Appointment Information Pack



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| **Vacancy** | Pastoral Manager |
| **Location** | Deeplish Primary Academy |
| **Start date** | ASAP |
| **Closing date & time Interview and assessment** | * Closing date for applications:   **Thursday 9th January 2025 at Midnight**   * Shortlisting – Monday 13th January 2025 * Interview and Assessment Day:   Wednesday 22nd January 2025 |
| **Salary** | FT Grade 5 – SCP 19-23  SCP 19 = £26,944.65 per annum  SCP 23 = £28,938.59 per annum |
| **Contract** | Permanent |
| **Return application / Apply** | Via My New Term website;  <https://mynewterm.com/candidate-login/> |

# Welcome from Ewan McPherson, Principal, Deeplish Primary Academy

**Dear applicant,**

***‘Growing great learners’***

Thank you for your interest in the post of **Pastoral Manager** at Deeplish Primary Academy. I am extremely proud to be the Principal of such a warm and friendly school as Deeplish.

Whatever the needs of our children we aim to ensure they thrive at Deeplish, feeling safe, having fun and enjoying success. We want our pupils’ time in our school to be memorable, build on what they know and can do and help them become lifelong learners.

We value highly the partnership between home and school and encourage all parents to take an active part in the education of their children. The partnership between school staff, parents, governors and other stakeholders is an essential one. Children are at the heart of all we do and their social and emotional well-being, as well as their academic achievements are very important.

Prospective candidates are welcome to visit the Academy, please contact Mrs Stokes to arrange a suitable date and time.

**Closing date for applications: Thursday 9th January 2025 Midnight**

**Interview and Assessment Day: Wednesday 22nd January 2025**

Post to commence – ASAP

**Academy details**

|  |  |
| --- | --- |
| Address | Derby St, Rochdale, Lancs. OL11 1LT |
| Telephone | 01706 392480 |
| Email | [deeplish@focus-trust.co.uk](mailto:deeplish@focus-trust.co.uk) |
| Website | [www.deeplishprimaryacademy.co.uk](http://www.deeplishprimaryacademy.co.uk) |

**Welcome from David Roberts, Chair of Governors**

Dear applicant,

Thank you for taking the time to consider applying for the role of **Pastoral Manager** at Deeplish Primary Academy. As Chair of the Governing Board, I would like to take this opportunity to tell you a little bit about the context of our school.

Deeplish is an academy right at the heart of the Deeplish community and we work really hard to do everything that we can to support our children and families. We joined Focus Trust in December 2014 and have not stopped improving.

When you visit us, you will find a very inclusive culture where everyone is valued and listened to. Our children and staff are fantastic and have a real love for learning. We have a reputation for being a friendly, caring and successful school, something that I know you will see if you come to visit us.

I hope I have given you a flavour of Deeplish and I have every confidence that we will successfully recruit a Pastoral Manager who can work with us in order to develop school further. We will offer you a very supportive governing body with high expectations for our children and staff. I hope that you feel encouraged to apply for the post.

**Job Description**

|  |  |
| --- | --- |
| **Academy** | Deeplish Primary Academy |
| **Job Family** | **Pastoral** |
| **Job Title** | Pastoral Manager |
| **Grade** | FT Grade 5 – SCP 19-23 |
| **Accountable to** | Principal |
| **Line manager** | Head of Pastoral Care |

**Purpose of the role**

Support the Headteacher/Principal with managing the provision of a complementary service alongside teachers and other colleagues within the school to address the needs of pupils who need support to overcome barriers to learning to raise their aspirations and achieve their full potential. Barriers could be internal or external to the school and could include issues surrounding behaviour, social emotional, attendance/truancy and safeguarding.

To contribute to the promotion of inclusion and acceptance of all pupils and support with building their confidence to help them to become independent learners.

To work with vulnerable children and families and liaise with external agencies and other bodies to ensure a holistic approach to meeting the needs of pupils and their families is taken. This will include ensuring effective systems are in place to regularly monitor and review the pupils progress.

To be involved in identifying pupils with barriers to learning so that programmes can be devised and tailored to meet their needs.

To work closely with the SLT and Sendco on all aspects of safeguarding and child protection matters. This will involve assisting and supporting the work of the (Deputy) Designated Safeguarding Lead.

