

# Briefing Pack for Applicants Pastoral Support Worker



**STOCKSBRIDGE  
HIGH SCHOOL**  
— This is Just the Start —

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**



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**May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.**

## Section 1: Post Advertisement

|                       |  |
|-----------------------|--|
| <b>Post:</b>          | <b>Pastoral Support Worker</b>   |
| <b>Location:</b>      | <b>Stocksbridge High School</b>  |
| <b>Pay scale:</b>     | <b>NJC Grade 4, Scale Point 7: £25,584 to 12: £27,711 gross per annum pro rata</b> |
| <b>Actual</b>         |  |
| <b>Annual Salary:</b> | <b>£11,894.96 to £12,883.88 (under 5 year of service)</b>                          |
| <b>Contract:</b>      | <b>Permanent, part time - 20 hours per week, term time</b>                         |
| <b>Start date:</b>    | <b>As soon as possible</b>   |

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Stocksbridge High School is an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. We are open, friendly and welcoming with great students and a dedicated staff. Stocksbridge High School is part of Minerva Learning Trust and together we have a vision of providing outstanding education for all the students within our schools.

We are seeking to appoint a committed Pastoral Support Worker. The successful candidate will work within the school Pastoral team and subject areas to raise standards of student behaviour and conduct throughout the school day. Supporting in all areas of the pastoral team including consequence, attendance and behaviour support to provide consistency of standards required.

Candidates are encouraged to visit the school or have an informal discussion about the role with Mr Gilder, Headteacher, arrangements for this can be made via e-mail to: [htaylor@stocksbridge-mlt.co.uk](mailto:htaylor@stocksbridge-mlt.co.uk)

**The closing date is 9am on Tuesday 15 April 2024 and interviews will take place shortly afterwards.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

The application form and information pack is available on the school website [www.stocksbridgehigh.co.uk](http://www.stocksbridgehigh.co.uk)

**Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, only Minerva Learning Trust application forms will be accepted.**

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.



Bev Matthews  
**Chief Executive Officer**

## Section 3: Letter from the Headteacher

Dear Candidate,

I am delighted that you are considering making an application for this position at Stocksbridge High School. We are an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. You will find us to be open, friendly and welcoming with great students and a dedicated staff.

Every one of the young people we serve is entitled to thrive at school so that they may leave skilled, qualified and confident to make a success of their next steps in life. This is achieved through high quality leadership, teaching and support from our staff so that all students learn and progress well. Working at Stocksbridge High School means that you will always hold young people in high regard and have nothing but the highest of expectations for their learning, conduct and aspiration. This is reflected in our core vision of 'Believe, Achieve, Succeed' and felt by our values of:

- Be Positive
- Be Kind
- Be Confident
- Be Reflective

We are here to make a difference to the young people and families of Stocksbridge and we aim to be recognised as outstanding in this endeavour. It is an exciting time to join our school and if you share that ambition and determination, I look forward to receiving your application.



Ben Gilder  
**Headteacher**

## Section 4: About Stocksbridge High School



### Our Mission, Vision and Values

**...THIS IS JUST THE START...**

#### Our Mission:

All pupils have the opportunity to grow academically, socially, morally and spiritually to ensure that when they leave our care every door to a potential future remains firmly open.

#### Our Vision:

Our vision is based upon our core principles of **'Believe, Achieve, Succeed'**

##### Believe

We generate **belief** in students through personal development, raising aspirations and self-respect, and encouraging all students to pursue their dreams.

##### Achieve

We have a relentless and unapologetic focus on the outcomes of students to ensure that they **achieve** their dreams.

##### Succeed

We recognise and celebrate **success** for students on a daily basis with a positive learning culture.

#### Our Values:

##### Be Positive

We smile, we accept compliments, we are polite, and we are respectful

##### Be Kind

We are caring, we show empathy, we have good manners, and we are considerate

##### Be Confident

We develop our self-esteem, we show resilience, we are ambitious, and we set high standards for ourselves

##### Be Reflective

We learn from our mistakes, we identify our targets, we always look to improve, and we celebrate our successes

#### Our Beliefs:

We drive our Mission through the school by believing in the pupils, staff and community to work together. To do this we:

- Develop **belief** from the community by engaging key stakeholders in every aspect of school life and working together to create a world-class learning environment for their children.
- **Believe** in the staff we have to develop professionally and encourage a culture of succession and personal aspiration.
- **Believe** in a solutions-focussed continuous improvement cycle to drive change and raise standards.

