

PASTORAL SUPPORT MANAGER



HAYES SCHOOL

Application Pack – Associate Staff



Pastoral Support Manager

Pastoral Support Manager for Years 7-9 (KS3) or Years 10-11 (KS4)

Term time: 36 hours per week / 39 week per annum
Scale 3 (point 5-6)
Actual Salary £18,327-£18,658 (depending on experience)

Required as soon as possible

We are looking to appoint a dynamic and proactive Pastoral Support Manager to play a prominent role in delivering outstanding pastoral care. Working alongside our Achievement Co-ordinators and the Behaviour and Inclusion Manager, you will demonstrate commitment, drive and have a proactive problem-solving approach in support of outstanding student behaviour and wellbeing.

The role has many facets and will require considerable skills in liaising with parents/carers, students, teachers and other stakeholders, including external agencies with the ability to develop and maintain positive relationships a key to the success of the role. The Pastoral Support Manager will frequently be the person filtering information and tackling situations as they arise thus a calm head and the ability to communicate clearly and confidently are essential.

The Pastoral Support Manager represents a new role to Hayes School and is an exciting opportunity to work within a strong and committed pastoral team to not only ensure the effectiveness of our day to day pastoral care but also play a crucial role in making a difference to the education and lives of our children and young people.

You will have excellent inter-personal skills and have the highest expectations for yourself and others. You will be able to work both independently and as part of a wider team and prioritise workload accordingly. You will be joining a team of highly skilled and committed professionals who are relentless in the pursuit of pastoral excellence.

Hayes School is a high achieving, oversubscribed school, which provides excellent education for its students as well as exciting opportunities for professional and career development for staff. The school benefits from its proximity to central London and excellent transport links whilst bordering the beautiful Kent countryside.

"Teaching and achievement are outstanding." (OFSTED, 2013)

"Students are extremely well cared for and thrive as a result of excellent teaching combined with highly personalised pastoral support." (OFSTED, 2013)

We can offer:

- Motivated students with outstanding attitudes to learning.
 - Opportunities for professional development
 - Outstanding student behaviour.
- Excellent facilities for staff including an on-site fitness suite
 - A friendly working environment.
- Opportunities to become involved in the wider school community.

Closing Date: Wednesday 15th September 2021

Interviews will take place: W/C Monday 20th September 2021

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore, the successful applicant will be subject to Enhanced Disclosure and Barring Service check.

August 2021

Dear Applicant

RE: Pastoral Support Manager

Thank you for your enquiry about the post of Pastoral Support Manager at Hayes School.

I hope that this pack gives you all the information you need at this stage and that we can look forward to your application.

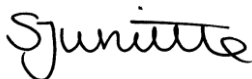
Should you wish to have an informal discussion prior to submitting your application please do not hesitate to contact the school.

The closing date for all applications is Wednesday 15th August 2021.

Please send your completed application form and covering letter to vacancies@hayes.bromley.sch.uk

If you require any additional information or have any questions, please contact Tracy Baldwin, PA to the Principal at tmb@hayes.bromley.sch.uk

Yours sincerely



S J Whittle
Principal



Principal:
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HAYES SCHOOL

WELCOME

Our School

Hayes School is a high achieving, oversubscribed and well-disciplined 11-18 co-educational school with excellent accommodation and facilities set in very attractive grounds. We provide an outstanding education for our students as well as exciting opportunities for professional and career development for staff. Our 1700 students have a desire to succeed and to learn displaying excellent attitudes and behaviour. Relationships between students and staff are very good and staff enjoy opportunities to lead and participate in a wide range of extra-curricular activities and trips. (There are over 80 clubs and over 100 trips take place every year)

In June 2013, Hayes School was judged Outstanding by Ofsted:

- 'Teaching, the curriculum and pastoral support meet the needs of students extremely well'.
- 'Consistently good and, often, outstanding teaching over time ensures that all groups of students make excellent progress'.
- 'The Sixth Form is outstanding'.
- 'Students make outstanding progress across a wide range of subjects'.
- 'Staff, students, parents and carers and the school's governors are rightly proud of the school and the quality of education it provides'.

