



Lavington School
Learning for Life

**Pastoral Leader/
Head of Year
Application Pack
May 2019**

Dear Applicant

Pastoral Leader

Thank you for expressing an interest in the post of Pastoral Leader at Lavington School. This is a full time permanent post from September 2019. This is a high achieving school that is imaginative and creative in its approach to teaching and learning and is keen to look for continued and sustained improvement. We benefit from a wonderful rural setting, surrounded by beautiful and historic countryside. The majority of our students live in nearby villages, and thrive in our supportive, positive, nurturing environment, achieving academic excellence for all.

We are fully committed to providing high quality education for children whatever their age. We are at an exciting phase in our development having formed the Equa Multi Academy Trust with local rural primary schools to provide an all through education system. In addition, we opened our doors to our first cohort of sixth form students this September. This is in collaboration with Devizes sixth form.

We are seeking to appoint a dynamic and committed Pastoral Leader to join our highly motivated and successful Pastoral Team. He / she should also be an outstanding classroom teacher who will complement our professional, forward-looking and committed staff. He / she will be responsible for academic and behavioural standards and will lead a team of tutors. The ability to teach Mathematics or French is essential.

The closing date for applications is **12pm Monday 20 May** and interviews will be held later that week.

Further information about the school can be found on the school website.

I look forward to receiving your application.

Sarah Lowkis



Please apply by letter to Sarah Lowkis outlining why you are interested in, and particularly suited to, the post.

If you have any other queries, please email Mandy Coleman, m.coleman@lavington.wilts.sch.uk

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS check.



Our Vision and Our Values

Our vision is for students to be happy, healthy and safe and achieve more than they thought possible, at school and beyond.

At Lavington School we pride ourselves on providing a secure, stable and well-ordered environment based on high educational standards and genuine care and concern for individuals. We work with all students, whatever their ability, to help them achieve their potential. We aim for students to leave Lavington School as aspirational, confident young people, ready to take on new challenges and have a lifelong love of learning. Our students will have resilience and resourcefulness and the wisdom to treat others with respect and courtesy, and this forms the foundation of our ethos.

We are proud of our achievements at Lavington School, but there is always more we can do. By working together, we can shape a positive and successful future for our young people.

Well-being

We ensure our students have the knowledge and confidence to make positive, safe and aspirational decisions about their lives whilst at school and for their futures.

Learning

We ensure that our students are active and independent learners, who strive to achieve their best in every learning situation, and will continue to do so throughout their lives.

Skills

We ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.

Progress

We ensure that students fulfil their potential, and are fully prepared and qualified to leave school and move onto the next stage of their lives.

Our Values

At the heart of this success are the core values that I and the whole school community believe are important:

- excellent teaching by experienced, specialist teachers
- individual care through an excellent pastoral system
- high levels of achievement through a challenging academic curriculum chosen to give students the best life chances
- innovation in all aspects of education
- traditional values of behaviour, appearance and conduct
- developing personal leadership through a wide programme of extra - curricular activities



Job Description

Our pastoral team consists of five pastoral leaders and two highly skilled and dedicated pastoral support managers. The pastoral deputy head, who is our designated safeguarding lead, line-manages the team. Our pastoral leaders and tutors remain with their year group throughout the five years. This builds strong relationships with students and their families and leads to successful outcomes for all. In a year group there are typically 150 – 160 students, split into 5 or 6 mixed ability tutor groups.

The successful candidate will:-

- Monitor and evaluate the performance of groups and individual students and lead the implementation of intervention strategies for students who are at risk of not reaching their potential.
- Set high expectations and secure high standards of behaviour, learning and attendance among students in their year.
- Celebrate individual and year achievements, setting a positive ethos within the year.
- Lead a team of tutors.
- Deal with any breaches of the school behaviour management policy.
- Be committed to safeguarding, working closely with the designated safeguarding lead to ensure policy is followed.
- Lead on the curriculum and needs of one year group.
- In conjunction with other Pastoral leaders, create, implement, monitor and evaluate a Pastoral Development Plan which contributes positively to the achievement of the School Development Plan and which actively involves tutors and support staff in its design and implementation.
- Provide students with strong guidance and support, liaising closely with the other pastoral leaders, parents, subject leaders, support staff and tutors.
- Lead, support and advise the Student Leaders to promote effective student leadership, team working and inspirational student role models.
- Set up and monitor student leadership programmes such as the prefect system and peer mentor system at KS4 and the student buddy programme in Year 8.
- Ensure that students have access to the full curriculum, within and beyond the classroom.
- Develop and implement a range of year activities / events, including assemblies.
- Develop and promote the year group ethos/spirit.
- Lead on self-evaluation for the year, including, but not restricted to, the production of a self-evaluation form, cyclical reviews and student voice activities.
- Lead on the monitoring of tutor time and tutor observations.
- Lead the PSHE curriculum activities for a year group and work closely with the pastoral team to ensure coherence and continuity in the five year programme.
- Contribute to the induction, mentoring, professional review and professional development of tutors.



