



## **Information for Applicants**

### **Pastoral Leader**

**Full Time 37 hours term time (only plus 10 days)**

**Permanent**

**Grade G**

**Salary £24,531- £26,718  
(actual salary)**

**Commencing September 2024**

**Apply [HERE](#)**

Tadcaster Grammar School  
Toulston  
Tadcaster  
LS24 9NB

Telephone: 01937 833466

Dear applicant,

Thank you for expressing an interest in applying for the post of Pastoral Leader.

At Tadcaster Grammar School [TGS] we put the needs of students at the forefront of our decision making and practice. Our curricular and co-curricular offer responds to the aims and aspirations of individuals and we structure these as a 7-year experience. The school is fortunate to have a highly committed and talented staff and governing body and our students are motivated, articulate and keen to learn. TGS is a larger than average school, but we organise our pastoral systems so everyone is seen, heard and valued. Our entry into the STAR MAT in 2018 as a partner school has strengthened our ability to ensure all students enjoy their learning and wider school experience.

I hope the information within this pack shapes your thinking and gives you the guidance to help you apply. I look forward to the possibility of meeting you soon.

Yours faithfully,

**Mr A Parkinson**  
**Headteacher**

## The Selection Process

The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed. For further details about the school visit our website: [Tadcaster Grammar School](#).

If you wish to apply for the post of Pastoral Leader:

Fully complete the online application form on our careers website [HERE](#), ensuring all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer (with email addresses).

Your Supporting Statement within the application form should be up to 900 words, addressing the following:

How your experience to date best fits you to the requirements of the following sections of the person specification:

- Experience
- Skills & knowledge.

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word. Your audience for your written work will be school staff and governors.

Remember when addressing the above, *less is sometimes more*.

### Timeline for the selection process

Post advertised within STAR MAT/external media	Tuesday 18th June 2024
Closing time/date for applications:	9am Tuesday 2nd July 2024
Selection day:	w/c 8th July 2024

Please address all return mail to Mrs R Evans (HR Advisor): [tgs.recruitment@tgs.starmat.uk](mailto:tgs.recruitment@tgs.starmat.uk)

## Appendices

<b>1</b>	The School Vision and Values Statement
<b>2</b>	Job description for the role of Pastoral Leader
<b>3</b>	Person Specification

## Appendix 1: The School Vision and Values Statement

# SCHOOL VISION & VALUES

### OUR VISION *(Our cause; our key belief)*

<b>Be Your Best Self</b>	<p>We want all students to maximise their potential through excellent academic and personal development.</p> <p>Each individual should be able to achieve fulfilment in their current and future lives.</p>
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### OUR CORE VALUES *(These should be seen, experienced & lived)*

**Staff** are guided by the following **values** which underpin everything we do, every day:

<b>Students considered first</b>	All students will be known well, included, valued and heard. All of our decisions should put the needs of students first, whilst also considering our own and others' wellbeing.
<b>High expectations - no limitations</b>	We do not prejudice potential by preconceptions about individuals or groups of students.
<b>The optimum curriculum experience for each student</b>	We respond to the aspirations and needs of individual students with a broad and balanced curriculum and diverse co-curricular offer.
<b>The optimum support for each student</b>	Students are individuals with their own needs and requirements; our care and pastoral support systems need to reflect this.

All **students** are expected and supported to show the following **values** every day:

<b>Ambition</b>	To have a desire to achieve success.
<b>Resilience</b>	To show a determination to achieve success
<b>Responsibility</b>	To take ownership for their actions and work in and out of school.
<b>Respect</b>	To be considerate to themselves and others.

## Appendix 2

### JOB DESCRIPTION

**JOB TITLE:** Pastoral Leader

**GRADE:** Grade G

**RESPONSIBLE TO:** Assistant Headteacher

RESPONSIBILITIES AND KEY TASKS	
<b>Specific Responsibilities:</b>	<ul style="list-style-type: none"> <li>● To be a highly visible presence at all times around the school and to manage student behaviour in a positive, persistent and relentless manner.</li> <li>● To be an exceptional role model to young people.</li> <li>● To be unfailingly positive about all students in the year group, and act as their advocate in relevant situations</li> <li>● To be available for students and staff to consult about the year group.</li> </ul> <p><b><u>Operational</u></b></p> <ul style="list-style-type: none"> <li>● Develop and maintain professional relationships with students.</li> <li>● Assist Year Leaders in gathering accurate and clear information in respect for student events.</li> <li>● Organise the collection of forms from students following incidents.</li> <li>● Identify and provide mentoring support to students at KS3 and 4 who are <i>vulnerable</i> due to social, emotional, attendance or behavioural difficulties.</li> <li>● To work with Individuals and groups in order to address social, emotional and behavioural issues.</li> <li>● Coordinate the supply of references on students to further education establishments and employers</li> <li>● Deal with issues raised by parents and staff in relation to student social, emotional attendance and behavioural issues.</li> <li>● Deal with all correspondence in relation to student social, emotional, attendance and behavioural issues.</li> <li>● Support the transition process for students e.g. when moving schools/further education establishments or moving into employment</li> <li>● Supervise individual students and groups of students when required .</li> <li>● Support the reintegration of students who have been absent from school.</li> <li>● Receive unwell students and contact their parents as necessary .</li> <li>● Monitor student attendance and punctuality and work with them and parents to improve it, including undertaking home visits.</li> <li>● Work with teaching staff to undertake assessments of students to determine those in need of particular help and develop a support plan of appropriate interventions and action.</li> <li>● Oversee and coordinate support for students from outside agencies.</li> <li>● Act as Lead professional for key students: collating information, producing relevant student records, liaising with colleagues, parents, professionals and outside agencies.</li> <li>● To contribute to assemblies, with content that reinforces the school vision &amp; values and celebrates success.</li> <li>● Whole school duty commitments as directed by line manager which may</li> </ul>