Attainment and progress at GCSE are high and significantly above local and national averages. In 2019, 80% of GCSE students achieved at least a Grade 4 in English and Maths. 29% of all grades were at Grades 7-9 (A*-A). The school achieved very good exam results at A-Level with 75% of all grades A*-C and 20% of all grades A*-A. Our students achieved significant success in the 2020 qualifications series (during which examinations were cancelled) with sustained high attainment and significantly above average progress at both GCSE and A level.

Our Sixth Form of 500 students is heavily oversubscribed and successful. 'All Sixth Form lessons seen resulted in students making outstanding progress' (Ofsted, 2013).

However, Hayes is not complacent. We have a relentless commitment to improvement. We judge everything we do by the standard "would this be good enough for my child?" All staff go the extra mile to provide challenge, support and opportunities for every child.

We are very proud of our school, of the opportunities we provide, and of our role in the community. We strive to build on our success creating an environment where each individual is valued: an environment that fosters tolerance and compassion, vibrant, caring relationships, life-long learning skills and a strong sense of moral purpose.

Our Facilities

Hayes School benefits from a beautiful campus comprising green spaces, trees and a variety of purpose-built teaching blocks. The School offers exceptional educational facilities, which are continually being maintained, extended and developed. We have recently raised funds to build a purpose-built fitness suite for use by students and staff.

Partnerships with London Scottish RFC and Saracens RFC support our academy programmes and provide students and staff with access to high quality coaching and expertise.

Our arts provision in art, music, dance and drama is outstanding – students excel and benefit from high quality teaching and a wide range of opportunity.

All staff and students have access to ICT to enhance teaching and learning.

The school benefits from:

- A significant number of networked computer suites across the school
- Media and photography equipment including digital stills, video cameras, studio and dark room
- Industry standard machinery including laser cutters and CAD/CAM equipment
- State of the art audio-visual equipment to support high quality performances
- Interactive whiteboards and networked PCs in all classrooms
- A high speed wireless network across the campus
- A range of software and cloud-based apps to support the curriculum
- A new state of the art fitness suite for use by staff and students

Our students

Our students are a delight to work with. They are kind, caring and supportive of each other. We have “uncompromising aspirations” for all and encourage our young people to aim high and to live our motto “Excellence through Endeavour.” Hayes students want to do well and recognise that they need to work hard to achieve their own personal ambitions. The “Hayes Way” enables all students to demonstrate the behaviours for learning we expect and supports us in sustaining an environment where all are respected and can be safe, happy and successful.

We have a well-developed pastoral system and staff genuinely care about our students as individuals. We encourage students to participate in school life and to lead our school. There are countless opportunities to volunteer, mentor other students and participate in extra-curricular clubs, activities and educational trips and visits.

Our staff

We recognise and value the skills, knowledge and expertise of all our staff and are committed to supporting their professional development. We are a community of lifelong learners and enjoy modelling this to students. A bespoke core and optional training programme provides continuous professional development, which balances the needs of the school and the individual. Teaching and leadership development programmes are delivered in-house through our Teaching School and there are opportunities to mentor and support trainee teachers, participate in Lesson Study and our coaching programme.

An induction programme, staff buddies and active staff committee all contribute to helping staff new to the school to find their feet. All staff are willing to share expertise, resources and ideas and are a great source of support.

We are committed to working in partnership with other schools, both within and outside our Trust. We encourage and support further learning and research and there are opportunities for specialist career progression and to work with and support other schools through the Teaching School.

Staff regularly go the extra mile at Hayes to support students and to give their time to the broad extra-curricular programme, which includes sports, music, drama and a host of trips, exchanges, clubs and other activities.

We are a friendly team of teachers and associate (support) staff and look forward to welcoming you to our school.

The Impact Multi Academy Trust

Hayes School joined with Ravens Wood School in April 2017 to form the Impact Multi Academy Trust.

It is rare to see two high performing schools come together in the interests of providing better and more sustainable education and care for all of the children in their schools and community, but we believe this is what the Impact Multi Academy Trust is. Both schools are high performing and popular schools serving the same community. They are also driven by a commitment to improving their schools even further to deliver the very best education, care and life chances for all children.

