Shrewsbury Academy

part of the Marches Academy Trust

SENIOR LEAD FOR ENGAGEMENT, FAMILY HELP AND SAFEGUARDING

RECRUITMENT PACK

November 2026

shrewsburyacademy.co.uk SY1 4LL ShrewsburyAcademy

Meet our Co-Headteachers



Amy Chevin-Dooley and Natalie Rock
Co-Headteachers, Shrewsbury Academy

Welcome to Shrewsbury Academy.

We are delighted to be leading our school at such an important and exciting point in its journey. We share an unwavering belief that every child deserves an exceptional education, a genuine sense of belonging and the opportunity to achieve more than they ever imagined possible.

Our ambition is simple: *A school where every child belongs and learning is at the heart of everything we do so that children can achieve more than they imagined possible.*

A school that our children, families, staff and wider community are proud to call their own.

Our values, **Be kind. Aim high. Embrace learning.**, shape the culture we are building. We believe that kindness and high expectations go hand in hand. Every child should be known, understood, supported and challenged. We will never lower our ambitions for young people, but we recognise our responsibility to provide the teaching, care and support that enable every child to succeed.

We are placing learning firmly at the centre of school life, with a renewed focus on strong foundations in reading, writing, communication, mathematics and knowledge. We want our children to become confident, articulate and curious learners who think critically, embrace challenges and develop a lifelong love of learning. Alongside academic achievement, we are committed to providing rich experiences, broadening horizons and opening doors to exciting futures.

We are equally ambitious for our staff. We are building a school characterised by strong relationships, professional trust, collaboration and a shared commitment to excellence. We want colleagues who believe in the potential of every child, who are passionate about their craft and who want to help shape something truly special.

Above all, we believe a great school is a pillar of its community. Our vision is to create a place of connection, opportunity and pride, where families feel welcome, children flourish and staff are proud of the difference they make.

This is a significant opportunity to be part of our school's next chapter. We are looking for people who share our ambition, embrace the challenge of improvement and want to make a lasting difference to the lives of our young people.

We look forward to welcoming you and sharing our vision for the future.

Job description



Post title
Senior Lead for Engagement, Family Help and Safeguarding

Salary
£44,928 - £47,674

Hours of work
32.5 hours per week, term time plus 2 days

Post status
Permanent

We offer

- An enriching curriculum and learning experience for our young people.
- Excellent professional learning and support at every stage in your career, with opportunity for continued personal development through our Talent Pathway Career development opportunities including funded NPQ qualifications.
- An enthusiastic and supportive team of staff, parents and governors.
- A core belief in staff wellbeing and work life balance for all, evidenced in policy and practice.
- Benefits including funded counselling, physiotherapy, assess to GP consultations and other medical support.
- Laptop for work and personal use.

Purpose

The Marches Academy Trust is committed to ambitious, inclusive education in which every child belongs, learns and achieves. At Shrewsbury Academy, learning is at the heart of everything we do. We are developing our school in which children and families feel safe, valued and proud, where adults combine kindness and high expectations, and where every child is supported to achieve more than they imagined possible. Our values: Be kind. Aim high. Embrace learning.

Why this role above others?

•A supportive environment with an experienced team where you will be invested in and valued.

•A varied and exciting role – building relationships with a range of colleagues across the Multi-Academy Trust.

•A varied day with different experiences and challenges.

Any questions in regard to the role can be raised with, Sarah Downward on sarah.downward@shr.mmat.co.uk ahead of the closing date: 7th December 2026

Responsible to:

Deputy Headteacher

Outline of role:

To provide decisive strategic and operational leadership of safeguarding, family help and pupil engagement across the academy. As a senior, non-teaching leader, the postholder will create the conditions for pupils to be safe, present, included and learning: securing effective child protection practice; building constructive, purposeful relationships with families; leading coherent behaviour and engagement responses; and directing staff confidently during complex or critical situations.

The role combines whole-school system leadership with visible, hands-on professional authority. It requires exceptional judgement, robust management of people and cases, a sustained focus on curriculum access, and the ability to move from urgent daily decisions to long-term school improvement.

