



Pastoral Manager KS4

Recruitment Pack

Three Towers Academy,
Hindley campus



MAXIMISING POTENTIAL



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Welcome

Dear Applicant,

Thank you for your interest in the Pastoral Manager position at Three Towers Academy.

We are looking for a suitably qualified person who is ambitious, enthusiastic, resilient and energetic with a strong work ethic.

We are proud of our school's success and are committed to providing an ambitious and inclusive environment with a strong pastoral care system that values everyone.

To help you decide if the job would suit you, please find enclosed some details, which we hope will give you a flavour of what Three Towers Academy and The Rowan Learning Trust are about.

If your values and ambitions mirror ours and you believe you can deliver that vision, then we would be delighted to receive an application from you.

We strongly recommend that you arrange a visit to our setting to meet our team and our learners. If an informal discussion prior to application may be helpful then please contact Claire Arstall, Director of Secondary on 01942 251360.

We are committed to safeguarding all members of our community; therefore, all posts are subject to enhanced disclosure procedures and pre-employment checks.

Yours faithfully,

Miss A Isherwood
Headteacher
Three Towers Academy



Three Towers Academy

Three Towers Academy is an alternative provision for learners who cannot access a place in a mainstream school.

We are committed to improving the life chances of our learners by removing barriers to participation and achievement.

KS1 and KS2 are delivered from our Whelley campus where our focus is to provide an individualised curriculum in English, Mathematics and Emotional Literacy to meet the needs of each learner.

The Whelley campus is situated near many areas of natural beauty and benefits from a wealth of outdoor space, which gives our learners the opportunity to explore, discover and conserve these areas.

KS3 and KS4 are delivered from our Hindley campus. We deliver a full and varied curriculum which includes: English, Mathematics, Science, Personal Development (PSHE), SEAL, ICT and targeted emotional literacy (TEL) through Art, Drama and PE as well as enrichment activities.



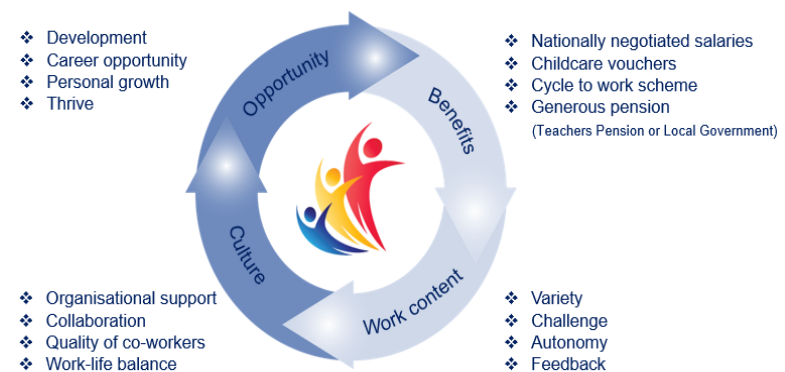
The Rowan Learning Trust

The Rowan Learning Trust (RLT) was established as a Multi-Academy Trust in 2012 to maximise potential of all children, students and adults in our schools and to support them in their journey to become outstanding.

Currently the RLT family comprises four schools: two high schools, an all-through alternative provision academy and a primary school. Together we share a set of common values:

- Mutual respect
- Fairness
- Equality of opportunity
- Individual growth
- Kindness

We believe in an inclusive workplace – one that is built on fairness, merit and respect to help our employees perform to their greatest potential.



Job Description

PASTORAL MANAGER KS4

Reports to:	Director of Secondary
Location:	Three Towers Academy, Leyland Park House, Park Road, Hindley, WN2 3RX
Salary:	Grade 7, scale points 26-31 £18,055 - £21,350 (pro-rata)
Hours:	32.5 per week, term time plus two weeks

Strategic / Operational Planning

- Be responsible for the day to day management of cohort of learners, monitoring their overall progress and development including their attendance, pastoral care and academic achievements.
- Co-ordinate and liaise with learners, parents, staff and relevant agencies to implement strategies and action plans.
- Develop, monitor and implement appropriate strategies for the pastoral care function within the school.
- Manage the supervision of learners excluded from, or otherwise not working to, a normal timetable.
- Implementation and monitoring of the Behaviour Management system to ensure that effective learning can take place.
- Support the personal development of learners by devising and implementing appropriate intervention programmes.
- Set, monitor and track behavioural targets for individual learners, and the cohort
- Monitor and evaluate the effectiveness of the intervention work and the pastoral and behaviour processes.
- Lead the development, implementation and monitoring of systems relating to attendance and integration, for example, registration, truancy, pastoral systems etc.
- Lead the development and implementation of appropriate behaviour management strategies.
- Monitor and evaluate appropriate strategies for learner tracking, target setting and mentoring.
- Monitor and evaluate learners' responses and progress against action plans through observation and planned recording.