We believe together the schools will be able to move faster and further towards delivering this mission. We are driven by educational and moral purpose as well as enlightened self-interest. We want Hayes and Ravens Wood Schools to retain their identity and compete, but also to collaborate to provide an outstanding educational experience that impacts on the life chances of all students. This is reflected in our Trust vision, mission and values.

We want to establish a community Trust and not only have staff and students working together but parents and carers and other members of the community.

There is an African proverb "If you want to travel fast travel alone. If you want to travel far travel together." Together in collaboration, we will build on the strengths of both schools, address those areas that could and should be improved further, and travel both fast and far in the interests of all our students.

What do parents say about Hayes School?

"Hayes School produces wonderful young people"

"The school encourages the students to achieve the best they can, to reach their potential."

"My children are comfortable and relaxed at school with good friends. They respect their teachers and enjoy their day. They never complain or moan about school. We are extremely happy with Hayes School."

"I have been so impressed and grateful for the dedication shown by teachers to enable my son to achieve the best that he can."

"Strong leadership and management starts from the top and filters throughout the whole school."

"The school has a family feel about it."

"Hayes is an outstanding school that doesn't rest on its laurels. The school continues to strive to do better and with each passing year it does become even better."

"The leaders are regularly seen around the school talking to students which I think is great to see."

"I believe you have created a school environment which is what a school should be. Happy, safe, that allows students to be the best they can be and celebrates them for who they are."

"The support my child has received both pastorally and academically has been brilliant. The teaching is fantastic and the good behaviour of all students is maintained."

"A huge range of opportunities and leadership activities is offered to children and they receive recognition for this."

"Hayes as a place is a fantastic community and this school is at the heart of it."

"Hayes has built a reputation that is the envy of many other schools. As parents, we are very grateful that our children attend Hayes, as this will stand them in good stead for their futures."

What do staff say about working at Hayes School?

These are just some of the soundbites from some of our staff. For more information visit our website and click on [Working at Hayes](#).

"Since starting at Hayes, it has been clear that Teaching and Learning is at the very heart of everything at the school. I feel very supported here at Hayes, especially in developing teaching and learning practice."

"Students are incredibly dedicated and hardworking and are always pushing themselves to do their best. Working with students that are proactive, marvellously polite, well-mannered, and with high goals, is a really exceptional experience."

"The organisation and effective set up of whole-school procedures make Hayes School both a fulfilling and straight forward place at which to work."

"When I look back at my time at Hayes so far, it's very rewarding to see how I've progressed professionally. Every year I have been encouraged to, and have taken on responsibilities that I never thought I could do when I began teaching here."

"Academic success is central to the vision and aims of the school, but this is not at the detriment of the absolute commitment to the development of the whole child. The pastoral support, the ACTIVE (PSHE) curriculum and the extra-curricular opportunities are truly outstanding."

"Staff are highly motivated, committed to excellence and are always willing to support each other."

"Hayes is a true community school, which everyone is proud to be part of. I feel very much a valued member of a vibrant team working here."

"Hayes School is the kind of school you wished you could have attended as a child. The possibilities and opportunities are endless!"

Pastoral Team at Hayes School

Pastoral care at Hayes School aims to support our students such that they are able to achieve their potential in all aspects of their school career. We work together to ensure that all students at Hayes School are able to be safe, happy and successful. The Personal Development/Tutorial Programme (Ready to Learn) and ACTIVE lessons (PSHE) in all years, aim to raise students' confidence, and help them to develop knowledge, interpersonal skills, social skills and communication skills in preparation for adult life. Hayes School represents a culture of positive behaviour and high self-esteem, to promote effective learning within lessons and the wider community.

We pride ourselves on the positive relationships and calm, purposeful atmosphere in school. These are supported by our routines, systems and expectations, which promote good learning habits and behaviour for learning. We expect all students to follow the "Hayes Way" respecting themselves, others, the school, the environment and our local community.

"THE HAYES WAY" – provides a clear framework of expectations for members of our school community.

