



ACE Schools Plymouth

Pastoral Lead



ACE Schools

Pastoral Lead Plymouth

Dear prospective candidate,

Thank you for taking the time to look at our advert for Pastoral Lead based across our Plymouth sites. The ACE Plymouth bases support a range of needs and ages including:

- primary pupils
- SEN
- secondary
- medical needs

As a Pastoral Lead, you will join our team in delivering targeted interventions to support our pupils who often present with challenging behaviour and have a history of Adverse Childhood Experience's. As well as direct delivery to pupils, this role includes:

- monitoring data to support interventions
- linking directly with parents/carers daily
- multi-agency working within Plymouth, Devon and Cornwall

This is a unique opportunity to work as part of an outstanding team and play a part in providing genuine life changing education for our learners. You will be responsible for ensuring each young person's behavioural and attendance needs are met, and that they are provided with as many enriching curriculum and extra-curricular experiences as those young people who are in traditional education settings.

We welcome applications from staff with either specialist or mainstream experience, have a keen interest in trauma informed approaches, safeguarding and have experience of working with vulnerable pupils.

You will be at the forefront of making life changing differences to a group of young people who deserve the same high level of education as their peers. If you would like to be part of an exceptional team of people in the Plymouth area, we welcome your application.

I look forward to hearing from you.



Matt Bindon
Head Teacher
ACE Schools
01752 396100 (Plymouth base)

ACE Schools

Who we are:

ACE schools is an Alternative Provision, based across Cornwall, Plymouth and Devon. We support up to 500 pupils each year ranging from Year 1 to Year 11. Pupils that we work with often have complex needs and as a result of this, do not currently attend mainstream or special school settings. Our aspiration for all pupils is that we can support them to return to a specialist or mainstream setting, and our focus is providing our young people with the skills necessary to make this transition successful.

The school is spread over 11 bases, across three localities, and are divided into three primary areas of need. These include bases to support young people's health and welfare; reintegration and intervention bases to support young people with challenging behaviour and social emotional needs; WRAP bases where we provide one to one support for pupils with EHCP plans.

We currently employ over 200 members of staff across the school in a range of positions. At present, we have 23 different roles and responsibilities across the team ranging from welfare, curriculum and professional development leads.

During our Ofsted inspection of February 2019, ACE schools was rated a 'good school' and we are incredibly proud of the report. Below are some of the highlights.

This is a good school

- Leaders are passionate that every pupil, whatever their previous education history, deserves another chance to succeed. As a result of their commitment to providing high-quality provision, pupils do well.
- Leaders have developed strong systems of management across sites. There are common expectations and systems of accountability. Individual sites are, therefore, well organised.
- Leaders work very hard to safeguard pupils. They are very aware of the many risks to their pupils. They have established good relationships with outside agencies. There is a very strong safeguarding culture throughout ACE.
- Teaching is of high quality on most sites. It is tailored precisely to individual needs and underpinned by very strong relationships between adults and pupils. This quality is not as consistent on the Bretonside site.
- Leaders offer a bespoke curriculum tailored to individual needs and aspirations. This means that pupils are much more likely to engage and succeed.
- Pupils' attendance improves considerably. Pupils learn to manage their emotions and behaviour. Pupils develop pride in their work.
- Pupils make good progress. They frequently gain a range of qualifications and leave ACE for a variety of appropriate destinations. Pupils with special educational needs and/or disabilities (SEND), including those with mental health needs, do well.
- Trustees have overseen the successful establishment of the multi-academy trust and a period of expansion. They identified themselves that governance required strengthening. They have taken appropriate action but there is still work to do to ensure that leaders are rigorously held accountable for all sites.

Working for us

What we can offer you:

As a large alternative provision that is part of a trust, we can offer you as future employees many exciting benefits:

Employee assistance programme: online support to promote positive physical and mental health.