This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out above. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff are expected to follow the code of conduct and to adhere to whole school policies

"This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced DBS check before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post."

Note: Lavington School is designated a no smoking workplace. There is an expectation that staff maintain a professional dress code and that ID badges will be worn and will be on show.

Person Specification

Competency	Expectations	Behaviours & Abilities
Teaching & Learning	<ul style="list-style-type: none"> • good knowledge and understanding of a range of teaching and learning strategies and a thirst to become an outstanding teacher • adaptation of skills to personalise learning • knowledge of contemporary pedagogy • a good subject knowledge 	<ul style="list-style-type: none"> • actively uses a wide range of strategies in their teaching and passes and shares best practice with others • lesson plans show clear differentiation, taking in to consideration the varying needs of students • works collaboratively towards the school's priorities and those of partner schools • a willingness to develop a good working knowledge of all areas of the curriculum through a wide range of CPD activities
Professional Skills and Judgement	<ul style="list-style-type: none"> • teaching skills which result in learners achieving well compared to prior attainment • creativity and adeptness at designing lesson sequences • a reflective practitioner who is willing and open to trying new teaching and learning strategies 	<ul style="list-style-type: none"> • considered a good classroom practitioner • utilises ICT appropriately and encourages other staff to apply varying ICT resources in to their teaching • carries out evidence based research and feeds back to colleagues
Student Progress	<ul style="list-style-type: none"> • excellent ability to assess and evaluate student progress • the ability to analyse student progress and to accurately report this following school procedures • understands principles and practices of monitoring and evaluation 	<ul style="list-style-type: none"> • seeks ways in which to raise student progress in their subject areas • provides feedback to students, parents and colleagues on progress which is accurate, constructive and aimed at challenging students to achieve more than they thought possible • consistently reviews and evaluates progress, monitoring progress in a timely manner to allow appropriate intervention where necessary
Working With Others	<ul style="list-style-type: none"> • understanding of how to contribute to departmental and whole school initiatives • engaging proactively with CPD , including collaborative working 	<ul style="list-style-type: none"> • engages in coaching activities to share best practice and striving for self-improvement • shows clear leadership skills when delivering activities • works effectively with colleagues at all levels of the School and colleagues in partnership schools
Enrichment	<ul style="list-style-type: none"> • leads year based enrichment activities 	<ul style="list-style-type: none"> • follow health and safety procedures • to contribute to a positive culture

Commitment to Safeguarding

Lavington School fully recognises its responsibility to safeguard and promote the welfare of student and young people and is committed to ensuring that its students have the opportunity to thrive within a safe learning and working environment. The school expects all staff and volunteers to share this commitment. Our Safeguarding Policy, which applies to all staff, governors and volunteers working in the school, has five main elements:

1. ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with students
2. raising awareness of child protection issues and equipping students with the skills needed to keep them safe
3. implementing procedures for identifying and reporting cases, or suspected cases, of abuse
4. supporting students who have been abused in accordance with his/her agreed child protection plan
5. establishing a safe environment in which students can learn and develop
6. adhering to the staff code of conduct

Staff at Lavington School are aware of how they share in the school's responsibility to safeguard and promote the welfare of student and young people. The school's adopted 'Professional Code of Conduct' establishes expectations in relation to conduct towards students and all staff are issued with strict guidelines on what are considered to be safer working practices which must be observed at all times. Were any member of staff to have a concern that the school's code of conduct or expected safer working practices were not being followed, and a student or students were as a result at risk, then they would be expected, and supported, to raise the concern under the school's adopted "whistleblowing policy and procedure".

The school also operates within other policies relating to safeguarding, child protection and the welfare of students. The following policies are available upon request:

- safeguarding policy
- whistleblowing policy

To ensure that safer practice in recruitment is reflected at every stage of the recruitment process the school operates within a Safer Recruitment Policy. Members of the school staff and governing body have attended and passed training on Safer Recruitment. All successful applicants will be subject to an enhanced DBS disclosure and references will be checked. All employees of the school will receive compulsory child protection training.



In addition to a candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- motivation to work with children and young people
- ability to form and maintain appropriate relationships and personal boundaries with children and young people
- emotional resilience in working with challenging behaviours
- attitudes to use of authority and maintaining discipline.