**Main Duties**

* To implement policies and/or procedures relating to the pastoral service provision.
* To contribute to the development, planning and implementation of whole school strategies relating to a variety of topics such as full attendance, safeguarding initiatives and inclusion.
* To support with the delivery and implementation of activities for groups of pupils and/or parents, which could be single activity or ran as part of series of events. The activities could cover a variety of topics such as promotion of self-esteem, anti-bullying, social development or learning/homework techniques. Activities should relate to needs identified within the school and have associated outcomes/objectives
* To process and monitor finances relating to the Pastoral Service, e.g. order stationery and learning aids/educational resources, process invoices for accessing counselling services, prizes and incentives or materials for club/group activities.
* To offer information, advice and guidance to others regarding the support of pupils. This could include sharing knowledge of activities, courses, organisations and individuals that can be accessed to provide additional support to pupils.
* To use School systems and procedures to positively reinforce good behaviour, anticipate and manage challenging behaviour and conflict, improve attendance and removing barriers to learning.
* To follow the School’s policy and procedures on Safeguarding, and to promote pupil’s awareness of personal safety and well-being.

**Individual pupils**

* By investigating information and analysing patterns/trends in a range of data, take a lead in the comprehensive assessment of pupils, in conjunction with teaching and other support staff.
* Areas of investigation and analysis could include:
  + Child Protection and Safeguarding
  + Significant and consistent underachievement
  + Poor behaviour as compared to peers
  + Failing motivation and/or confidence
  + Difficulty in concentrating and being focused
  + Poor attendance and/or punctuality
* To develop and implement action plans for identified pupils relating directly to their individual needs and circumstances, which could be particularly complex needs, to overcome barriers as suggested in the Key Task above.
* To monitor and evaluate pupil’s responses, progress and achievements against the action plan through techniques such as observation and gathering relevant data. To amend the action plan as appropriate to take into account ongoing assessment of pupil’s progress and individual needs and circumstances
* To establish and maintain positive and appropriate relationships with pupils that engages, motivates and removes barriers to learning, aimed at achieving the goals defined in their action plan.
* To provide a range of information, advice and guidance to support and enable pupils, tailored to their specific needs, to make choices about their own learning and behaviour
* To provide objective and accurate feedback and reports, both written and verbal, appropriate to the intended audience regarding pupil progress and achievements, ensuring the availability of suitable evidence
* To be a “point of contact” between the school and external agencies involved in supporting pupils, proactively initiating and establishing links with other services as necessary and maintaining positive working relationships to facilitate successful outcomes for pupils. This could include attendance at relevant meetings, e.g. CAF Meetings
* To maintain regular contact with families/carers of pupils in need of additional support, to keep them informed of the pupil’s objectives and progress, and to secure positive family support and involvement. The role could include conducting home visits to facilitate this
* To appropriately share information to relevant audiences to facilitate pupil welfare and promote pupil learning to parents, colleagues and education/healthcare professionals, within procedures covering confidentiality and data protection
* When undertaking transition work, to work flexibly with other schools to promote a speedy and smooth transition for the pupil(s), including the effective transfer of appropriate pupil data/information. To be involved in supporting new pupils to the school.
* To undertake related administration tasks as required.

**Fulfill wider professional responsibilities**

* Make a positive contribution to the wider life and ethos of the School and the Trust.
* Develop effective professional relationships with governors, colleagues, families knowing how and when to draw on advice and specialist support.
* To be willing and able to be part of a team of first aiders/fire wardens as may be required.
* Communicate effectively with pupils, school staff and visitors.
* To participate in training and other learning activities and performance development as required.
* To 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.

**Personal and professional conduct**

All Focus Trust staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a career with the Trust.

All Staff must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the School, by:

* treating governors, pupils, staff, parents and visitors with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an adult working in an School environment;
* having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions;
* showing tolerance of and respect for the rights of others;
* not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

All staff working in the Focus-Trust must have proper and professional regard for the ethos, policies and practices of the School and the Trust, and maintain high standards in their own attendance and punctuality.

All staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities; and within the policies, handbooks and guidelines of the School and of the Focus-Trust.

**General**

The post holder will:

* Be expected to actively support the work and ethos of the Focus-Trust.
* Be expected to undertake such additional duties as may reasonably be requested by the Principal/Headteacher or their representative.
* Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the Principal/Headteacher immediately.
* Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
* Comply with and support all policies related to equal opportunities, child protection and safeguarding of children and colleagues.

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with Trust’s procedures.