CPD: All members of staff have regular CPD sessions that take place on a Friday afternoon, a wide variety of 'drop in' sessions to allow staff to tailor their own professional development. All CPD is completed during your working hours.

School day: 8:30am-3:30pm with pupils finishing at 1:00 on Fridays to allow staff to take part in a range of CPD each week.

Career progression: As a school that covers three counties, staff can move between bases and progress their careers into 23 different roles in the school.

Multi agency working: Due to the high level of need for a proportion of our pupils there will often be occasions where you get to work with professionals from other organisations

IT equipment: Whatever role you join ACE, you will be provided with the IT equipment required to carry out your work.

Induction and qualifications: When you join ACE, you will be given a comprehensive induction into our school and provided with CPI SI training (Safety Intervention training) as part of the programme. This induction will continue with a comprehensive package which may include first aid certificates, activity leadership as well as a thorough explanation in our systems, trauma informed practice and an in-depth safeguarding training.


Well-being activities: Once each term staff are given opportunities to take part in well-being activities ranging from group sporting, cultural or social activities, through themed activities such as creative afternoons to individual activities such as beauty therapy and massage.

Staff supervision: As a school we purchase the support of psychologists so that all members of staff can receive support from trained professionals. This can be for issues arising inside and outside of school.

During the academic year 20/21 we surveyed staff and parents, this is what they said:

. I am proud to work for ACE?

[More Details](#)

 Insights

143

Responses



4.62 Average Rating

"The relationships we have with the students are really strong" Teaching Assistant

"It's been so nice having him at ACE, with all the support he has been given." Parent

"The changes over the last year have been very positive and much appreciated. I feel supported rather than pressurised" Teacher

"ACE is just brilliant. I couldn't ask for a better school. You work miracles" Parent

"I think the whole term has been a good news story, my students have been amazing demonstrating positive attitudes, resilience, patience, understanding, humour and a great work ethic and I truly believe that we are transforming futures" Teacher

"Having worked for ACE for only a short time and I have been impressed at how the students are supported" Teaching Assistant

"The work we do at ACE is brilliant and I am delighted to have joined the team this September" Teacher

"My son is loving it. He has changed dramatically particularly in his confidence levels. I wish he could have come sooner" Parent

"I feel supported in my role by the SLT, my line manager and the team of staff I work with. The role is extremely challenging, which is why that support is so important" Pastoral Lead

About the role

Job Title: Pastoral Lead

Salary Range: UQT 1- 6

Contract Type: Permanent

Closing Date: 12/06/2022

Interview Date: Week commencing 20/06/2022

Start Date: ASAP

Job Description

Job Purpose

To work alongside teaching and support staff in the day-to-day case management of individual pupils, managing behaviour, providing interventions for pupils and staff, supporting parents, managing a group of support staff and the smooth running of the base. The post holder will also need to attend various multi agency meetings to help provide the support these pupils need and be the voice of the pupil in many cases. The post holder will have to keep up to date records, monitor and track pupil behaviour and attendance. Support at EHCP reviews, PEP's, CP and CIN meetings, and completing legal paperwork are key daily parts of the job.

Responsibilities

- Use a trauma informed approach to positively manage behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem and allow them to be **Ready, Respectful and Safe**
- Work within recognised procedures, which leaves some room for initiative
- To be the DSL for the base you work at and ensure that the outstanding culture of safeguarding is embedded
- To work alongside the teaching staff to provide an environment that is conducive to teaching and learning
- Represent ACE at a variety of Multiagency meetings

General Duties

- Have positive direct impact on the wellbeing of the young people through assessment of their needs, and the implementation of the appropriate personalised interventions and referrals to support their needs
- Support pupils reintegrating back to school, or other placements
- Create bespoke timetables for pupils with differing needs
- Deploying support staff effectively
- Providing support and advice to parents
- Work in partnership with other agencies : Careers South West, Social Services, YOT, Police, CAMHS etc
- Communicate needs of pupils to all ACE Staff
- Undertake a range of administration duties including record keeping, report writing, and assessing the work of pupils
- Handling and processing some of the personal information of the young people being supported by the service
- Ordering of resources to meet the needs of the young person
- Committed to a policy of diversity and inclusion that recognises the potential of all young people to make progress and achieve
- Undertake home visits as necessary and visit other ACE sites
- Undertake other duties appropriate to the grade of the post
- supporting pupils to become **Ready, Respectful and Safe**

