Highlands community are enormously proud of the sixth form, which is one of the most popular in Enfield. In some subjects outcomes are excellent and students receive offers from the top universities (this year we have several students with Oxbridge offers).

At Highlands it is not just what students achieve academically that matters, but what type of young people they become and what they choose to do when they leave. It is for this reason that we have built a diverse and challenging curriculum, along with excellent enrichment opportunities for our students. We are an inclusive sixth form, with a welcoming, diverse and grounded community in which our students feel cared for and supported.

Supporting students to make the right university or career choices is a priority at Highlands. We have a dedicated team of staff who bring outside speakers into the school to develop students' understanding of the world of work. We have a special pathway for students wishing to enter careers such as law or medicine, study at Russell Group universities or who wish to study at Oxford or Cambridge. We have a commitment to support each student into the career or university of their choice.

Learn more about the sixth form on our [sixth form open evening microsite](#), set up this year as we were recruiting into our sixth form.

School priorities

Our goal is to provide a world class educational experience for our students. In whatever we do, to be held as an example of best practice to other schools.

To achieve that the school has three strategic priorities:

1. Achieve academic excellence, underpinned by a curriculum that meets the needs of all learners.
2. Create a culture that celebrates diversity and equality and that supports inclusivity and excellent behaviour.
3. Promote a culture of leadership, self-reflection and professional development across all staff.



Pastoral and Safeguarding Team

The safeguarding and inclusion officer is part of an extensive pastoral team consisting of pastoral senior leaders, student well-being assistant, family liaison officer, school counsellor, welfare officer, head of years and behaviour mentors.

Highlands School has high standards of behaviour expectations and pastoral care for its students.

The safeguarding executive team oversees all safeguarding and child protection systems across the school and meets weekly to review all safeguarding cases.



The role

Safeguarding and Inclusion Officer

Job purpose

The safeguarding and inclusion officer is also a Deputy Designated Safeguarding lead, playing a crucial role in the day to day running of the school's child protection systems. This role includes supporting all looked after children (LAC) in the school to ensure they engage positively with education, have good attendance and have the required support in place. This role involves direct support work with students, mentoring, liaising with external agencies and managing referrals. The safeguarding and inclusion officer will also monitor all child protection logs on the school's monitoring system (CPOMS), triage all new cases and oversee the statutory process for each looked after child.

Job details

National and local terms and conditions of service applicable to administrative, professional, technical and clerical Services. The postholder is employed term time for 36 hours per week, 39 weeks per annum.

The successful candidate will report to SLT

The salary is NJC Scale 6 (actual salary: £24,065)

The post starts as soon as possible.



Job description

Main duties and responsibilities

Looked after Children

- Support the designated teacher for LAC
- Be the first point of contact for LAC, their carers and social workers
- Be the first point of contact for virtual schools
- To lead some PEP and LAC meetings where the DSL/DT cannot attend
- To meet with LAC to discuss and record their education, needs, friendships and any other issues arising in or around school
- To draft new targets according to need and issues raised
- To manage the budgetary allowance requested and allocated for each child and the efficient spend of that money for best outcome
- Oversee and plan support for the student(s) within and out of school
- To monitor the PPG spend against the targets previously set
- To monitoring attendance, behaviour, academic achievements and progress made within targets set and considering ways to enhance and recognise positive behaviour
- To establish respectful and trusting communication with LAC whilst respecting need for confidentiality
- Liaise, communicate and disseminate information where necessary or when issues arise with school staff/foster carers/social workers/virtual schools for optimum success
- To familiarise oneself and learn each borough's LAC process in order to effectively complete the online administration and recording of termly data within the correct timescale
- To communicate professionally and effectively with stakeholders for best outcomes for looked after children
- To communicate regularly at all stages with the DSL and other departments

Equal opportunities

To work within and encourage the school's Equal Opportunities Policy and contribute to diversity policies and programmes in relation to discriminatory behavior. Click [here](#) for our equal opportunities statement.

Whole school safeguarding

- Be a Deputy Designated Safeguarding Lead and work with SLT in regards to child protection concerns
- Oversee the daily child protection triage system through CPOMS with the family liaison officer
- Support with referrals to external agencies
- Liaise with external agencies
- Support vulnerable students in achieving their full academic potential
- Build strong relationships with parents/carers
- Offer support and guidance to parents/carers on how best to support their child's education
- Conduct home visits when required
- Attend weekly executive safeguarding meetings after school
- Support students who are feeling upset or distressed
- Support the DSL with investigations
- Coordinate and attend meetings with social workers, police, healthcare and other professionals

Review Arrangements

The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the Head teacher will expect to revise this Job Description from time to time and will consult with the post holder at the appropriate time.

All schools in Enfield are committed to safeguarding and promoting the welfare of children and young people. Therefore, all employees working at this school are expected to share this commitment.

Person specification

The following outlines the key knowledge, skills and experience required for this position. As part of the shortlisting process, the selection panel will assess each candidate against the criteria listed below.

Experience

- To have relevant experience of working with families, including parents/carers, young people
- Experience of working with hard to reach families and young people
- Experience of working with professional agencies who support young people
- Experience of safeguarding young people
- Experiences of making a positive impact on the life chances of young people

Knowledge

- Knowledge of safeguarding legislation and practice
- Knowledge of schools, what teachers and other staff do and the roles and responsibilities of students and parents/carers
- Knowledge of current issues affecting children and young people

Skills

- Good written and oral skills
- An ability to communicate effectively
- An ability to deal with confidential information sensitively and appropriately in line with school policy
- An ability to work in a non-judgemental way
- An ability to use information technology such as Microsoft packages e.g excel, Google software such as google docs and to keep accurate records, compose reports and communicate with other professionals.

Personal Qualities

- Be willing to undertake training as appropriate and develop skills to support the family officer role
- Be committed to equal opportunities in the workplace
- Be understanding of the needs of students particularly those with complex emotional, social or behavioural needs
- Organise and prioritise work and to take effective decisions while working under pressure
- Show initiative in a range of situations
- Interact positively with students, parents and colleagues



The application process

Candidates wishing to apply should submit a personal statement addressed to Vincent McNerney of no longer than two sides of A4, stating how you meet the person specification. This should be emailed to Trudi Steiner.

Closing date: 9am on Monday 6th December 2021 with interviews shortly afterwards. If you have any questions, please contact Trudi Steiner, HR Officer, at hsjobapp@highlearn.uk or 020 8370 1166.

The Governing Body are committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be required to undergo an enhanced DBS check.

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