## Our Mission, Vision and Values

| Leaders at SHS   | All Staff at SHS   | Parents at SHS  | Pupils at SHS   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>• Lead with a <b>positive</b> approach</li> <li>• Are solutions focussed</li> <li>• Are highly visible</li> <li>• Are highly active and act quickly to resolve issues</li> <li>• Model expectations and never ignore problems</li> <li>• Are <b>reflective</b>, support and develop colleagues within our teams</li> <li>• Have high expectations of all stakeholders</li> <li>• Are accountable and <b>confident</b> to hold others to account</li> <li>• Are <b>kind</b> and mindful of well-being, physical and mental health</li> <li>• Communicate with clarity in a timely manner</li> <li>• Put the school's vision and values front and foremost</li> </ul> | <ul style="list-style-type: none"> <li>• Have high expectations for all stakeholders and build <b>confidence</b></li> <li>• Are <b>reflective</b> and continually strive for improvement</li> <li>• Look after their own well-being and that of others</li> <li>• Put relationships at the heart of everything they do through <b>kindness</b></li> <li>• Have a relentless focus on outcomes</li> <li>• Uphold standards <b>positively</b> and support the school's drive towards excellence</li> <li>• Use policies and guidance to provide clarity of purpose</li> <li>• Recognise achievements of all stakeholders and celebrate through a culture of success</li> </ul> | <ul style="list-style-type: none"> <li>• Be part of the decision-making process by involving themselves as part of the school community</li> <li>• Support school decisions by <b>reflecting</b> on the rationale and encourage their children to</li> <li>• Understand that pupil success is at the heart of the school's values</li> <li>• Engage with the school and respond <b>positively</b></li> <li>• Be <b>kind</b> to staff that are working hard to do the best for their children</li> <li>• Be <b>confident</b> to approach the school about how we can work more closely together</li> </ul> | <ul style="list-style-type: none"> <li>• Have high expectations of themselves and their peers</li> <li>• <b>Be positive</b> in all that they do</li> <li>• <b>Be kind</b>, compassionate and caring to others</li> <li>• <b>Be confident</b> to make choices even when they might be difficult</li> <li>• <b>Be reflective</b> and consider the impact of our actions on others</li> <li>• Understand that staff are here to help them to be the best version of themselves</li> <li>• Be part of the decision-making process by fully engaging in leadership opportunities</li> <li>• Adhere to the school's policies</li> </ul> |



## Our Mission, Vision and Values

### **Believe:**

- Generate **belief** in students through personal development, raising aspirations and self-respect, and encouraging all students to pursue their dreams.
- Develop **belief** from the community by engaging key stakeholders in every aspect of school life and working together to create a world-class learning environment for their children.
- **Believe** in the staff we have to develop professionally through a comprehensive CPD package that takes into account career stage and encourages a culture of succession and personal aspiration.
- **Believe** in a solutions-focused continuous improvement cycle to drive change and raise standards.

### **Achieve:**

- Have a relentless and unapologetic focus on the outcomes of students to ensure that they **achieve** their dreams.
- Improve the life chances of the community by creating a generation of **high achieving** young people that can drive industry and entrepreneurship, both locally and further afield.
- Celebrate staff **achievements** and recognise their contributions through a morally driven and determined staff body.
- Be recognised nationally for our **achievements** in outcomes and our wider enrichment offer.

### **Succeed:**

- Recognise and celebrate **success** for students on a daily basis with a positive learning culture.
- Be an oversubscribed, **successful** school that is the choice of parents both locally and further afield.
- Have **successful** teachers that are driven to improve their own practice and develop their careers.
- Make our vision a reality, then we will have **succeeded**.

## Section 5: Job Description



# Minerva Learning Trust Job Description



**Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

|                                |  |
|--------------------------------|--|
| <b>POST TITLE</b>              | Pastoral Support Worker  |
| <b>GRADE/SALARY</b>            | NJC Grade 4, Points 7 to 12  |
| <b>HOURS/WEEKS</b>             | 20 hours per week, term time   |
| <b>LOCATION</b>                | Stocksbridge High School   |
| <b>RESPONSIBLE TO</b>          | Assistant Headteacher  |
| <b>RESPONSIBLE FOR</b>         | N/A  |
| <b>PURPOSE OF THE JOB</b>      | The successful candidate will work within the school Pastoral team and subject areas to raise standards of student behaviour and conduct throughout the school day. Supporting in all areas of the pastoral team including consequence, attendance and behaviour support to provide consistency of standards required. |
| <b>RELEVANT QUALIFICATIONS</b> | 4 GCSE's, Grades A to C or equivalent, including English and Maths and an NVQ Level 3 qualification in a relevant subject or a willingness to work towards.  |

### **SPECIFIC DUTIES AND RESPONSIBILITIES**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

### **MAIN DUTIES**

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

**Key Areas:**

- To work with the Senior Leadership Team in raising standards of student behaviour and conduct within the school.
- To support teaching staff to implement the Behaviour for Learning policy, in particular the Rewards and Consequences system and punctuality and attendance system.
- To work with the Leadership Team in the development and monitoring of strategies and procedures for improving and maintaining student behaviour and conduct, attendance and punctuality.
- Supervise detentions at various points in the school day/week.
- To provide short term cover for absent colleagues in the Pastoral team
- To support the Pastoral team to provide outstanding care to all the pupils of Stocksbridge High School.