Hayes School students will:

- Work hard, allow others to learn and follow staff instructions.
- Come to school on time, in uniform, with the necessary equipment, learner handbook (planner) and homework.
- Be polite, responsible and well-mannered and show consideration and respect for others at all times.
- Maintain a clean, safe and pleasant working environment

Behaviour Management

The school sets high standards of behaviour for its students and is a community which values and respects each individual, whether staff or students. Racism, sexism, homophobic, biphobic and transphobic bullying and other forms of discrimination are not acceptable. We aim to prepare students for living in a diverse and increasingly inter dependent society. Where students infringe our standards they will be dealt with using the guidance set out in the Behaviour Management Policy. Students having difficulty with their behaviour will be offered individual support by the Pastoral Team, Student Support Department and Behaviour and Inclusion Manager. Sanctions will be applied fairly in accordance with DfE guidance and exclusion used only as a last resort when all other alternatives have been exhausted.

Pastoral Team

Achievement Coordinators (ACos) Years 7-13 leading on their own year groups.

Behaviour and Inclusion Manager (BIM) – Currently oversees our inclusion area leading our work on SEMH and behaviour improvement strategies, Pastoral Support Plans and Individual Behaviour Plans. The role also encompasses the oversight of counselling through the whole school and playing a key role in managing and responding to safeguarding referrals.

Inclusion Support Assistants – Provide emotional support to students within our Wellbeing Hub and help them to understand their emotions and respect the feelings of those around them. The Wellbeing Hub provides a safe space for students to work, on returning to school from prolonged absence, and for those who may be feeling anxious or not attending specific lessons during the school day.

Learning Mentors (LM) – Non teaching pastoral support staff that work primarily with disadvantaged students (those in receipt of Pupil Premium/Bursary) but also mentoring some of our more vulnerable or underachieving students.

Pastoral Support Manager (PSM) KS3/4 - Non-teaching post, as a member of our associate staff team, to support ACos, SLT and BIM with the day-to-day running of the school and to be a point of contact for students, parents and carers.

Senior Leadership Team (SLT) Line Manager - Each year group will have a direct SLT Line Manager to support more serious issues and achievement within the year groups they are responsible for, as well as leading on other whole school responsibilities.

Hayes School Pastoral Structure							
Year 7 Aco	Year 8 Aco	Year 9 Aco	Year 10 Aco	Year 11 Aco	Year 12 Aco	Year 13 Aco	Non teaching roles working alongside pastoral team structure
					Head of Sixth Form		
SLT Line Manager for Year group	SLT Line Manager for Year group	SLT Line Manager for Year group	SLT Line Manager for Year group	SLT Line Manager for Year group	SLT Line Manager for Sixth Form		Behaviour and Inclusion Manager Inclusion Support Assistants KS3 Pastoral Support Manager KS4 Pastoral Support Manager Learning Mentors

JOB DESCRIPTION

JOB PURPOSE:

To promote positive behaviour, inclusion and a safe and purposeful learning environment for students working with ACOs and the wider Pastoral team.

Key tasks/responsibilities:

- Provide support to Achievement Coordinators and deputise, as required.
- Promote behaviour for learning by helping students to improve their behaviour and intervene where student behaviour needs to be corrected working with parents and carers to improve student behaviour.
- Liaise and communicate with parents/carers and external agencies as required.
- Provide support to teachers in the reintegration of students to lessons following incidents.
- Plan, manage and support staff with restorative practices.
- Manage and support students removed from lessons, including the provision of work, in conjunction with SLT and Middle leaders.
- Support the Inclusion Support Assistant in the Wellbeing Hub, as required
- Undertake break/lunchtime supervision as required around the school.
- Ensure the completion of Temporary Individual Health Care Plans, as required e.g. for students returning to school on crutches.

