



**Three Spires** **St Peter's Collegiate Academy**

2022 - 23 Academic Year

TRUST

*'Life in all its fullness'*

**Position:** Pastoral Support Assistant

**Academy:** St Peter's Collegiate Academy

**Start date:** September 2024

**Salary:** TST Grade 2 SCP 3 (£18,072)

**Contract:** 37 hours per week, term time only, permanent

**Assessment dates:** Week commencing 15th July 2024

### Message from the Principal

Thank you for your interest in the role of Pastoral Support Assistant at St Peter's Collegiate Academy. This candidate pack is intended to provide you with an overview of the advertised role. Please take time to look through the information about our Academy and browse the website:

<https://stpetersacademy.org.uk/>

To be successful in this role you will need to be energetic, enthusiastic and determined, acting with moral purpose to support our pupils and to fulfil their God-given potential. If you choose to visit the Academy I would be very happy to talk to you about the culture and ethos at St Peter's and our plans for the future. I hope that you will be sufficiently inspired to apply.

### Academy profile

St Peter's Collegiate Academy is a Church of England Academy serving circa 1350 pupils including 250 pupils in the Sixth Form. Our faith is at the heart of every element of school life. Our values of Service, Respect and Aspiration are instilled in our students through our knowledge-rich curriculum, and our excellent pastoral care. We are extremely proud of the amazing work of our students and staff alike who strive to live out our Christian values in everything they do.

The Academy is located one mile from the centre of Wolverhampton, a city with a diverse community which is reflected in the multi-cultural and multi-faith dimensions of St Peter's. The Academy has a rich history and a long legacy within the city which is centrally located with easy access to the M5, M6 and M54 motorways and is well-connected to the local metro and train services by two separate bus routes. Situated on Compton Park West it neighbours St Edmund's Academy and attracts pupils from across the city, with most pupils attending from local neighbourhoods.

Our core aim as an Academy is:

*"To support our students in their pursuit of knowledge and wisdom, allowing them to flourish as lifelong learners seeking to love God and serve the community".*

Currently, while we seek to optimise the learning experience our current provision is adversely affected by our ageing facilities. Fortunately these will soon be replaced by the DfE funded school rebuilding programme which accounts for circa 80% of the Academy site and its facilities, providing pupils and staff with new learning environments better suited to the demands of 21<sup>st</sup> Century pedagogical practices. The staff of the Academy are focused on strategic improvement of the school

to enhance pupil's experiences, mitigating the barriers they encounter, enabling them to participate in a broad and rich curriculum. We seek to prepare pupils through their education for the modern world and the challenges it provides. At St Peter's we encourage pupils to serve their community, have respect for all and to aspire to be the best version of themselves every day. This is only achievable if we support our staff to do the same, modelling the behaviours and relationships necessary to be a value-led person.

## Information for applicants

The following guidance provides an overview of the application process and the stages your application will go through to give it appropriate consideration. We look forward to receiving your application in due course.

### References

Please contact your referees in advance, giving them notice that a reference may be requested and that you permit them to provide a reference to us.

You must provide two appropriate referees including your most recent employer. We will not accept references from relatives, friends, work colleagues etc. Or open references i.e., not written in relation to the specific post for which you are applying.

If you are short-listed your references will be requested prior to interview. These will provide important information to the panel, informing the questions they may ask and the decision-making process. If you do not want your referees to be contacted before the interview and your application is short-listed, please indicate this clearly on your application form.

### Criminal Record Declaration

The post is exempt from the Rehabilitation of Offenders Act 1974 and therefore convictions, cautions and warnings, including those otherwise regarded as “spent” must be declared. However, certain convictions and cautions are considered ‘protected’ meaning they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the government website.

Three Spires Trust and its academies are committed to safeguarding and promoting the welfare of children and expect all staff and to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including: an enhanced DBS; Prohibition check; Section 128 direction check; Childcare Disqualification (where applicable); qualifications (where applicable); medical fitness; identity and right to work. All applicants will be required to provide two suitable references.

### Short-listing

Short-listing typically takes place the next working day after the closing date. The information you provide including the supporting statements will be used to inform the short-listing process, enabling us to assess how closely applications meet the criteria for the post. This process will be carried out by more than one person to ensure objectivity. It is common for those people to also be actively involved in the interview process.