Main Duties

- Lead a coherent, evidence-informed strategy for engagement, safeguarding and family help, aligned with the academy improvement plan, inclusion strategy and Trust expectations.
- Establish clear routines, roles, thresholds, accountability and escalation routes so that staff respond promptly and consistently to risk, non-attendance, disengagement and serious behaviour.
- Provide visible senior leadership across the school day, modelling the school values, high expectations, relational practice and professional authority.
- Advise the Headteacher and senior leadership team on patterns of vulnerability, risks to safety and learning, emerging concerns and the most effective allocation of resources.

Safeguarding and Child Protection

- Act as a school Designated Safeguarding Lead (DSL), with the status, training, availability and protected capacity required by current statutory guidance; direct and supervise the designated safeguarding team.
- Lead effective identification, assessment, recording, referral, decision-making and review of safeguarding concerns, ensuring timely action, appropriate escalation and professional challenge when necessary.
- Coordinate complex child protection cases and effective multi-agency participation, including strategy discussions, child protection conferences, child-in-need processes and appropriate information sharing.
- Maintain rigorous oversight of safeguarding records, chronology, risk assessments, action plans and follow-up, including quality assurance of CPOMS or the Trust-approved recording system.
- Ensure staff are confident in recognising and responding to child-on-child abuse, exploitation, serious violence, harmful sexual behaviour, domestic abuse, neglect, online harm and other contextual risks.
- Oversee safeguarding responses to children missing education, pupils missing from site or lessons, and serious incidents, including immediate location, risk assessment, notification and escalation.
- Lead safeguarding training, induction, professional guidance, learning from cases, auditing and reporting. Refer staff-related safeguarding concerns or allegations promptly through the Headteacher and prescribed procedures, not informal internal investigation.

Family help and partnership with parents, carers and families

- Shape an accessible, proactive family help offer which identifies emerging needs early, builds trust and connects families to the right support before difficulties escalate.
- Lead and coordinate family-facing practitioners, outreach, parental engagement, support planning, home-school communication and complex family meetings.
- Ensure needs-led whole-family assessments, agreed outcomes, review dates and meaningful child and family voice inform school-led support; participate in Family Help and Team Around the Family arrangements in line with local partnership processes.
- Build confident, constructive relationships with families in conflict or crisis, communicating candidly, professionally and empathetically while maintaining firm expectations and clear boundaries.
- Work with local authority children's services, family help teams, health, police, youth services and voluntary organisations to secure coordinated responses and timely escalation where thresholds for statutory intervention may be met.

Engagement, behaviour and critical incident leadership

- Lead the consistent operational response to pupils out of lessons, persistent truancy, serious disruption, aggression and unsafe conduct, ensuring swift, supervised and proportionate action.
- Develop effective engagement, reflection, restoration and reintegration pathways, with clear adult scripts, closed choices, purposeful support and no acceptance of unaccounted-for roaming around school.
- Direct the immediate school response to serious or rapidly escalating incidents, including deploying staff, securing safety, de-escalating conflict, obtaining emergency assistance and communicating with families and leaders.



- Ensure individual behaviour and safety plans are specific, understood, monitored and reviewed; use lawful, proportionate practice and follow Trust policy on restrictive interventions, recording and post-incident review.
- Lead follow-up and coordinated casework for pupils with repeated incidents, analysing underlying barriers without lowering expectations for safe conduct or consistent lesson attendance.
- Work with authorised leaders on suspension prevention, decision-making evidence, re-entry and risk-reduction plans. Formal decisions to suspend or permanently exclude remain with the Headteacher.

Attendance, inclusion and access to learning

- Maintain effective systems for knowing where every pupil is during the school day, identifying patterns in absence, lesson non-attendance, late arrival and unexplained movements, and triggering immediate follow-up when risk arises.
- Use attendance, engagement, behaviour, safeguarding and inclusion intelligence to prioritise pupils requiring graduated support through the Trust's Learning for Life / WAVE approach.
- Contribute to oversight and review of targeted, in-school and alternative provision, including safeguarding, attendance, purposeful learning, transition and reintegration, with operational responsibilities agreed with relevant leaders.

Leading people, partnership and operational assurance

- Line manage, deploy, coach, supervise and appraise designated safeguarding, family help and engagement staff; set ambitious expectations, address weak practice and maintain sustainable caseloads and effective cover.
- Lead regular case supervision, professional debriefs, reflective review and targeted professional learning for staff managing difficult situations and complex child and family needs.
- Work collaboratively with teaching and non-teaching colleagues, Trust specialists and external partners; make responsibilities explicit and hold teams accountable for agreed actions and deadlines.
- Oversee relevant procedures, risk registers, documentation, audits and compliance checks; use resources carefully and advise on future staffing and service needs.

Impact, evaluation and accountability

- Set baselines, review implementation and report a manageable set of measures: pupil safety; safeguarding timeliness and quality; daily and sustained lesson presence; serious incidents; suspension patterns; family engagement; and the impact of targeted help.
- Use quantitative information alongside pupil, parent and staff voice to test whether interventions are improving safety, relationships, attendance, participation and access to learning.
- Provide concise, accurate and appropriately confidential reports and assurance to the Headteacher, senior leaders, Trust and governing bodies, identifying unresolved risk and recommending corrective action

Safeguarding

All staff share responsibility for safeguarding and promoting the welfare of children and young people. The postholder must comply with Trust policies, statutory guidance and safer working practices, act promptly on concerns and maintain appropriate professional boundaries.

Other information

This job description outlines the principal duties of the role and may be reviewed in response to school and Trust priorities. It does not form part of the contract of employment. Appointment is subject to relevant safer recruitment and pre-employment checks, including an enhanced DBS check.

Person specification

	Essential	Desirable
Qualifications and Experience 	• Relevant professional qualification or substantial equivalent experience in safeguarding, education, children's services, social work, family support, youth work or a related field. • Substantial successful experience of leading teams, complex casework or service improvement in a school, child and family service, or comparable setting. • Proven experience of making and recording sound safeguarding decisions, escalating risk and working effectively with statutory agencies. • Experience of managing complex behaviour, safety incidents, difficult meetings and relationships with families under pressure. • Evidence of continuing professional development and willingness to undertake or refresh required DSL training.	• Previous experience as a school DSL or deputy DSL. • Professional qualification in social work, family help, youth justice, safeguarding or relevant postgraduate leadership. • Experience of leading significant organisational or cultural change and improving attendance or engagement outcomes.
Knowledge 	• Secure knowledge of child protection legislation, statutory safeguarding duties, Working Together to Safeguard Children, Keeping Children Safe in Education and information-sharing requirements. • Knowledge of whole-family working, family help, early identification, thresholds, referral processes, child-in-need and child protection arrangements. • Understanding of serious behavioural risk, de-escalation, contextual safeguarding, exploitation, harmful sexual behaviour, children missing education and trauma-informed responses. • Knowledge of school behaviour, suspension, attendance and inclusion expectations, including SEND, equality duties and reasonable adjustments. • Understanding of how safeguarding, family relationships, emotional wellbeing and engagement affect curriculum access and pupil outcomes.	• Knowledge of local safeguarding partnership procedures and Families First / Family Help reforms. • Experience with CPOMS, Arbor or equivalent safeguarding and attendance systems. • Knowledge of specialist and alternative provision, reintegration and graduated responses to persistent non-engagement.

In addition to evidence against the criteria above, selection will explore candidates' motivation to work with children and young people; ability to establish appropriate relationships and boundaries; professional judgement about risk, authority and behaviour; emotional resilience; and understanding of how to recognise, report and respond to safeguarding concerns.