Signed …………………………………………………………… Post holder

Signed ……………………………………………………………… Line manager

Dated ………………………………………………………………

**Person Specification for**

**Pastoral Manager**

|  |  |  |
| --- | --- | --- |
| **Knowledge, Experience and Skills** | | |
|  | Essential/  Desirable | How identified |
| ***Experience*** |  |  |
| Experience of working with children and young people in an educational setting to overcome barriers to their personal, social or learning development | E | App/SP |
| Experience of working in a school environment | D | App/SP |
| Experience of working in a pastoral/inclusion capacity within a similar setting | E | App/SP |
| Experience of using computer packages for word processing, spreadsheets, databases and researching information | E | App/SP |
| Experience of working collaboratively within in a team and working effectively with others to meet deadlines, share ideas and achieve objectives | E | App/SP |
| Experience in using and maintaining accurate and quality electronic and paper based systems and undertaking relevant administrative tasks | E | App/SP |
| Experience of identifying, assessing and evaluating pupils who may require support | E | App/SP |
| Experience of developing individual action plans and monitoring their implementation and making adjustments relating to pupil progress or changes in circumstances | E | App/SP |
| Experience of exploring options and alternatives that will support children and young people to engage in the learning process | E | App/SP |
| Experience of using and integrating ICT as part of the learning process | E | App/SP |
| Experience of practical application of safeguarding and pastoral procedures. | E | App/SP |
| ***Skills and abilities*** |  |  |
| Effective and empathetic communication skills to influence, persuade, motivate and engage with a wide range of children, young people and their families in challenging situations | E | App/SP |
| Interpersonal skills to form and maintain positive working relationships with pupils, their families, colleagues, and other education/healthcare professionals and partner organisations | E | App/SP |
| Effective written communication skills to support with the preparation of letters, reports and other documents. | E | App/SP |
| Working without close supervision and using own Initiative to plan and prioritise cases and the overall work of the service and make decisions to deliver the service in the most appropriate way to achieve the best outcomes for pupils. | E | App/SP |
| Creative skills to develop a range of different options and alternatives that will support children and young people to engage in learning process. | E | App/SP |
| Responding independently to unexpected problems, working within the recognised guidelines | E | App/SP |
| Analytical skills to interpret information, determine different options for action and feasibility of proposals to solve difficult problems | E | App/SP |
| Organisational skills to manage time effectively whilst working under pressure. Including ability to prioritise, and re-prioritise own work, to meet potentially conflicting deadlines. | E | App/SP |
| Listening skills to support children, young people and their families through respectfully understanding their point of view. | E | App/SP |
| Creative skills to develop options and alternatives that will support children and young people to engage in the learning process | E | App/SP |
| Ability to identify own training development needs. | D | App/SP |
| Willingness to implement Team Teach strategies after full training has been provided | D | App/SP |
| ***Knowledge*** |  |  |
| Knowledge of data protection and information security and a good understanding of the importance of information protection | E | App/SP |
| Knowledge and understanding of the effect of social, economic and cultural issues on children and young people | D | App/SP |
| Knowledge and understanding of equality and diversity issues within a school community | E | App/SP |
| An understanding of the range of potential barriers to learning and attending school faced by children and young people and how to overcome these | E | App/SP |
| Knowledge of relevant legislation, e.g. relating to school attendance, KCSIE, Every Child Matters, Early Help and the Common Assessment Framework (CAF) and government initiatives and how that relates to the curriculum | E | App/SP |
| Knowledge and understanding of the barriers to learning faced by children and young people and a range of interventions available to mitigate these challenges | E | App/SP |
| An understanding of the range of other services, partners and agencies which can support pupils, e.g. Educational Psychologists, CAMHS, Children’s Social Services and Third Sector organisations | E | App/SP |
| Knowledge of current national and local mental health services available | D | App/SP |
| ***Child protection*** |  |  |
| Knowledge of safeguarding and child protection issues and an understanding of appropriate action to take if a disclosure is made. | E | App/SP |
| Ability to deal with sensitive issues in a supportive and effective manner | E | App/SP |
| **Qualifications and training** | | |
| NVQ level 3 – Learning, Development & Support Service (LDSS) or equivalent, e.g. Social work, youth care or education | E | App |
| Willingness to gain a basic first aid certificate (as required) | E | App |
| **Personal qualities and attributes** | | |
| Moral purpose (Equality, children and adults treated with respect) | E | SP/Ref |
| Child centered | E | SP/Ref |
| Integrity - Responsible adult role model and being a positive influence | E | SP/Ref |
| Work without close supervision and be self- motivated | E | SP/Ref |
| Reliable and understand the importance of good attendance | E | SP/Ref |
| Enjoys challenge | E | SP/Ref |
| Working accurately and with attention to detail | E | SP/Ref |
| Enthusiastic and optimistic | E | SP/Ref |
| Self-awareness, knowledge of strengths and limitations | E | SP/Ref |
| To be willing to work occasionally outside of school hours | E | SP/Ref |
| To remain calm and focused whilst dealing with many daily challenges in a busy environment | E | SP/Ref |
| Could be the requirement to make home visits for which an appropriately insured vehicle needs to be available to use | E | SP/Ref |
| To be flexible and adaptable to the ever changing needs of the school | E | SP/Ref |