- Act as a point of contact for students who report unwell during the school day and may need to go home (liaising with our Student Reception/first aiders who oversee the medical room).
- Support the attendance of students at after school detentions.
- Provide follow up to daily 'Truancy call' as required in support of whole school attendance. and support identified students to improve attendance particularly those at risk of persistent absence (PA).
- Provide support with the preparation of referral and exclusion paperwork.
- Participate in and support return from exclusion meetings.
- Support and lead identified group pastoral interventions.
- Support with follow up actions from safeguarding referrals as identified by members of the safeguarding team.
- Regularly update information and assist with case management.
- Keep up to date on-line behaviour and pastoral support logs and share information as required.
- Attend and contribute to pastoral meetings/assemblies as required.
- To carry out any other duties as required by the Line Manager or Principal.

PERSON SPECIFICATION

The person appointed to this post will:

- Have an enthusiasm for working with our young people and their parents/carers
- Be highly motivated and committed to working as part of a team;
- Be good-humoured, patient and resilient;
- Be able to manage workload and competing demands;
- Have good behaviour management and interpersonal skills;
- Have experience in and/or an ability to lead others and work with parents and external agencies;
- Ensure all students make good progress and reach their potential;
- Provide appropriate support students to achieve academically, personally and socially;
- Have a knowledge of IT and its use within the school systems in place;
- Possess clear and effective communication skills;
- Have a commitment to equal opportunities;
- Demonstrate a commitment to continuous professional development;
- Support the development of students' communication skills and promote their acquisition of lifelong learning skills;
- Be committed to wider life of school;
- Ensure the needs of all students are met, including students with special educational needs and disabilities, Looked After Children and disadvantaged students;
- Work productively and co-operatively with colleagues, students and parents.

Selection Criteria

Qualifications & Training	
Level 2+ qualification in English and Maths	Essential
Evidence of relevant continuous professional development within current employment	Desirable
Professional Experience	
Experience of working with/volunteering to support children and young people	Desirable
Skills	
Be a positive role model	Essential
Be reflective about your own practice	Essential
Be able to communicate effectively and accurately in written and spoken English	Essential
Be committed to improving practice through professional development	Essential
Be able to cope with change, be flexible and handle uncertainty	Essential
Have an understanding of the needs of children and young people	Essential
Potential to be an good or outstanding Pastoral Support Manager	Essential
Have good time management and personal organisation skills	Essential
Be willing to contribute to the wider life of the school	Essential
Knowledge of school systems	Desirable
Possess good ICT skills	Essential
Able to communicate effectively with parents and carers	Essential
Able to relate effectively to young people and influence their behaviour	Essential
Able to work effectively with colleagues and form positive relationships	Essential
Personal Attributes	
Professional in manner, actions and appearance	Essential
Be passionate about young people and their education	Essential
Have a commitment to raising standards and achievement	Essential
Show evidence of being able to build and sustain effective working relationships with a range of people	Essential
Have an excellent punctuality and attendance record	Essential
Have a capacity for hard work	Essential
Special Requirements of the Role	
Show a commitment to safeguarding and promoting the welfare of children and young people	Essential
Ability to keep confidentiality	Essential

EXPLANATORY NOTES

Application Procedure

- 1) Read carefully all the information about this post.
- 2) Complete the application form as fully as possible. You must use the school application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
- 3) In section 'details in support of your application' please tell us:
 - a) Why you are applying for this post.
 - b) How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found.

Appointment Process

- 1) Suitable applicants will be shortlisted for an interview.
- 2) If you are successful you will receive either a letter, email or phone call inviting you to attend an interview. It is therefore important that you give us a daytime telephone number and email address.
- 3) Candidates called to an interview will:
 - a) Be given a tour of the school.
 - b) Have an opportunity to meet with members of the department.
 - c) Have a formal interview with the Principal and Business Manager and/or a member of the Senior Leadership Team.

Pre- Employment Checks

The successful applicant will be required to:

- 1) Provide details of two referees who know you in a professional capacity, one of whom must be your current or more recent employer. It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
- 2) Provide proof of eligibility to work in the UK.
- 3) Undertake an Enhanced Disclosure and Barring Service check, and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
- 4) Complete a Health Declaration form and New Starter Health Assessment Questionnaire with our occupational health provider, Maitland Medical.

Conditions of Service

Employment is subject to a number of pre-employment checking procedures – these are given above.

The job description may not be necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

Policy on Equal Opportunities

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position.

The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures.

Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

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