- Organise Parents' Morning / Afternoon.
- Organise end of half term rewards trips, ensuring that all health & safety and appropriate risk assessments are in place.
- Co-ordinate guidance and support to learners, working with targeted individuals and/or groups of learners to improve attendance and punctuality and/or behaviour.

Support for Learners

- Create and maintain a nurturing, purposeful, orderly and supportive learning environment.
- Coordinate a comprehensive assessment of the needs of learners and their family and, as part of the comprehensive support package, refer/signpost the family to external agencies.
- Use detailed knowledge and specialist skills take a lead role in the provision of support for learners with identified needs. Challenge and motivate learners. Promote and reinforce self-esteem.
- Lead and monitor the development and implementation of individual behaviour / support / mentoring plans and/or Pastoral Support Plans (PSPs)
- Supervise the activities of individuals or groups of learners to ensure their safety and facilitate their emotional development through identifying behavioural triggers and personal anxieties.
- Undertake those activities necessary to meet physical, learning and emotional needs of individuals and groups of learners, including those with additional needs.
- Plan and deliver developmental intervention programmes e.g. anger management, confidence building, social/life skills, the Emotional Literacy curriculum.
- Provide feedback to learners in relation to progress, achievement, behaviour and attendance.
- Ensure learners have access to information and advice to enable them to make choices about their own learning / behaviour / attendance.
- Establish productive working relationships with learners, interact with them according to individual needs and act as a role model.
- Liaise sensitively with and establish positive proactive relationships with parents, agencies, staff and learners to overcome barriers.
- Promote the inclusion and acceptance of all learners.
- Encourage learners to interact appropriately with others and engage in learning activities.
- Set challenging and demanding expectations and promote self-esteem, independence and emotional resilience.
- If required undertake marking of learners' work and provide feedback on progress, achievement and areas for improvement.
- When appropriate / necessary, escort learners to/from offsite venues including but not exclusively home, school, vocational placements, sports venues, meetings.



Support for Colleagues

- Organise and manage appropriate learning environments and resources
- Promote teamwork and motivate staff to ensure effective working relationships.
- Ensure all those involved have the information necessary to assist in learner development.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate.
- Provide detailed and regular feedback to a variety of audiences on learners' achievement, progress and challenges.
- Provide objective and accurate feedback and reports, as required, to other staff on learner's achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Promote good learner behaviour, dealing promptly with conflict and incidents in line with established policy and encourage learners to take responsibility for their own behaviour.
- Establish constructive relationships with parents/carers and colleagues in other school settings.
- In collaboration coordinate and support the induction and / or reintegration of learners, including the associated documentation and setting/observational visits
- Make appropriate arrangements for learners when/if staff are absent
- Advise, contribute to and, where appropriate co-ordinate the professional development of staff to increase their effectiveness in responding to learners within the cohorts.
- Administer routine tests, invigilate exams and undertake routine marking of learners' work.
- From time to time cover lessons in the absence of a teacher.

Support for the Curriculum

- Plan and deliver structured and agreed learning activities / teaching programmes, adjusting activities according to learner responses / needs.
- Withdraw and lead small group work to support personal development.
- Arrange and develop 1:1 group support arrangements with learners and provide guidance for disaffected learners.
- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for learners to broaden and enrich their learning.
- Use ICT effectively to support learning activities and develop learners' competence and independence in its use.
- Select, prepare, maintain and use those resources required to meet the relevant learning activity and assist learners in their use.
- Advise on appropriate use of specialist resources and intervention programmes.
- Monitor the effectiveness of appropriate interventions and target setting to meet the needs of learners within the cohort.

- Support curriculum development within the Targeted Emotional Literacy programme.
- Identify and develop study skills to support learners in their ability to work independently and learn more effectively.
- Support KS4 learners in accessing CEIAG and supporting their post-16 planning and transition.
- Contribute to development planning.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all learners have equal access to opportunities to learn and develop
- Contribute to the overall ethos / work / aims of the school
- Participate in and use positive handling techniques when needed to deal with dangerous or damaging behaviour
- Establish constructive relationships with schools, providers, external agencies and parents/families offering information, advice and guidance to assist the removal of barriers to engagement and learning
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings including induction and reintegration meetings
- Take the initiative as appropriate to develop multi-agency approaches to supporting learners.
- Recognise own strengths and areas of specialist expertise and use these to lead, support and advise others.
- Participate in training, other learning activities and performance management as may be reasonably directed.
- Supervise learners during breakfast, break and lunchtimes developing and using a structured plan of activities.



- Accompany teaching staff and learners on visits, trips and out of school activities and take responsibility for a group under the supervision of the teacher as may be reasonably directed.
- Guide and support key workers/teaching assistants, offering advice and sharing good practice.
- Take responsibility to plan and monitor activities for Key-workers under direction as appropriate.
- Be a designated first aider.
- Be a deputy Designated Safeguarding Lead (DSL).
- As part of your contractual obligations, you may be required to support the work of other areas of Three Towers provision.

Quality Assurance

- Ensure that Form Tutors carry out duties associated with their role as outlined in the published form tutor expectations
- Support the systems for identifying, assessing and reviewing learner progress across the curriculum
- Monitor the setting and reviewing of targets for learners in the cohort.
- Contribute to the school procedures for lesson observations and feedback
- Support common standards of practice within the cohort in line with the school behaviour policy
- Implement school quality procedures and to adhere to those.
- Participate in monitoring and evaluation of the provision in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- Seek / implement modification and improvement where required.
- Review from time to time methods of teaching / delivery and programmes of work.
- Take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- Maintain awareness of national developments in relation to education, in particular behaviour, attendance and wellbeing.

Management of Information

- Ensure the maintenance of accurate and up-to-date information concerning the whole cohort as well as individual learners within the cohort.
- Establish and maintain procedures to regularly monitor learners in order to improve attendance and behaviour of the cohorts, and individual learners within it.
- Use data effectively to identify learners who are not making progress and working collaboratively, internally and externally, to create action plans to support those learners.

- Ensure all relevant information is collected and collated ready for transition (induction, reintegration and/or transfer to another setting)
- Prepare and present information in relation to the duties of this post.

Communication and Liaison

- Develop and maintain effective partnerships with parents to promote learning and provide information.
- Liaise with partner schools and other relevant external agencies in order to maximise support and share information and provide continuity with regard to learners within the cohort.
- Communicate effectively with all members of the school, in particular on matters of pastoral care.
- Where appropriate, communicate and co-operate with external bodies and agencies including the local community
- Follow agreed policies for communications in the school.
- Attend Induction and Re-integration meetings as required
- Establish productive working relationships with staff, learners, parents and external agencies so as to deliver effective co-ordinated strategies

Management of Resources

- Maintain existing resources and explore opportunities to develop and incorporate new resources.
- Identify and ensure the provision of staff and resource requirements to meet the needs of learners.
- Advise the designated member of the senior leadership team of likely priorities for expenditure.
- Organise and co-ordinate the deployment of resources for the Personal Development / Key Worker sessions and monitor their effectiveness.

School Ethos

- Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and learners to follow this example.
- Support the school in meeting its statutory and legal obligations.
- Promote actively the school's corporate policies.

Other role specific duties

- To supervise groups of learners as required.
- To support the management of Looked After Children and Child Protection for the cohort and to communicate with those involved.



Person Specification

TRAINING AND QUALIFICATIONS	Essential	Desirable
Minimum 3 GCSEs Grade C including Mathematics and English or equivalent qualification	✓	
NVQ level 4 or equivalent qualification in relevant discipline	✓	
Evidence of appropriate professional development e.g. in areas such as behaviour management, anger management, counselling, youth mediation	✓	
Valid First Aid certificate or willingness to achieve	✓	
Enhanced DBS clearance	✓	
Positive handling training undertaken or willingness to undertake the training	✓	
Willingness to undertake further relevant training		✓
Qualification in youth work		✓
EXPERIENCE		
Considerable experience working with young people aged 11-16 in both a group work and individual context in an educational setting	✓	
Experience of working with challenging learners/young people	✓	
Experience of working and interacting with learners of a relevant age and/or learning need including	✓	
Experience of devising individual and group work programmes to maintain engagement	✓	
Experience of working with learners/young people in a mentor/key worker setting	✓	
Experience of working with young offenders		✓
Experience of working with learners/young people with medical needs		✓
Experience of delivering careers information, advice and guidance to reduce NEETs		✓
KNOWLEDGE AND UNDERSTANDING		
Knowledge of basic health and safety	✓	
Knowledge of how to use ICT to support learning	✓	
Knowledge of the curriculum requirements for the relevant key stage	✓	
Knowledge of age related expectations of learners, teaching/delivery methods and assessments	✓	
Knowledge of behaviour management and modification strategies	✓	
Knowledge and understanding of their specialist area to support learners'	✓	
Knowledge of statutory duties, relevant policies, codes of practice and legislation relating to education, school attendance and welfare of learners/young people including safeguarding procedures/policies	✓	
Knowledge of monitoring, evaluation and review processes to raise standards	✓	
Understanding of teaching & learning strategies and how these impact on pastoral issues	✓	
Understanding of the main challenges for learners in the secondary sector	✓	
Understanding of the confidentiality needed when working in an educational setting.	✓	

PROFESSIONAL ABILITIES	Essential	Desirable
Ability to work sensitively with others to build effective relationships	✓	
Ability to work in accordance with the schools policies	✓	
Ability to use initiative to respond to and resolve problems in the short term	✓	
Ability to encourage and influence parents/carers to work co-operatively with school	✓	
Ability to work effectively as a leader and a team member	✓	
Ability to identify existing and potential barriers to learning and develop clear achievable plans to remove them	✓	
Ability to work accurately under pressure and with frequent interruptions	✓	
Ability to implement, monitor and evaluate the impact of planned work	✓	
Ability to maintain accurate records.	✓	
Ability to maintain confidentiality.	✓	
Very good organisational skills.	✓	
Very high level of communication skills to deal with learners & adults.	✓	
Ability and willingness to take part in extra-curricular outdoor education/activities.		✓
Ability to deal with minor injuries.		✓
PERSONAL ABILITIES, SKILLS, COMPETENCIES AND ATTRIBUTES		
Have an empathy for learners/young people	✓	
Have a high degree of organisational ability	✓	
Commitment to collaboration and sharing of resources and expertise across all phases of learning	✓	
Demonstrate self-confidence, personal impact and presence	✓	
Demonstrate resilience, reliability, integrity, professionalism, diplomacy, enthusiasm and humour	✓	
An excellent record of attendance and punctuality	✓	
Commitment to uphold and model the values and vision of Three Towers	✓	
Qualified driver and have access to car with business class insurance during working hours	✓	



How to Apply

Please submit the enclosed application form and a supporting statement of no more than two sides of A4, point 12 arial font outlining why you are interested in the opportunity and how your application addresses the requirements for the role.

Applications should be returned electronically to s.evans@ttapa.net

Alternatively, send a hard copy to:

Miss A. Isherwood
Headteacher
Three Towers Academy
Leyland Park House
Park Road
Hindley
WN2 3RX

Closing Date: Friday 22nd February 2019 at 12 noon





The Trust will make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

All appointments are subject to satisfactory references, proof of qualifications and eligibility to work in the UK.

The Trust is committed to safeguarding and promoting the welfare of all children and young people and expects all staff to share this commitment. An enhanced DBS check will be required.



The Rowan Learning Trust

Registered Office: Carr Lane, Wigan, WN3 5NY

Company Number 8010464



THREE TOWERS ACADEMY

JOB APPLICATION FORM FOR SUPPORT STAFF IN SCHOOLS

The School and Governing Body are committed to equal opportunities in employment and welcome applications from all sections of the community.