**About our Academy**

**Academy vision, ethos and values**

Our vision is ‘Growing Great Learners’.

At Deeplish we aim to create a quality environment where everyone involved with the school has respect for themselves, for others and for their community.

By constantly encouraging and emphasising positive aspects of work and behaviour we seek to promote the high standards we strive to achieve.

We believe that the goals and targets we set should be high but realistic so every child has equal opportunity to achieve their maximum potential.

We actively promote healthy life-styles and give children the knowledge and understanding they need to make informed decisions about their health, safety and well-being as they grow.

Everyone at Deeplish, be they child or adult, has a role to play and a contribution to make to the life of the school and its place in the community.

We believe that the teaching/learning environment we provide should reflect the fact that everyone’s contribution will be recognised and their views will be listened to.

We aim to have a school which provides stimulating, enriching and fulfilling experiences - a place which people enjoy coming to.

Our children are our future. At Deeplish we work together to give children the academic and life skills they will need for a happy and successful future.

**Our pupils**

The children at Deeplish are a real strength of the school. Pupils’ behaviour, their relationships with all people and their eagerness to learn makes the school a great place to be. Pupils get on well together and their relationships with each other and their teachers are characterised by warmth and mutual respect. We have a very active School Council who play a key role in how school runs and how we will take the school forward in the future.

**Our staff**

The staff at Deeplish are committed to providing the best possible education for all children. They work extremely hard to nurture and develop children so they achieve their full potential in a supportive environment.

**Our facilities**

Deeplish is a modern school (completed in December 2011) and is a two form entry. The classrooms are light and spacious and well equipped to ensure the children have a learning environment conducive to the 21st century. We are extremely fortunate to have large grounds which have been designed and developed to support childrens’ learning.

**Our school organisation**

Our pupil admission number is 60 and there are two classes for each year group, from Reception to Year 6. In addition to class teachers, learning is supported in classes by teaching assistants – the number of these depends on needs within classes and year groups.

**Our curriculum**

We offer a broad and balanced curriculum which gives the children a wide range of experiences to develop the whole child. Our curriculum is geared to giving children a firm grounding in the necessary knowledge and skills to succeed in an ever-changing world as well as providing them with the solid foundations of reading, writing and maths.

**Our extra-curricular activities**

A range of extra-curricular activities usually operates in the autumn and summer terms, during which staff generally run an after-school club once a week. Examples of clubs offered include basketball, choir and debating.