Other Duties & Responsibilities

A JOB DESCRIPTION CAN NEVER BE FULLY DESCRIPTIVE AND EXHAUSTIVE OF UNFORESEEN CHANGES OR CIRCUMSTANCES. IT IS EXPECTED THAT STAFF WILL, WITHIN REASON, RESPOND TO UNFORESEEN CIRCUMSTANCES AND EMERGENCIES AS THEY ARISE, COMMENSURATE WITH THEIR QUALIFICATIONS, EXPERIENCE AND THE SITUATION.

Experience & Job Knowledge

Essential

- Experience of working in a school setting with young people
- Experience of working with pupils that have SEMH and SEND needs
- A proven track record of effective project management and delivery in relation to the target group of young people; including writing progress reports and presenting these to formal audiences
- Proven track record of leading and managing staff
- Proven record of communicating effectively with parents
- Experience of working strategically and collaboratively in multi-agency settings, with statutory and third sector youth services
- Ability to work under pressure, handle a variety of situations and people, and self-manage time
- Experience in using IT and Microsoft Office365
- Ability to communicate in written and oral context with wide cross section of social and cultural backgrounds
- Full driving licence with business insurance
- Knowledge of and experience in using emotional and behavioural concepts, anger management, emotional literacy, trauma informed and PACE approaches
- Substantial experience of working effectively as a practitioner with young people who would be considered disadvantaged and hard to engage

Desirable

- Minibus driving licence
- CP Level 2/3
- Have recently ran or been lead professional for an EHAT
- STORM trained
- Understanding of use of PACE to support pupils
- Postgraduate qualification in education, youth work or related coaching / tutoring
- CPI SI trained
- Experience of successfully managing staff effectively
- Experience of recruiting staff
- Working knowledge of CPOMS/Arbor

Qualifications

- Educated to degree level
- GCSE (A*-C) in English and mathematics or equivalent
- Knowledge of relevant procedures and practices relating to working with young people
- Knowledge of the Special Education Needs code of Practice, Child Protection Procedures, Keeping children safe in Education 2021 and the National Curriculum

- Further qualification in supporting young people – Coaching qualifications, youth work or PGCE, PTTLs, KTTLS, DTTLS or equivalent.

Personal Qualities

- The ability to remain calm in stressful situations
- Uncompromising personal and professional integrity, including modelling values and vision
- Able to think analytically and creatively and demonstrate initiative in solving problems
- Excellent interpersonal skills
- A sense of humour
- A good role model for students and staff
- Adaptable and willing to accept guidance and support
- Be aware of own strengths and areas for development and listen to, reflect constructively and act upon, as appropriate, feedback from others
- Demonstrate resilience and optimism
- Enthusiasm for learning
- Empathy with young people
- Able to build positive and appropriate relationships with young people

Transforming Futures Trust

Transforming Futures, Changing Lives.

ACE Schools is part of Transforming Futures Trust; the Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Headteachers, School staff, parents/carers and stakeholders and the wider communities they are a part of. We have proven educational practice and strong leadership which has enabled us to develop new provisions across the southwest to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to-school support.

In addition to **ACE Schools**, there are two other schools in the Trust:

ACE Tiverton



A new 11-16 special school, which opened in September 2019 with 35 students across Years 7-11. A Free School with a designation for supporting students with high functioning Autistic Spectrum Condition and related Social, Emotional and Mental Health needs.

Courtlands Special School



Based in Plymouth, Courtlands supports 100 primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs.