

# Buttershaw Business and Enterprise College

 <b>Ambition</b>		 <b>Courtesy</b>	
	 <b>Resilience</b>		 <b>Kindness</b>
<b>APPLICANT INFORMATION PACK</b>			

## PASTORAL MANAGER

CLOSING DATE FOR APPLICATIONS:

Friday 8 August 2025 9am

INTERVIEW DATE:

21 August 2025

START DATE:

September 2025

## WELCOME

Thank you for your interest in the post of Pastoral Manager at Buttershaw Business and Enterprise College (BBEC.)

Our vision is that we will all work to ensure that our students will be the best they can be and can achieve great things. They will be **ambitious**, **resilient** and determined in their learning and respectful, **courteous** and **kind** in their relationships.

It is a privilege to serve our diverse community and I am extremely proud of what we have achieved along our journey of school improvement to date.

All leaders are passionate about the students who attend this vibrant school, and we demonstrate this by teaching them well and expecting the very best from them. The appointment of a dynamic and ambitious Pastoral Manager is crucial in order to raise standards, whilst developing the skills and potential of all students, so that they can lead happy, healthy, confident and responsible lives as individuals and members of society.

We are a fully inclusive school and we welcome all children and their families. We have a great mix of students with different skills and talents, and we are truly proud of our inclusive approach, with our commitment to see every child reach their potential. We expect all staff to work hard to ensure that we fulfil this aim.

**The intent of the curriculum at BBEC is to:**

- develop the whole child to ensure that they embody BBEC's values, both in and out of school, by being **ambitious** and **resilient** in their work and **courteous** and **kind** in their interactions with other people.
- provide an all-round education that delivers excellent outcomes in terms of academic success, improved cultural capital and increased ambition in order to counter social disadvantage.
- create a school where everyone belongs and equality of opportunity is actively and effectively promoted.
- develop an understanding, appreciation and respect for diversity while recognising and celebrating difference as well as all we have in common.
- ensure students are compassionate, **courteous** and **kind** by guiding their moral, intellectual and creative development.
- secure high levels of literacy, oracy and numeracy to enable students fully to participate in their acquisition of knowledge and skills
- nurture academic habits and skills, emotional intelligence and creativity across a wide range of subjects including the arts, music, performing arts, IT, technology and sport.
- foster confidence, resilience and discipline in seeking knowledge.
- develop knowledge of, and pride in, Buttershaw and Bradford as well as developing ambition and awareness of the possibilities outside the local environment.

At BBEC, we recognise that our staff are our biggest asset. We believe that our young people deserve the best, therefore we recruit carefully and invest in training to ensure continued improvement and an excellent quality of education.

Although we are a large school, we work very hard to ensure we retain our sense of community and family ethos. We strongly believe that education is a partnership between school, students and parents and work hard to develop this partnership.

This post would offer an exciting challenge to someone seeking to broaden their experience and career prospects. High expectations and a determined focus on supporting our most vulnerable students are essential. In return, you will receive the support of a strong team of Senior Leaders and Governors, with well-motivated staff, students and parents.

If you decide to apply for this post, please complete the application form, together with a formal letter of application addressing the relevant points on the person specification.

I very much hope to welcome you to BBEC to experience first-hand our vision, values and commitment to our young people and to our community.

Yours sincerely



Andrew Taylor  
Headteacher

## ABOUT BBEC

Buttershaw Business & Enterprise College is an **improving school**. We are an ambitious, community-focused academy of just over 1400 students serving an area of social deprivation on the southern edge of Bradford and seven miles from Leeds. BBEC is popular locally and is rapidly becoming the school of choice for the community of Buttershaw; for the last four years we have been over-subscribed in Year 7.

**We all belong  
at BBEC**



BBEC is an **inclusive school**, our school motto is 'We all belong at BBEC'. We celebrate our differences and our similarities and do not tolerate discrimination of any type. We have a bold approach to inclusion and work so that all students and staff can bring their authentic selves to school.



BBEC has a cohesive, highly skilled and ambitious staff team who work hard to ensure that every student is successful. Many of our students face multiple challenges and it is through clarity of vision, professionalism and determined support for students and for each other that we are bringing about improvement. We have the highest expectations for all our students and expect that our staff teach to the very highest level. We have a rigorous approach to quality assurance and a significant commitment to Continuing Professional Development. Teachers have many opportunities to improve their teaching pedagogy and pedagogical subject knowledge and we expect them to make the most of these opportunities to ensure that the highest of standards are maintained.

BBEC is situated in a modern building. It has well-equipped departments that are arranged in suites of rooms. All teachers have a laptop, all classrooms are equipped with projectors and interactive whiteboards and all classrooms have access to student laptops.

All at BBEC are dedicated to raising the aspirations of our students and improving cultural capital through ambitious schemes of learning in all year groups and a varied offer of extra-curricular activities and opportunities. We run trips and visits to places in the UK and across the world, our students take place in a myriad of competitions and our CEIAG programme is exemplary.

This exciting role offers great opportunities for the successful candidate and a chance to make a difference to some wonderful young people.

## PASTORAL AND WELFARE SUPPORT AT BBEC

Ultimately led by the Senior Deputy Headteacher (Behaviour), supported by two of our Assistant Headteachers, the pastoral team supports students who are vulnerable and/or struggling with school life and expectations. Day to day support and encouragement is organised by the pastoral team, whilst further specialist support is available through the school's welfare team.

The pastoral team has two roles: to be individual members of a year team, together with the Head of Year and to act collectively to ensure good order around school. In the latter role they are led by the Lead Pastoral Manager.

The specialist welfare team is as follows:

- Welfare Team Leader and Hub Manager
- Learning Development Centre Manager
- Tic-Tac Co-ordinator
- Early Help and Mental Health and Wellbeing Caseload Manager
- Bridge and Connect Manager and Deputy Manager
- On-Site Alternative Provision Deputy Manager
- Principal First Aider
- Child Protection Officer
- Attendance Support Officer

The specialists work with the year teams to ensure that all students are effectively supported to have a positive and successful experience of school life.

# PASTORAL MANAGER – JOB DESCRIPTION

## JOB PURPOSE

Working with the Pastoral Team and with the Head of Year to ensure all students within a year group make the maximum possible progress in learning.

## SALARY AND CONTRACT

Scale 5 SCP 12-17, £23,692 - £26,031 (actual salary)

37 hours per week, term time only plus two training days

Working hours: 8am-4pm Monday to Thursday, 8am-3.30pm Friday

## PRINCIPAL ACCOUNTABILITIES

### Student Behaviour

- Taking a lead role in managing the behaviour of students in classrooms and the surrounding corridors
- Being a part of the in-lesson duty team, including support in the BSU as required
- Using the school rewards and sanction systems creatively with individuals and cohorts to encourage good attendance and attitudes to learning
- Catching students being good and rewarding them
- Being proactive in the management of student behaviour; responding swiftly to incidents as they occur in line with the behaviour policy
- Encouraging students to be on time to school and lessons and to settle into lessons swiftly and calmly
- Ensuring bullying, racist and homophobic incidents are dealt with efficiently, effectively and recorded
- Managing and supporting student detentions
- Supporting the management of the isolation room
- Supporting teaching staff dealing with lesson removals and incidents
- Being a presence by walking the school and checking on attitudes to learning, equipment and uniform
- Being part of the school duty teams before and after school, at lesson changeovers, breaks and lunchtimes and understanding key 'hotspots' during the day

### Tracking and Monitoring

- Collating and recording the evidence to be used for the reward activities and sanctions for a year group
- Monitoring the impact of rewards and sanctions
- Monitoring the behaviour point system in collaboration with the HOY and ensuring that actions are taken at threshold points
- Ensuring that interventions with students are appropriately recorded, the students' progress tracked, and the impact of intervention measured by its effect on student attitudes and progress
- Managing a case load of students, including those who need additional support

### Parent Liaison and Student Attendance

- Liaising with parents as appropriate including running reintegration meetings following a suspension
- Offering support to ensure students attend regularly
- Taking responsibility for ensuring that students are appropriately rewarded or sanctioned and that parents/carers are informed of such
- Liaising with parents over their concerns or school concerns about behaviour
- Supporting the attendance team and ensuring that persistent non-attendance is dealt with effectively.

### Support for the School

- Ensuring effective communication in all aspects of the role.
- Acting as a role model to promote whole school policies within the classrooms, on the corridors and to and from school
- Assisting the Head of Year with year group assemblies, events, activities and taking direct responsibility for some as agreed
- Meeting with the Head of Year (for a specific year group) to discuss students and plan interventions.
- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all students have equal access to opportunities to learn and develop.

- Contributing to the overall ethos/work/aims of the school.
- Appreciating and supporting the role of other professionals.
- Attending in and participating in relevant meetings as required.
- Participating in training and other learning activities and performance development as required.
- Assisting with the supervision of students on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.
- Supporting, upholding, and contributing to the development of the school's Equality Policy and practice in respect of both employment issues and the delivery of services to the community.

## PASTORAL MANAGER – PERSONNEL SPECIFICATION

ATTRIBUTES	REQUIREMENTS	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Good numeracy/literacy skills</li> <li>• Evidence of relevant training or willingness to undertake such training</li> <li>• Grade 4 or above in English and math's at GCSE or equivalent</li> <li>• Team Teach training</li> <li>• Behaviour management training</li> </ul>	✓ ✓	✓ ✓ ✓	Application Certificates
<b>Managing Student Behaviour</b>	<ul style="list-style-type: none"> <li>• Experience of working with children of relevant age, assisting in their development</li> <li>• Confidence to challenge difficult behaviour</li> <li>• Experience of working as part of a team</li> <li>• Ability to relate well to students especially in difficult situations</li> <li>• Ability to remain calm under pressure and to deal with difficult situations</li> <li>• Demonstration of good co-operative, inter-personal and listening skills including mediation and conflict resolution</li> <li>• Ability to display an understanding of social/welfare issues as they affect children, families and schools</li> <li>• Successful recent experience of working as a pastoral manager</li> <li>• Ability to be proactive in dealing with behaviour issues including contributing effectively at matrix meetings</li> <li>• Recent relevant experience of working with young people whose learning may have been impeded due to a range of circumstances including additional needs</li> <li>• Understanding of principles of child development and learning processes</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	Application References Interview
<b>Tracking and Monitoring</b>	<ul style="list-style-type: none"> <li>• Good organisational skills</li> <li>• Ability to work to deadlines</li> <li>• Accuracy and attention to detail</li> <li>• Ability to use ICT effectively in relation to the post</li> </ul>	✓ ✓ ✓ ✓		Application Interview
<b>Parent Liaison and Student Attendance</b>	<ul style="list-style-type: none"> <li>• Ability to communicate with parents in a calm and courteous manner</li> <li>• Ability to maintain a professional manner in difficult situations</li> <li>• Full understanding of the range of available support services/providers</li> <li>• A track record of effective contribution to CAFs or similar processes</li> </ul>	✓ ✓ ✓	✓ ✓	Application Interview



<b>Personal Circumstances</b>	<ul style="list-style-type: none"> <li>• Must be legally entitled to work in the UK (Asylum &amp; Immigration Act 1996)</li> <li>• Able to satisfy the requirements of safeguarding recruitment checks in line with Keeping Children Safe in Education</li> <li>• Must have the ability to be flexible and work to the requirements of a busy school</li> <li>• Interest in the school's wider role in the community</li> <li>• Full driving licence</li> </ul>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>		Application Interview Documents
<b>Disposition and Attitude</b>	<ul style="list-style-type: none"> <li>• A passion for education and a deep-felt desire to make a difference for young people.</li> <li>• Possessing educational vision underpinned by values</li> <li>• Emotionally intelligent: knowing when to direct, when to challenge and when not to; being able to inspire, present a positive perspective at all times; being able to listen and show awareness of other's sensitivities; having personal pride and leading by example.</li> <li>• Understands the importance of work/ life balance.</li> <li>• Enthusiastic, flexible, team player who enjoys hard work and takes constructive criticism.</li> <li>• Approachability, courtesy and ability to present a positive image of the school to callers and visitors</li> <li>• Maintain confidentiality in matters relating to the school, its students, and its staff</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>• Good oral and written communicator</li> </ul>	<div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div> <div>✓</div>		Application Interview References
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Resilient</li> <li>• Physically able to cope with the demands of a multi-level building</li> </ul>	<div>✓</div> <div>✓</div>		References Interview
<b>Equality</b>	<ul style="list-style-type: none"> <li>• A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.</li> </ul>	<div>✓</div>		Application Interview

## MAKING YOUR APPLICATION

We hope that having read this pack you are inspired to apply for the post.

In order to apply, please complete the application form on MyNewTerm. The application form can be downloaded from the school website <https://www.buttershaw.net/work-for-bbec>

**At BBEC our first priority is keeping our young people safe. Safeguarding is at the heart of all we do, and we work hard to ensure that all of our students are safe at all times and know how to keep themselves safe in a variety of situations.** BBEC makes decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information.

If you would like to speak to someone about the vacancy, please contact Mrs Krywyszyn at Buttershaw Business and Enterprise College on 01274 676285, or by email at [anna.krywyszyn@bbec.bdat-academies.org](mailto:anna.krywyszyn@bbec.bdat-academies.org).

## INCLUSION

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation or disability. The person specification sets out the criteria used to assess candidates through the selection process.

## ABOUT BDAT

Buttershaw Business and Enterprise College is an academy within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

### General Information and Background

Bradford Diocesan Academies Trust (BDAT) is a Multi-Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford and is part of the Diocese of Leeds. BDAT is a charity, governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at [www.bdat-academies.org](http://www.bdat-academies.org).

### Our mission statement

At BDAT we want every child to have a happy and high-quality education enabling them to grow and flourish during their time at school.

In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable them to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working. We believe this means we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we are truly able to know, understand and support each other.

### Our Christian ethos

BDAT is a proudly Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor Non-Church of England academies, as well as those within the faith.

### ICARE

At BDAT we have considered the importance, effectiveness and sustainability of how we tackle issues like racism and other types of discrimination across all areas of our MAT and within each of our schools. We have led a Trust wide consultation to ensure we understand what we mean by inclusion and to look at what we can do differently centred around the Trust values: "ICARE". To download our ICARE consultation documents please [click here](#)

### BDAT People: Our Faculty of Professional and Career Development

BDAT People brings together into a single entity all that we currently do to recruit, develop and retain our staff. It provides the strategic direction to ensure that our professional and career development supports school improvement and drives our vision of BDAT as an employer of choice.

By bringing all our work in this area under 'one umbrella' it ensures our staff know about BDAT's development offers and how they can be accessed. <https://bdat-people.org/>

## CONTACT DETAILS

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