**Duties and Responsibilities:**

- To support teaching staff with the sanction system in lessons.
- To respond to any behaviour or safeguarding incidents that occur.
- To make contact with parents to discuss behaviour or attendance concerns or isolated behaviour incidents.
- To support behaviour for learning by visiting key students in lessons
- To support the re-engagement of students with their learning in the classroom
- To use a range of strategies and techniques to promote positive behaviour and de-escalate negative behaviour throughout the school
- To carry out duties on morning arrivals, break and lunch time and to support detentions at the end of the school day
- To support the School Pastoral Teams with the coordination of Reward and Recognition events as well as attending and taking part
- To support School Pastoral Teams and the attendance team in empowering students to make the right choices about their own learning, behaviour, punctuality and attendance
- To provide feedback to students in relation to behaviour, punctuality and attendance
- To arrange and facilitate restorative meetings between students and staff
- To work collaboratively with all staff in school
- To support key pastoral processes, such as detentions and punctuality.
- To supervise students who have been removed from lessons, ensuring that the atmosphere is calm and purposeful
- To support restorative conversations between students.
- To encourage students to reflect positively on their behaviour choices
- Support students in breaking negative cycles of behaviour.
- Work with Pastoral Managers to ensure intervention is driven across year groups
- Work with the Attendance and Pastoral Officer to ensure students are in full uniform and equipped and ready to learn.

**Wider School duties and responsibilities:**

- Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality, data protection, equality and diversity, reporting all concerns to an appropriate person.

- Ensure every child is valued for who they are and that all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the School and the Trust.
- Establish constructive relationships and communication with other agencies/professionals to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required. Recognise own strengths and areas of expertise and use these to advise and support others.

### **SAFEGUARDING**

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

### **OTHER SPECIFIC DUTIES**

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

### **GENERAL**

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 6: Person Specification



# Minerva Learning Trust Person Specification



**Post title: Pastoral Support Worker**

| <b>Minimum Essential Requirements</b>   | <b>Method of Assessment</b> |
|---|-----------------------------|
| <b>QUALIFICATIONS AND TRAINING</b>  |                             |
| 4 GCSEs Grades A-C or equivalent including English and maths  | AF/I                        |
| NVQ level 3 in relevant subject or a willingness to work towards  | AF/I                        |
| Qualified First Aider (or a willingness to work towards)  | AF/I                        |
| <b>KNOWLEDGE AND EXPERIENCE</b>   |                             |
| Knowledge of behaviour management systems   | AF/I                        |
| Knowledge of safeguarding and child protection procedures   | AF/I                        |
| Knowledge of a range of support strategies which can be used to support pupils with individual issues                         | AF/I                        |
| <b>PROFESSIONAL DEVELOPMENT</b>   |                             |
| Proven experience of working with children and young people in a variety of situations.                                       | AF/I                        |
| Experience of working with relevant external agencies   | AF/I                        |
| Experience of dealing with student behaviour issues   | AF/I                        |
| Experience of resolving issues relating to young people   | AF/I                        |
| Administration particularly in relation to recording information, maintenance of filing systems and completing correspondence | AF/I                        |
| <b>SKILLS</b>   |                             |
| Ability to organise a heavy and varied workload   | AF/I                        |
| Ability to work on own initiative and prioritise work to given deadlines  | AF/I                        |
| Ability to present information clearly and concisely to prescribed formats  | AF/I                        |
| Ability to manipulate data in order to produce reports  | AF/I                        |
| Proven skills in the use of ICT in particular Microsoft Office packages   | AF/I                        |
| Excellent written and verbal communication skills   | AF/I/R                      |
| Ability to work accurately and methodically under pressure  | AF/I/R                      |
| Ability to respect and maintain confidentiality   | AF/I                        |
| Ability to work individually or as part of a team   | AF/I/R                      |
| Ability to supervise and work with pupils   | AF/I                        |
| Ability to maintain appropriate relations with young people   | AF/I                        |
| Ability to deal appropriately with a range of sensitive students  | AF/I                        |
| <b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>   |                             |
| An understanding of safeguarding issues and promoting the welfare of children and young people.                               | AF/I/R                      |
| A commitment to safeguarding students.  | AF/I/R                      |

|   |        |
|---|--------|
| Suitability to work with children.  | AF/I/R |
| A commitment to equal opportunities.  | AF/I   |
| Ability to recognise discrimination and willingness to put Equality Policies into practice. | AF/I   |
| A willingness to take part in training and development opportunities as required            | AF/I   |

**Key:** AA = Assessed activity  
AF = Application form  
I = Interview  
R = Reference

## Section 7: The Appointment Process

These notes are intended to guide you when making an application.

### 1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

### 2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

### 3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

### 4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

### 5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

### 6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

#### 7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA [htaylor@stocksbridge-mlt.co.uk](mailto:htaylor@stocksbridge-mlt.co.uk).

#### 8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

#### 9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

#### 10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

#### 11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to [htaylor@stocksbridge-mlt.co.uk](mailto:htaylor@stocksbridge-mlt.co.uk) by the closing date.