



CJT/DP

11th July 2018

Dear Applicant

Pastoral Support Assistant

Thank you for your enquiry about the post of Pastoral Support Assistant at The Netherhall School and Sixth Form Centre. I hope that this pack gives you all the information that you need at this stage and that we can look forward to your application.

The closing date for all applications is 12 noon, Wednesday 18 July 2018.

Please send your completed application form, together with a letter of application to Ms Debbie Pickering, PA to the Principal, dpickering@netherhallschool.org

Yours sincerely

Chris Tooley
Principal

Principal Chris Tooley
Deputy Principal Richard Wilson, Daniel Berry
Assistant Principals Steve Lewis, Nikky Parker

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Information for applicants

Netherhall School and Sixth Form Centre is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

An Anglian Learning School



About Us

The Netherhall School and Sixth Form Centre has been offering high quality education in Cambridge for over 145 years and boasts a strong recent track record of exceeding national performance targets and expectations.



Netherhall School has developed and grown since it welcomed its first student on the 9 January 1871 and has adapted constantly to the needs of the community and the changing demands and ethos of the educational sector. The history of the school encompasses being a grammar school, a comprehensive school in 1974, a Foundation school and now an Academy. For many years it was the only school in Cambridge that offered a 6th Form.

In February 2016, Netherhall School became an Academy and joined with Bottisham Village College, to become part of the Bottisham Multi Academy Trust. Bottisham Village College has an Ofsted rating of Outstanding in all areas and the alliance allows the sharing of good and outstanding practices and to share experiences and strengths which are only gained with time. On the 1st September 2016 the trust grew to four schools with the addition of Sawston Village College and Bassingbourn Village College, two high performing schools around Cambridge. At the same time the name changed to 'Anglian Learning'. We are really excited at the increased opportunities for collaboration and career development that this new development will bring.

Our examination results from the summer of 2016 were excellent with the best A level results on record at Netherhall Sixth Form in addition to strong GCSE results, well above national benchmarks. The Ofsted Inspection in December 2015 commented that "Disadvantaged pupils achieved particularly well based on the same measure and attained significantly higher than similar pupils nationally."



Our Students

Netherhall School is set on the outskirts of Cambridge and serves both the City and the surrounding rural villages. As a result, student admissions are from a diverse range of backgrounds

We want all of our students to feel happy and secure. We have a well-developed pastoral care system and staff genuinely care about the students as individuals. We encourage students to assume and enjoy responsibility as Duty Students and through our Student Ambassador and Leadership schemes. Our highly skilled staff work closely with students, monitoring their progress to ensure they achieve their potential. There is an excellent student volunteer peer-counsellor scheme and students are encouraged to play an active part in the running of the school through the School Councils. We

understand that students need a range of skills and opportunities to fulfil their potential and therefore encourage students to undertake a full range of extra curriculum activities in addition to the educational requirements.

This is reflected in the Ofsted report June 2014 which gave a rating of Good for student behaviour: "The behaviour of students is good. Most parents that responded to the on-line questionnaire and took part in school surveys indicate that the school manages behaviour well."

Many of our students choose to stay at Netherhall for seven years, progressing from Year 7 through to our highly successful Sixth Form Centre. The centre has an excellent reputation in the City of Cambridge and beyond and many students join us from other schools for their post-16 studies. We have an impressive track record in placing students in Higher Education, including Oxbridge and in employment.

In 2016 the A levels qualifications gained by students were impressive with 43% of grades at A* - B; 80% A* - C and 100% A* - E.

Our staff

We recognise and value the skills, knowledge and expertise of all our staff and are committed to supporting their professional development. To this end, we have a vibrant and varied Continual Professional Development programme, which is personalised each year to support both our main school priorities and the individual needs of staff. This programme includes opportunities to share excellent practice between colleagues as well as drawing on external expertise. Cross collaboration between other local schools and schools in the Trust is also encouraged so that best practice is formulated.

Our staff-room is a vibrant, sociable and supportive atmosphere. We enjoy school events such as concerts or staff socials and there is very little 'standing on ceremony'.

Staff give freely of their time to the broad extra-curricular programme which includes sports, music, drama and a host of trips, exchanges, clubs and other activities. There is a blend of youth and experience among the staff and newcomers have always commented on the warm welcome they have received.



Leadership Team

Mr Chris Tooley	Principal
Mr Richard Wilson	Deputy Principal
Mr Daniel Berry	Deputy Principal
Mr Steve Lewis	Assistant Principal
Mrs Nikky Parker	Assistant Principal
Mr Dan Carlson	Raising Standards Leader
Mr Tom Hunter	Raising Standards Leader
Mr Karim Marsaoui	Director of Sixth Form
Mrs Sue Griggs	Pastoral Manager
Miss Helen Parfect	Director of Learning

Cross Site Roles

One of the benefits of being a member of a larger Trust is that certain staff with particular skills can be utilised by all the schools within the Trust. The Trust has and is developing a structure, which ensures that all schools within the Trust are fully supported in key areas:

Mrs Rebecca Walsh – Chief Operations Officer

Mr Richard Mayer – ICT Director

Mrs Claudine Bateman – Head of Operations

Ms Kathryn Oliver – Director of HR

Partnership with Parents

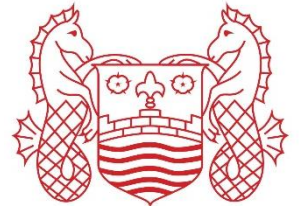
We are a warm and welcoming community which places a high importance on working with families and getting to know each of our students as individuals. We engage with parents through a variety of mediums; parental internet, regular newsletters, Parents' Evenings, written progress reports as well as individual responses to queries. We are keen to engage parents from all backgrounds and to adopt strategies which will enable us to communicate better with all parents regarding their child's progress and development.