Person specification

	Essential	Desirable
Leadership and Professional Skills 	• Excellent strategic thinking: able to diagnose underlying problems, set clear priorities, design robust systems and evaluate whether change improves outcomes. • Ability to lead and hold staff to account, including deployment, coaching, professional supervision, appraisal, difficult conversations and the improvement of weak practice. • Ability to establish and sustain orderly, safe environments, firm behavioural boundaries, constructive approaches to challenge and consistent responses across teams. • Skilled at gaining family trust, managing disagreement and securing agreed actions. • Ability to manage multi-agency cases, communicate clearly in writing and orally, maintain rigorous confidential records and provide appropriate professional challenge. • Ability to analyse behaviour, attendance, safeguarding and engagement data; identify trends; monitor interventions; and report concise improvement evidence to leaders and governors. • Strong prioritisation, organisational judgement and capacity to balance urgent frontline decisions with long-term strategic improvement.	• Experience in leading multi-disciplinary teams or facilitating formal case supervision. • Experience of designing staff development on safeguarding, behaviour, family engagement or critical incident management. • Experience of budget, resource or service management and external partnership development.
Personal qualities 	• An uncompromising commitment to the safety, dignity, educational entitlement and potential of every child. • Visible, decisive and resilient leader with integrity, warmth, emotional intelligence and sound professional boundaries. • Able to combine care and challenge, maintain high expectations, and act with fairness, proportionality and discretion. • Reflective, courageous and collaborative; willing to challenge ineffective practice and accept accountability for improvement. • Excellent role model for the academy values: Be kind. Aim high. Embrace learning.	• Experience of developing innovative, inclusive approaches to improving school culture and community confidence.

Candidates must be willing to undertake appropriate safer recruitment checks, including an enhanced DBS check and children's barred list check where required. The successful applicant must meet and maintain the safeguarding training and availability requirements of the designated role.

Welcome from the CEO



This is a high achieving Trust that is imaginative and creative in its approach to teaching and learning and is keen to look for continued sustained improvement.

Our vision ‘Achievement through Caring’ is central to all that we do at The Marches Academy Trust. Our schools are, innovative and striving to ensure that young people make the very most of their learning adventure and are equipped with the skills required to prosper in the modern world.

We are immensely proud of the Alliance of Leading Learning who provide a wide range of professional development opportunities across our Trust, nationally and internationally.

Sarah Finch

CEO
The Marches Academy Trust

Our family of schools currently includes:

- The Marches School and Sixth Form in Oswestry
- Sir John Talbot’s School and Sixth Form in Whitchurch
- Tilstock CE Primary School and Nursery in Whitchurch
- The Grove School and Sixth Form in Market Drayton
- Lower Heath CE Primary School and Nursery in Lower Heath
- Shrewsbury Academy in Shrewsbury
- Longlands Primary School and Nursery in Market Drayton
- Grange Primary School and Nursery in Shrewsbury
- Oakmeadow CE Primary School and Nursery in Shrewsbury
- Woodlands School in Wem
- Idsall School and Sixth Form in Shifnal
- Cockshutt CE Primary School and Nursery in Ellesmere
- Criftins CE Primary School and Nursery in Ellesmere
- Selattyn CE Primary School in Oswestry
- West Felton CE Primary School and Nursery in Oswestry
- Weston Lullingfields CE Primary School and Nursery nr Shrewsbury
- St Andrew’s CE Primary School and Nursery nr Shrewsbury
- Kinnerley CE Primary School and Nursery in Oswestry

Who we are



Welcome to the Marches Academy Trust!

We are a multi-academy sponsor based in Shropshire, currently comprising five secondary schools, five primary schools and one special school.

Across our Trust we have a wealth of experience to inspire and motivate children, young people and staff to be the very best they can.

Achievement Through Caring drives our Trust, and our values are shared throughout our family of schools; we work together on embedding them in everything we do.

Our Trust prides itself on delivering high quality education and connecting with our children and young people to inspire and enthuse them to learn, achieve and to be happy.





Check out our video:

https://youtu.be/Ej3JREWUyrA

Interested? Here's how to apply:

Complete the Online Application Form

The closing date for applications is:

9AM Monday 7th December 2026

Interviews will be held:
10th or 11th November 2026

The Trust is committed to safeguarding and promoting the welfare of the children in our care and expect all staff to share this commitment.