	<p>include isolation duty and duty manager duty.</p> <p><b><u>Communications</u></b></p> <ul style="list-style-type: none"> <li>● Provide feedback to parents, staff and students in relation to their progress, achievement, behaviour and attendance.</li> <li>● Provide information and advice to students to enable them to make choices of their own</li> <li>● Acted as the first point of contact for parents and students when social, emotional, behavioural or attendance issues affect learning.</li> <li>● Attend meetings with parents and students and other key meeting dates in the School calendar as appropriate.</li> <li>● Liaise with other school staff raising awareness of issues with particular students and advising staff on student support plans.</li> <li>● Provide advice to students relating to social, emotional, attendance and behavioural needs.</li> </ul>
<b>Safeguarding and Promoting the Welfare of Children/Young People</b>	<ul style="list-style-type: none"> <li>● The STAR MAT is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.</li> </ul>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>● To work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>● Know about data protection issues in the context of your role.</li> <li>● To comply with the STAR MAT's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>● Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values.</li> <li>● Ensure services are delivered in accordance with the aims of the Equality Policy Statement.</li> <li>● Develop your own understanding of equality issues.</li> <li>● The STAR MAT is committed to equality and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>● The STAR MAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights</li> </ul>

	<p>and working with others to keep vulnerable people safe from abuse and mistreatment.</p> <ul style="list-style-type: none"><li>● The STAR MAT requires that staff offer the best level of service to their stakeholders and behave in a way that gives them confidence. Stakeholders will be treated as individuals, with respect for their diversity, culture and values.</li></ul>
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This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.



Essential upon appointment	Desirable upon appointment
<b>Qualifications and Training</b>	
<ul style="list-style-type: none"> <li>● Literacy and numeracy qualification (Level 2 or equivalent)</li> <li>● NVQ Level 3 or equivalent in a relevant subject</li> </ul>	<ul style="list-style-type: none"> <li>● Childcare or supporting learning qualification at Level 2 (or equivalent)</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>● Experience of working with pupils of a relevant age in an education environment</li> <li>● Evidence of supporting and facilitating inclusive education within a school setting</li> <li>● Appropriate experience of working in an administrative role</li> <li>● Managing student behaviour</li> <li>● Experience of working with young people and families</li> <li>● Experience of multi-agency working</li> </ul>	<ul style="list-style-type: none"> <li>● Experience of working in an educational or social care setting</li> <li>● Experience of multi-disciplinary approach to problem solving</li> <li>● Experience of supporting families</li> <li>● Experience of working with children with challenging behaviour</li> <li>● Experience of delivering individual and group based support and training including facilitation</li> <li>● Experience of working with Google systems</li> </ul>
<b>Skills and Knowledge</b>	
<ul style="list-style-type: none"> <li>● Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable time frame</li> <li>● Ability to build positive working relationships with colleagues</li> <li>● Good understanding of child/young people's development and learning processes</li> <li>● Knowledge of engagement techniques</li> <li>● Knowledge of Safeguarding legislation and procedures</li> <li>● Knowledge of school policies and procedures</li> <li>● An understanding of social and emotional factors that could affect a child</li> <li>● Ability to produce quality reports.</li> <li>● Ability to record interventions and write reports</li> <li>● Assessment skills with families</li> <li>● Ability to assimilate new initiatives, technology and software and interpret information.</li> <li>● Influencing and negotiating skills</li> <li>● Good time management skills and ability to organise own caseload</li> <li>● Good interpersonal skills and the ability to engage constructively with a range of people</li> <li>● Ability to make decisions within their own area of responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding of classroom roles and responsibilities</li> <li>● Working knowledge of relevant policies and legislation e.g. child protection and health &amp; safety</li> <li>● Knowledge of behaviour management techniques</li> <li>● Knowledge of CPOMs</li> <li>● Knowledge of available support services</li> <li>● Knowledge of referral procedures</li> </ul>

<ul style="list-style-type: none"> <li>● Effectively identifies workable solutions.</li> <li>● Communicates effectively in writing, using existing documents, formats and styles.</li> <li>● Commitment to safeguarding and promoting the welfare of children and young people</li> <li>● Calm and measured approach to dealing with conflict</li> <li>● Appropriate use of personal authority</li> <li>● Recognition of appropriate personal and professional boundaries</li> <li>● Positive approach to inter-agency working</li> <li>● Strong negotiation and mediation skills</li> </ul>	
<b>Personal Qualities</b>	
<ul style="list-style-type: none"> <li>● Demonstrable interpersonal skills</li> <li>● Ability to work successfully in a team</li> <li>● Able to exercise discretion and judgement</li> <li>● Self motivation to complete required duties</li> <li>● Confidentiality</li> <li>● Motivation to work with children and young people</li> </ul>	
<b>Other Requirements</b>	
<ul style="list-style-type: none"> <li>● Full driving licence and access to own transport</li> <li>● Enhanced DBS Clearance</li> <li>● Flexible approach to working outside office hours when required</li> <li>● Positive motivation for working with children, young people and their families</li> <li>● To be committed to the Trust's policies and ethos</li> <li>● A commitment to CPD</li> <li>● Commitment and contribution to a school Equal Opportunities Policy</li> </ul>	