Equal Opportunities

Netherhall School is an Equal Opportunities employer.

The Netherhall School and Sixth Form Centre

Job Description – PASTORAL ASSISTANT



Name of post holder _____

Title of post **Pastoral Assistant**

Grade **Scale 4**

Working Hours **37 Hours a week, Term Time + 5 days**

Responsible to **Pastoral Manager**

Relationships with
School Achievement Leaders
Director of Inclusion
Inclusion staff
Administration Staff
External Agencies
Parents / Carers
Students

The job description may be modified by the Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Core Purpose

- To contribute to arrangements for the Student Services Team to provide the first point of contact for dealing with welfare and behaviour issues in school
- To manage the day-to-day attendance and punctuality of students
- To provide timely and effective support for Assistant Principals, School Achievement Leaders and Pastoral Manager.
- To contribute to improving progress and attainment of all students.

Principal responsibilities

A Support for students (welfare and mentoring)

To support the students in your Key Stage by

1. Contributing to the management and administration of student behavior, including anticipating and taking action to prevent potential issues arising.
2. Acting as the first point of contact for parents / carers to contact the school. To co-ordinate meetings between parents / carers and School Achievement Leaders.
3. Mentoring individual (or groups of) students as required to support Form Tutors.
4. Providing and monitoring support to key and disadvantaged students to improve their access to education.

B Support for teachers and other staff (behaviour)

To support the teachers by

1. Dealing with student behaviour issues, collect and supervise students removed from lessons / around school, work restoratively with them and to assist them putting right any issues with staff

2. Contributing to the organisation and effectiveness of the detention and 'on report' systems.
3. Contacting parents as requested to inform them of issues and to arrange meetings with teaching staff as necessary.
4. Ensuring that all filing and electronic recording for students is up to date and complete
5. Meeting with key staff (Pastoral Manager) on a weekly basis.
6. Preparing information about students for key meetings (PSP, PACE, CIN etc)

C Support for the school (attendance and administration)

To support the ethos and smooth running of the school by

1. Being part of the day-to-day administration of attendance, including the recording, monitoring and chasing of absence
2. Working with SALs and Form Tutors to achieve short term objectives linked to school attendance targets to improve attendance and punctuality, particularly of disadvantaged students
3. Working under the direction of others to co-ordinate arrangements for meetings and information relating to attendance at school.
4. Organisation of day-to-day arrangements for student behaviour policies (detentions and rewards)
5. Contribute to the administration of arrangements for: Parents' Evenings (all), vaccinations and school photographs.

D Additional Specific Responsibilities

1. To undertake duties of a mentor in a specific tutor group.
2. To undertake the duties of a Qualified First-Aider when necessary.
3. To co-ordinate work experience programme (Yr10). Support the targeted work experience programme as requested
4. To play a full part in the process of transition from Key Stage 4 to 5
5. To attend all key Pastoral meetings (eg ECM, tutor, teacher briefings).

E General Duties

1. All staff are responsible for safeguarding and promoting the welfare of children.
2. To maintain good order and discipline among students and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
3. To carry out a share of supervisory duties in accordance with published schedules.

4. To participate in appropriate meetings with colleagues and parents / carers relative to the above duties.
5. To undertake any other duties consistent with the post

Person Specification: Pastoral Support Assistant Level 4

Qualifications and Experience
Essential <ul style="list-style-type: none"> • Good educational qualifications (minimum 4 GCSE's) • Experience in working with young people – minimum of 2 years • Experience of working with external agencies eg EWO, Social Care and Police • Able to conduct a conversation and answer questions for an extended period of time where necessary in English
Desirable <ul style="list-style-type: none"> • Level 3 or 4 qualifications (A Level / Degree) • Counselling or mentoring qualifications • A range of relevant in-service training • Child protection / Safeguarding designated staff qualification • Experience in the delivery of training courses to staff.
Knowledge and Understanding
Essential <ul style="list-style-type: none"> • Understanding of the principles and procedures of safeguarding within schools • Knowledge of the attendance regulations for schools • Understanding of the needs of children and young people and the challenges they face • Understanding of the impact of poor behaviour and attendance
Desirable <ul style="list-style-type: none"> • Provision of inset training and support to dept colleagues. • Understanding of the relevant aspects of education legislation in relation to Attendance • Understanding of delivering Performance Management / Appraisal regulations. • Knowledge of or recent experience of OFSTED framework for inspections in schools • Knowledge of local context with primary and secondary school in the Cambridge area
Skills and Attributes
Essential <ul style="list-style-type: none"> • Ability to use a range of ICT skills and key programmes – Word, Excel, Power point, SIMS etc • Ability to motivate and encourage students and staff (eg as a mentor) • Proven communication (written and verbal) and organisational skills including the ability to delegate effectively • Interpersonal skills and good sense of humour – ability to resolve conflict and remain calm. • Positive professional role model – punctual and an excellent record of attendance • Ability to establish effective structures and working relationships with colleagues. • Willingness to take an active role in the life of the school • Cheerful and positive disposition • Ability to apply firm but fair discipline and develop relationships with staff and students • Ability to work independently and under pressure of deadlines
Desirable <ul style="list-style-type: none"> • Ability to appraise performance and set realistic / challenging targets for colleagues. • Ability to develop key initiatives and developments. • Ability to drive the schools' minibuses. •

Elements of the person specification will be assessed through the following ways

- Letter of application,
- References
- Interview process (including lesson observation)

The school celebrates its diverse population and is committed to an inclusive ethos.

- We develop the full range of talent and ability.

- We commit to social justice and equality of opportunity.
- We foster an international outlook as well as a local and national perspective.

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