



Information for Applicants

Pastoral Leader

Grade G 13-18

£20,179-£22,279

Term time plus 10 days / Permanent
37 hours

Starting January 2022

Tadcaster Grammar School
Toulston
Tadcaster
LS24 9NB

Telephone: 01937 833466
Email: r.evans@tgs.starmat.uk

Headteacher: Mr A Parkinson

October 2021

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 recent entry into the STAR MAT as a partner school has strengthened our ability to ensure all students enjoy their learning and wider school experience across the 4-19 year old age range.

When I first arrived at TGS there were a number of things that immediately impressed me. The first was the very open and welcoming nature of the school from both the staff and students. The second was the sheer variety of activities which are offered both within the curriculum and after school hours. Finally it was apparent that TGS was a school with a strong reputation for looking after its students and where high standards of conduct are non-negotiable.

Our ambition for the school focuses on developing a culture where all students achieve highly whatever their background or ability. This relies on providing learning and teaching of the highest possible quality to engage, enthuse and motivate. At TGS we do not limit our definition of achievement simply to traditionally academic pursuits; we believe in developing well rounded individuals and, as such, we make a significant investment in the areas of sport, creative and performing arts.

If you feel you are ready for the challenge and would like to know more about the school and its activities please take a look at our website at www.tgs.starmat.uk. If you would like to speak with a member of the pastoral team or arrange to visit during a school day, please do not hesitate to contact us on 01937 833466 or p.betts@tgs.starmat.uk

If you chose to take your interest in the post further, I would encourage you to pay attention to the following whilst assembling your application:

- The School Vision and Values Statement
- Job description and person specification for the role of inclusion support worker
- School performance data about the school available in the public domain
- The school website
- THE STAR MAT website

I hope the following information shapes your thinking and gives the guidance to help you apply.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I look forward to the possibility of meeting you soon.

Yours faithfully,

Mr A Parkinson
Headteacher

THE SELECTION PROCESS

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

- Fully complete the application form, 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). Do not enclose additional CVs.
- Support your application with a covering letter (1 side A4 Arial 11 point, 1.15 spacing, maximum) addressing the following:

Side 1: How your experience to date best fits you to the requirements of the following sections of the person specification:

- Experience
- Training
- Knowledge and skills

Please use *relevant and recent* examples and impact measures from your practice.

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	Monday 11th October 2021
Closing time/date for applications:	Monday 1 November 2021 9AM
Short listing:	Tuesday 2 November 2021
Invitation to interview by telephone/ Confirmation by email:	Wednesday 3 November 2021
Selection day:	w/c Monday 8 November 2021

Please address all return mail to:

Mrs R Evans
HR Advisor
Tadcaster Grammar School
Toulston
Tadcaster
LS24 9NB

r.evans@tgs.starmat.uk

Appendices

1	The School Vision and Values Statement
2	Job description and person specification for the role of Pastoral Leader

Appendix 1: The School Vision and Values Statement

	<p>Creating outstanding education in all of our schools to enable every young person to flourish and realise their full potential.</p>		<p>Be your best self, be:</p> <p>Ambitious; Resilient; Responsible; Respectful to yourself and others.</p>
---	--	--	---

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

<p>Be your best self</p>	<p>During their 7 years with us at the school, we want all students to maximise their potential through excellent academic and personal development.</p> <p>Each individual should also be:</p> <ul style="list-style-type: none"> ● aware of the needs of others in their thoughts and actions; ● empowered to control their own well-being; ● able to achieve fulfilment in their current and future lives.
---------------------------------	--

OUR CORE VALUES *(These should be seen, experienced & lived)*

All staff and governors at Tadcaster Grammar School are expected to recognise and uphold the STAR Multi Academy Trust **values** of trust, openness and service.

In addition:

All **staff** are expected to consistently model the following **values** which underpin everything we do, every day:

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

All **students** are expected and supported to show the following **values** in everything they do in school, every day:

<p>Ambition and resilience</p>	<p>To show a desire and determination to achieve success.</p>
<p>Responsibility</p>	<p>To take ownership for their actions and work in and out of school.</p>

Respect

To be considerate to themselves and others.

Appendix 2a: Job Description

Pastoral Leader

JOB DESCRIPTION

Grade:	G13-18
Hours:	37 hours per week. Term time only plus 10 days (FTE: 1.0)
Responsible To:	Year Leader/Assistant Headteacher
Job Purpose:	To manage a year group and to ensure that the school provides The best support for each student.

All staff and governors at Tadcaster Grammar School are expected to recognise and uphold the STAR Multi Academy Trust **values** of trust, openness and service. In addition:

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

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

Main Responsibilities

Overall

- To be a highly visible presence at all times around the school and to manage student behaviour in a positive, persistent and relentless manner.
- To be an exceptional role model to young people.
- To be unfailingly positive about all students in the year group, and act as their advocate in relevant situations
- To be available for students and staff to consult about the year group.