A core belief in staff wellbeing and work life balance evidenced in policy and practice

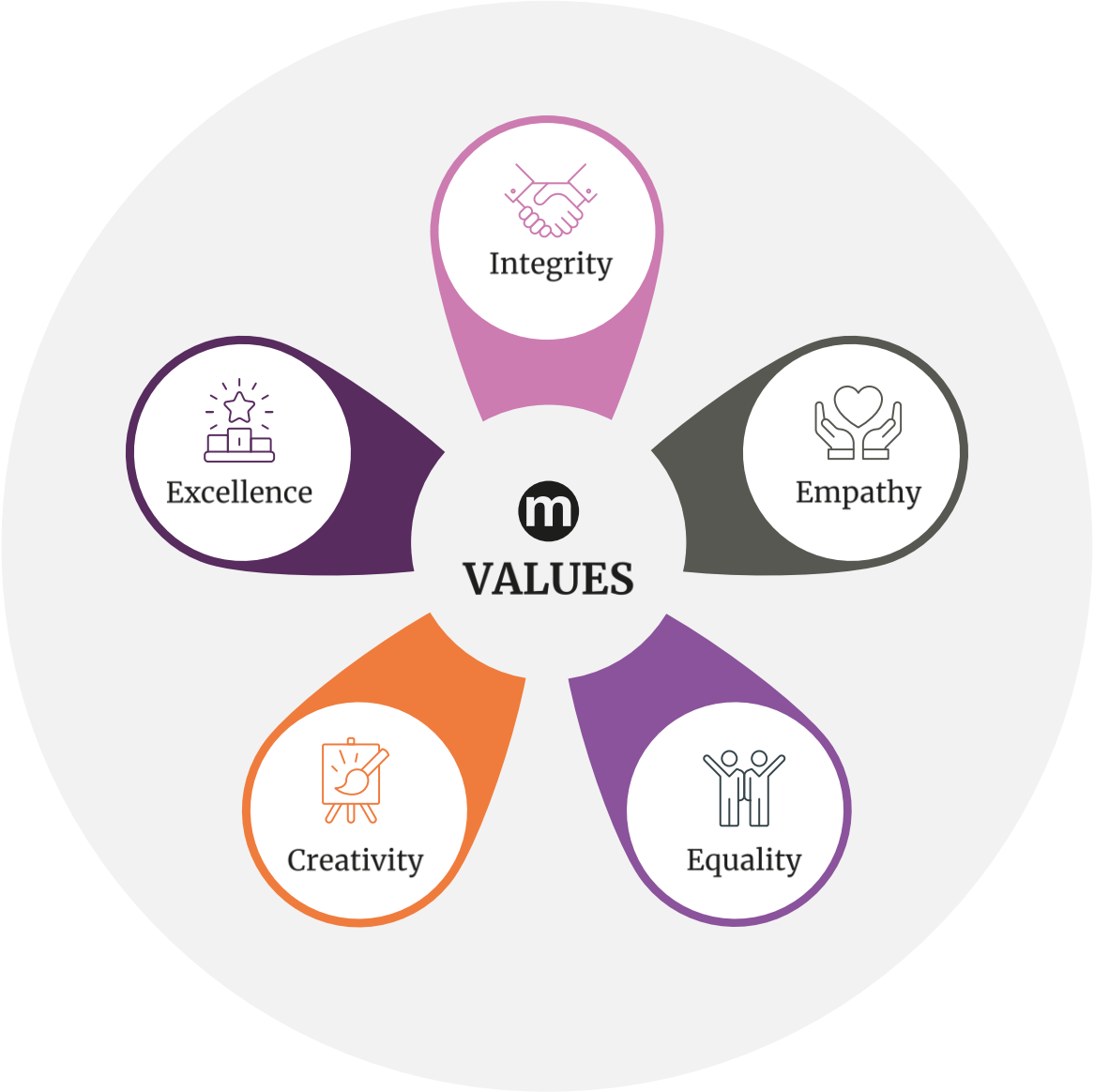
Our Trust Vision Statement and Values

Our Vision

Achievement through caring

Mission Statement

As a Trust, it's our mission to empower everyone in our Trust and our communities to live and breathe our values and Achievement Through Caring, to reach their full potential.