### Contacting you

We endeavour to contact all applicants regarding the outcome of their application as a matter of courtesy. You should expect to receive an email communication from us within two weeks of the closing date, although on occasion it may take longer than this due to the number of applicants, school holidays or the availability of governors.

### Attending interview

If you are invited to interview you will be required to bring certain original documents with you including proof of identity which features a photograph, a DBS Disclosure if you have one and any relevant qualifications. If necessary we can support remote interviews, however, any decision will be based upon individual needs and should not disadvantage any candidate.

## Job Description

All staff have a pivotal role to play in every student's spiritual, moral, social and cultural development. Through our mission to ensure that every student experience's life in all its fullness, we ensure that we support each student through the promotion of our Christian values. This mission and our values underpin the work of every member of staff in all of our academies.

The duties outlined in this job description will be reviewed with the post holder on an annual basis in line with the academy's performance management procedures. It may be modified by the Principal with the agreement of the post holder, to reflect or anticipate changes in the job commensurate with the salary and job title.

### Statement of Purpose

To provide support to staff on student pastoral issues promoting positive student behaviour and wellbeing.

### Support to Students

- To be the first response person for everyday student problems.
- To help with general student supervision duties including lesson transition.
- To provide support and intervention to promote positive student behaviour and well-being.
- Investigating and dealing with minor disputes with other students e.g. fall-outs or teasing etc.
- Looking for students who are missing from lessons.
- Helping find misplaced property.
- Meeting and reporting students who are late to school.

### Support to other Staff

- To support Head of Year/senior staff and teaching staff with student issues.
- To support after school detentions
- Working as part of a team to promote and support whole school policies, including behaviour, rewards, attendance and punctuality
- Assisting Heads of Year in dealing with more serious incidents e.g. bullying or theft.
- Writing brief reports on the problems dealt with for referral to Heads of Year/liasing verbally with them.
- To keep up-to-date records of issues dealt with.
- Liaising with teachers and students as directed by Heads of Year/senior staff.
- Responding to parent telephone calls and requests when Heads of Year/senior staff are not available.
- Communicating with parents/carers.
- Logging reports of incidents.
- Fetching work for students who have been taken out of lessons or are absent long-term.
- Helping with pastoral administration when necessary.

### Operational Responsibilities

- To support and uphold academy policies.
- Promote and safeguard the welfare of children and young persons you come into contact with.
- 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, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the academy.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with student needs as appropriate during the academy day.

### Person Specification

Essential Criteria	Measured by
<b>Experience</b> <ul style="list-style-type: none"> <li>● Supporting children’s learning in a school.</li> </ul>	Application form / interview
<b>Qualifications/Training</b> <ul style="list-style-type: none"> <li>● Excellent numeracy/literacy skills.</li> <li>● First aid training as appropriate (e.g. emergency first aid course).</li> </ul>	Application form / interview
<b>Knowledge/Skills</b> <ul style="list-style-type: none"> <li>● Understanding of relevant policies/codes of practice.</li> <li>● Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years.</li> <li>● Use of other equipment technology – smartboard, photocopier etc..</li> <li>● Well-developed interpersonal skills to be able to relate well to a wide range of people.</li> <li>● Work constructively as part of a team whilst being able to demonstrate initiative.</li> <li>● Good communication skills.</li> <li>● Effective use of ICT to support learning.</li> <li>● Willing to work towards NVQ Level 3 or recognised equivalent.</li> </ul>	Application form / interview
<b>Behavioural Attributes</b> <ul style="list-style-type: none"> <li>● Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>● Open, honest and an active listener.</li> <li>● Takes responsibility and accountability.</li> <li>● Committed to the needs of the students, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> <li>● Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.</li> </ul>	Application form / interview

<ul style="list-style-type: none"> <li>● Is committed to the provision and improvement of quality service provision.</li> <li>● Is adaptable to change/embraces and welcomes change.</li> <li>● Acts with pace and urgency being energetic, enthusiastic and decisive.</li> <li>● Communicates effectively.</li> <li>● Has the ability to learn from experiences and challenges.</li> <li>● Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> </ul>	
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*Note 1: In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:*

- *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 and*
- *Attitudes to use of authority and maintaining discipline.*