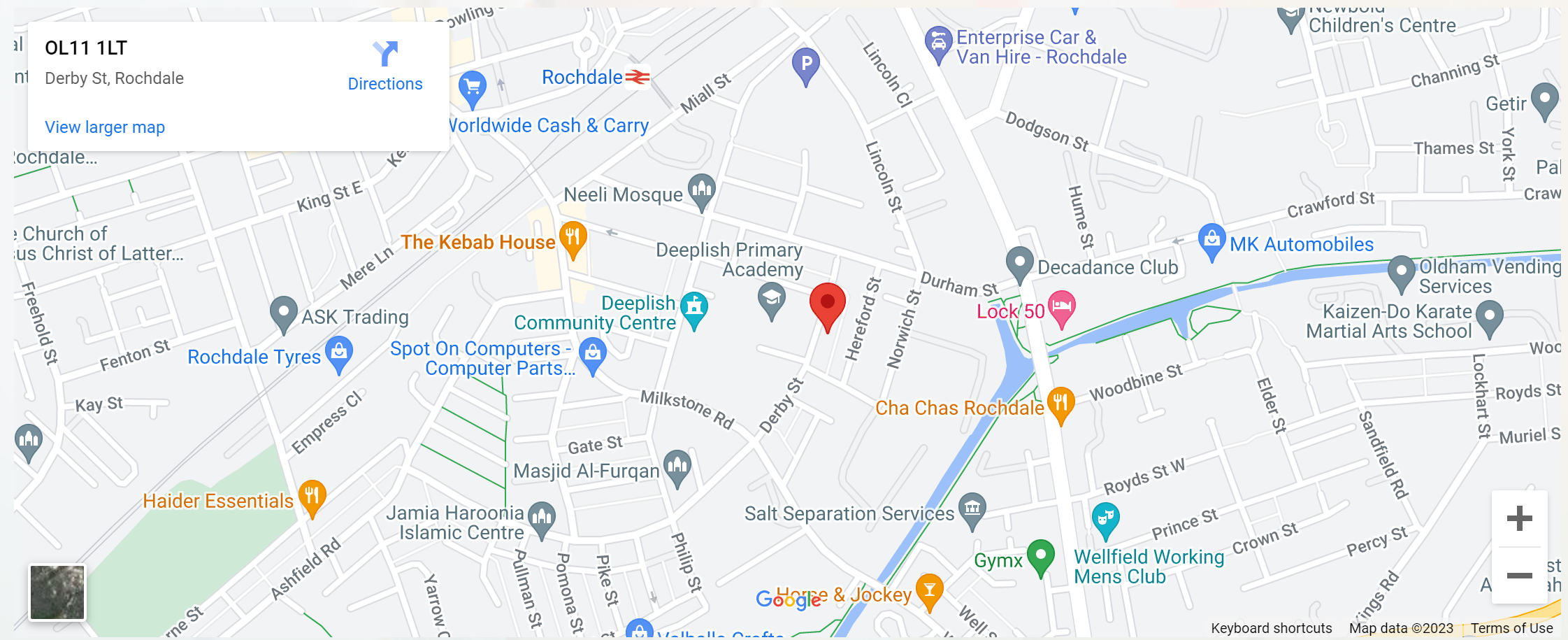
## School Quick Facts

|  |  |
| --- | --- |
| **Type of school** | Primary |
| **Age range** | 3 - 11 |
| **Location/LA** | Rochdale |
| **Number of children** | 457 |
| **Number of teaching staff** | 20 |
| **Number of support staff** | 27 |
| **% FSM** | 33% |
| **% SEN** | 8% |
| **% EAL** | 86% |

**Our geographical area**

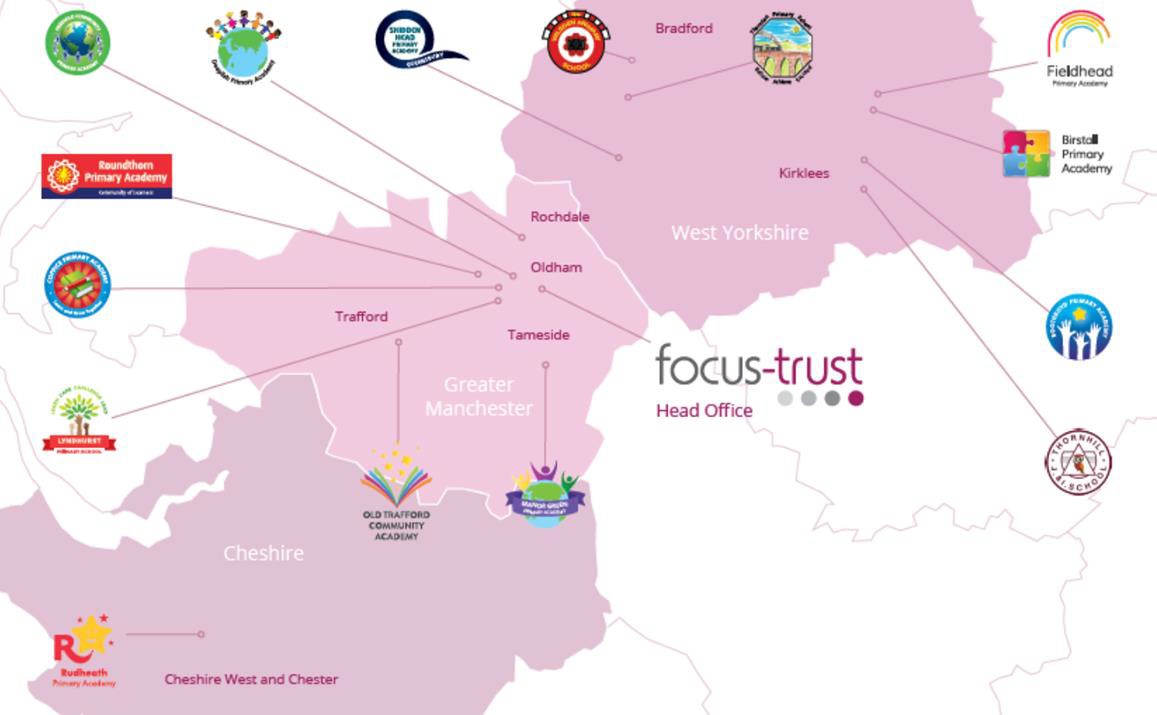
Deeplish Primary Academy is right at the heart of the community it serves. The school is situated in the middle of Deeplish, very close to Rochdale train station.