*Leyland Park House,
Park Road, Hindley, WN2 3RX*

TELEPHONE: 01942 251360

EMAIL: office@ttapa.net

1. POST APPLIED FOR

Post Applied For:			
School:	Three Towers Academy		
As advertised in:		On date:	

2. PERSONAL DETAILS

SURNAME:		FORENAME:	
TITLE: (Optional)		Date of Birth: (Optional)	
Address:			
POSTCODE:		Email:	
Telephone No:		Mobile No:	
Email:		DfE No:	

3. CURRENT POST

CURRENT EMPLOYER AND JOB TITLE:			
DATE OF APPOINTMENT:		SALARY:	
NOTICE PERIOD:			
MAIN DUTIES AND RESPONSIBILITIES			
Reason for this application			

4. PREVIOUS WORK EXPERIENCE

Name of Employer	Dates of employment		Post(s) held	Reasons for leaving
	From	To		



5. OTHER RELEVANT WORK EXPERIENCE

Post	Dates		Employer	Grade/Salary	Reason for Leaving
	From	To			

6. GENERAL EDUCATION

School	From	To	Qualifications – Grades, awarding bodies and dates

7. FURTHER AND HIGHER EDUCATION

Name of College/ University	From	To	Qualifications – Grades, awarding bodies & dates

8. ANY OTHER RELEVANT QUALIFICATIONS

Please give details of any other relevant qualifications you have for this post.

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9. ADDITIONAL INFORMATION

Are you related to, or a close friend of, any member of the Trust or of the Governing Body of the school? <i>(If yes, please state relationship)</i>	Yes / No
Have you left any previous job for the reason of redundancy or are you in receipt of an occupational pension? <i>(If yes, please give details)</i>	Yes / No
Have you ever been dismissed from any previous employment on the grounds of misconduct or incapability? <i>(If yes, please give details)</i>	Yes / No
Do you hold a current and valid driving licence? <i>(if yes, please state the category)</i>	Yes / No
Please indicate if you have any special requirements to allow you to participate fully in an interview.	



10. Criminal convictions or cautions

You should note that the disclosure of any offence will not necessarily prevent the Rowan Learning Trust from employing you, but we reserve the right to consider its significance in relation to working with children.

Work at the school is exempt under the Rehabilitation of Offender Act 1974. Any offer of appointment will be dependent upon the successful completion of the Disclosure and Barring Service (DBS) check at the Enhanced level.

Where serious concerns as to an individual's suitability to work with children are expressed, the facts will be reported to the relevant authorities.

Do you have any unspent criminal convictions, cautions or bind-overs?	Yes / No
If yes, please forward details (date, offence and sentence) with a covering letter, in a sealed envelope marked "Addressee Only – Headteacher".	

11. REFERENCES

Please state the names and addresses and telephone numbers of two persons from whom references may be obtained. **One must be your current or most recent employer.** In the absence of previous employment experience, a reference from your last place of full-time education will be a suitable alternative.

REFEREE 1				REFEREE 2			
TELEPHONE NO:				TELEPHONE NO:			
EMAIL:				EMAIL:			
Reference Type: (Please circle)	Employer	Education	Character	Reference Type: (Please circle)	Employer	Education	Character
Please note that we will contact these referees if you are short-listed for this post and seek reference before interview.							



12. FURTHER INFORMATION FOR CANDIDATES

- * You will receive no further communication unless selected for interview. If you have therefore not been contacted within three weeks of the closing date for applications, you should conclude that, unfortunately, you have been unsuccessful on this occasion.
- * Under the Data Protection Act, the Trust and the Governing Body will use the information given for the purpose of recruitment and selection. Strict confidentiality will be observed and if you become an employee, the information will be used for personnel, pay and pensions administrative purposes only.
- * To comply with the Asylum and Immigration Act 1996 (as amended by S.147 of the Nationality, Immigration and Asylum Act 2002), all prospective employees will be required to supply evidence of eligibility to work in the UK. If you are appointed to the post you will be provided with further information detailing what documents will be required.

THANK YOU FOR YOUR INTEREST SHOWN IN THIS APPOINTMENT

13. DECLARATION

To the best of my knowledge and belief all the particulars I have given are true. I understand that any false statements may disqualify me from employment or render me liable for dismissal. I also understand that no offer of employment made to me will be binding unless confirmed in writing.

I also understand that this post is subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check and to satisfactory medical clearance and the provision of documentary evidence (e.g. NI Number) that shows I am entitled to work in the U.K.

Signature:.....Date:.....