Our investment in you

Talent Spotting our Future Leaders

Our Talent Pathway supports the professional development of staff within the trust. We identify leadership talent and leadership needs for future succession planning – ensuring relevant and practical leadership development opportunities for staff.

Our talent management programme and our Career Development Pathways provide a framework for the discussion of your leadership journey and the professional learning you can access along the way.

Talent Contract

The Talent contract is a promise; a covenant between yourself and the trust that the Trust will do its' very best to support and develop you professionally. The Contract describes a variety of Professional development opportunities and encourages you to identify and pursue your training needs.

We believe successful creative lifelong learners participate in a journey of self-discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage.



Our investment in you

We really care about employee wellbeing and our commitment is setout in our Wellbeing Policy and Charter. This commitment is underpinned by our four pillars of wellbeing;

Emotional

Some examples include a robust induction programme, Trust newsletter, professional performance reviews(appraisal) and line manager check-in meeting. We have clear policies and procedures relating to all aspects of your employment and we carry out an annual well-being survey to gauge the health of our staff.

Physical

We are blessed that our schools are located in beautiful Shropshire market towns and /or rural locations. We can offer discounted local gyms and onsite facilities in our secondary schools.

Financial

We offer membership to two great pension schemes; Local government pension scheme and Teachers' pension scheme. Our terms and conditions are aligned to Burgundy Book & School Teachers Pay & Conditions Document (teachers) and NJC Green Book (associate staff). We also recognise continuous service for sickness, maternity and annual leave entitlements for those transferring under the Redundancy payments (local government) Modification Order (RPMO).

Social

Encouragement of great working relationships and sense of belonging through team building events, PD days, end of term events and Trust Awards evening.

Generous non-contact time for staff

Wellbeing Offer

We are delighted that our wellbeing offer includes access to a free confidential medical and wellbeing service with School's Advisory Service (SAS) for all staff. Services available include counselling, bereavement counselling, physiotherapy, menopause support and stress awareness sessions. We encourage staff to utilize SAS in seeking out preventative and early intervention by making support easily accessible for all!



ALL
Alliance of Leading Learning

We are a school led inclusive partnership representing all phases and school contexts nationally and internationally. Our core team at The Marches Academy Trust have trained over 400 ITT and over 150 School Direct students; we have also led the professional learning of over 5,000 educational leaders and governors.

We deliver the DfE National Professional Qualifications, and we actively encourage our staff to complete an NPQ programme at their earliest opportunity.

We also talent spot, from within our Trust team, colleagues who want to share their expertise and enhance their experiences by becoming an Improvement Consultant.

Supporting schools, departments and individuals across the Trust and also external schools.

Embracing all our work is the unique Professional Learning Conference we host each year which continues to inspire school colleagues nationally.

In joining The Marches Academy Trust you have direct access to an outward facing large group of outstanding schools across the West Midlands and beyond.

Quite simply we want to ensure the right expertise exists to enhance a self-improving system and impact learners, leaders and schools to drive continuous improvement.

You will be part of this success story as a member of our team; and on starting your new post you will also be starting your learning journey - with all the benefits of being part of a large and successful Trust with exemplary partnerships nationally and internationally.



We hold true to delivering current, inspirational training that has real impact back in the workplace. Most importantly our participants confirm in countless testimonials that we invest in their leadership journey.

Cavelle Priestley-Bird, Executive Director of People and Development)

Bits you need to know

The Marches Academy Trust values each person equally. We are committed to building a diverse team and embedding a welcoming, inclusive culture that encourages diversity and authenticity. We believe this will encourage creative ways of thinking – ensuring we collaborate more effectively and achieve better outcomes. We welcome applicants from all qualified candidates who share this commitment.

Everyone within our Academy Trust shares the objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn in an education setting and identifying those who are suffering or likely to suffer significant harm, taking appropriate action with the aim of ensuring they are kept safe both at home and within the education setting and we expect all staff to share this commitment. Shortlisted applicants will be asked to declare any criminal convictions and will be subject to online checks. The successful applicant will be subject to an enhanced DBS check.

“This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Criminal Records Bureau before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.”



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