In addition to our partner academies within Focus-Trust, we work collaboratively with schools in our local partnership and with a range of secondary schools in the Rochdale area to which our pupils transfer at the end of Year 6.



**Background to the Trust**

Focus-Trust was incorporated in May 2012 as a primary trust. The Trust has links with the sponsor, Focus Education, but is an entirely separate legal entity. As with all academy trusts, the Trust is a company limited by guarantee and an exempt charity. The Trust’s offices are situated in a newly converted historic mill conversion in Chadderton, Oldham with excellent motorway networks to access our schools.



The defining feature of Focus-Trust is that it is a specialist primary phase trust. This means that the work of the Trust is driven by the distinctive needs of primary schools. Whilst the Trust has robust systems for accountability, each school has their own distinctive identity, ethos and culture, and this is a commitment to every school when they convert and join the Trust.

Focus-Trust currently has a small centrally employed team. The members of the team are highly skilled and committed to the vision, culture and values of the Trust.

All the schools within the Trust are willing partners who have actively chosen to join Focus-Trust and there is a very high degree of consensus, cooperation and commitment from within the group.

The Trust has robust policies and systems in place to govern and guide its work. These have been gradually implemented as the Trust has grown. The Trust has well-established productive relationships with trade unions and meets half termly with a group of national trade union representatives to discuss policy development. This has enabled us to introduce and change a range of policies in a streamlined and cooperative way.

# Our Vision

‘Great schools at the heart of our communities’ - with our Community Champions and colleagues, we strive to ensure we are being civic leaders making a difference in the local and national communities and the community is supporting us.

## Focus-Trust Mission

‘Learning together, making the difference’

## Collective Efficacy

We have a well-developed and securely embedded culture of Collective Efficacy. By this we mean we have, ‘A shared commitment to work together on the things that matter to improve outcomes for all.’

## The Focus-Trust Values

Professional honesty is at the heart of everything we do. The Trust knows the schools well because of the strong working partnership between academy leaders and the Trust Central Team. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by our values:

**Care** for children, adults and the learning environment  
**Dare** to do things differently and have a go  
Be **fair**, honest and inclusive – demonstrating integrity  
**Share** concerns, expertise and best practice for the benefit of all learners

**Our Moral Purpose**

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**Our People Strategy**

A poster with text on it

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**What you might want to know about Focus Trust**

**Pensions**

Focus-Trust contributes to Teachers’ Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

**Employer Relations**

Focus-Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

**Equality of opportunity**

Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

**Safeguarding**

Focus-Trust is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

**Dress code**

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

**Policies**

Focus-Trust and the schools have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. These can be found on the Trust website

[www.focus-trust.co.uk](http://www.focus-trust.co.uk) and school websites. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand the Code of Conduct and some of the key policies, e.g. Safeguarding and Child Protection, Health and Safety, Acceptable use of IT.

**Right to work in the UK**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

**Validation of qualifications and identity**

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

**References and Social Media Checks**

If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

In line with our safer recruitment policy, social media checks will be undertaken if you are shortlisted. This social media check is designed to complement the range of standard recruitment checks and allows us to identify a candidate’s online presence which potentially could damage the organisation’s reputation.

**Knowledge and skills profile**

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate your skills, knowledge and experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use sub-headings in order to keep your statement well focused. If you do not submit this profile, you will not be considered for short listing.

**Disability**

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact Natalie Harris if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

**Disclosure of a criminal record**

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

**Please apply via My New Term by Midnight Thursday 9th January 2025.**

**Thank you for taking the time to read this information pack. We wish you every success in any application you may make.**