Operational

- Develop and maintain professional relationships with students.
- Assist Year Leaders in gathering accurate and clear information in respect of student events.
- Organise the collection of forms from students following incidents.
- Identify and provide mentoring support to students at KS3 and 4 who are *vulnerable* due to social, emotional, attendance or behavioural difficulties.
- To work with Individuals and groups in order to address social, emotional and behavioural issues.
- Coordinate the supply of references on students to further education establishments and employers
- Deal with issues raised by parents and staff in relation to student social, emotional

- attendance and behavioural issues.
- Deal with all correspondence in relation to student social, emotional, attendance and behavioural issues.
- Support the transition process for students e.g. when moving schools/further education establishments or moving into employment
- Supervise individual students and groups of students when required .
- Support the reintegration of students who have been absent from school.
- Receive unwell students and contact their parents as necessary .
- Monitor student attendance and punctuality and work with them and parents to improve it, including undertaking home visits.
- 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.
- Oversee and coordinate support for students from outside agencies.
- Act as Lead professional for key students: collating information, producing relevant student records, liaising with colleagues, parents, professionals and outside agencies.
- To contribute to assemblies, with content that reinforces the school vision & values and celebrates success.
- Whole school duty commitments as directed by line manager which may include isolation duty and duty manager duty.

Communications

- Provide feedback to parents, staff and students in relation to their progress, achievement, behaviour and attendance.
- Provide information and advice to students to enable them to make choices of their own
- Acted as the first point of contact for parents and students when social, emotional, behavioural or attendance issues affect learning.
- Attend meetings with parents and students and other key meeting dates in the School calendar as appropriate.
- Liaise with other school staff raising awareness of issues with particular students and advising staff on student support plans.
- Provide advice to students relating to social, emotional, attendance and behavioural needs.

Safeguarding

Show an awareness of and comply with the policies and procedures relating to child protection and safeguarding.

Show a commitment to safeguarding and promoting the welfare of children, young people and adults, recognise signs of change, danger or risk of harm and raise concerns as appropriate.

Provide relevant information, produce reports, attend and contribute to strategy meetings, CIN/CP meetings as required.

Undertake training to ensure knowledge around safeguarding is up to date.

Partnership working

Work with external agencies to support students and their families seek the help that they require.

Skills Development

Practice Continuous Professional Development.

Attend team and staff meetings.

Engage in the school's performance management process.

Systems and Information

Record information on student behaviour, attendance, truancy from school, sanctions and exclusions.

Planning and organisation

Contribute to the development of behaviour and attendance policies, practice and procedures for the school.

Data Protection

To comply with MAT policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.

Equalities

To engage in opportunities to develop an understanding of all aspects of inclusion and equal opportunities issues.

Health and Safety

To be aware of and implement health and safety responsibilities as an employee and where appropriate any specialist or managerial health and safety responsible defined in the Health and Safety policy and procedure.

To be fully aware of the risk assessment process.

The post holder may, in addition, be asked by their line manager or the school's Leadership team to carry out other such reasonable duties as may be required for the benefit of the school and the students' education.

Please note: 'Full time would be the FTE hours working 52 weeks per year. A Term Time Only post on 37 hours per week is not all year round so is considered 'part time'.

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.

The post holder may, in addition, be asked by their line manager or the school's Leadership team to carry out other such reasonable duties as may be required for the benefit of the school and the students' education.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both.

Appendix 2a: Person Specification

JOB TITLE: Pastoral Leader

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p>Knowledge</p> <ul style="list-style-type: none"> ● Knowledge of engagement techniques ● Knowledge of behavioural management techniques ● Knowledge of Safeguarding legislation and procedures ● Knowledge of school policies and procedures ● An understanding of social and emotional factors that could affect a child 	<ul style="list-style-type: none"> ● Knowledge of available support services ● Knowledge of referral procedures ● Knowledge of Health and Safety regulations
<p>Experience</p> <ul style="list-style-type: none"> ● Experience of working with young people and families ● Experience of multi-agency working 	<ul style="list-style-type: none"> ● Experience of working in an educational or social care setting ● Experience of multi-disciplinary approach to problem solving ● Experience of supporting families ● Experience of working with children with challenging behaviour ● Experience of delivering individual and group based support and training including facilitation
<p>Occupational Skills</p> <ul style="list-style-type: none"> ● Ability to produce quality reports. ● Ability to record interventions and write reports ● Assessment skills with families ● Ability to assimilate new initiatives, technology and software and interpret information. ● Influencing and negotiating skills ● Good time management skills and ability to organise own caseload ● Good interpersonal skills and the ability to engage constructively with a range of people ● Ability to make decisions within their own area of responsibility. ● Effectively identifies workable solutions. ● Communicates effectively in writing, using existing documents, formats and styles. ● Commitment to safeguarding and promoting the welfare of children and young people ● Calm and measured approach to dealing with conflict ● Appropriate use of personal authority ● Recognition of appropriate personal and professional boundaries ● Ability to work as an effective team member ● Proven effective interpersonal skills 	

<ul style="list-style-type: none"> ● Positive approach to inter-agency working ● Strong negotiation and mediation skills ● ICT Skills 	
<p>Qualifications</p> <ul style="list-style-type: none"> ● Relevant Level 3 qualification 	<p>First Aid</p>
<p>Other Requirements</p> <ul style="list-style-type: none"> ● Full driving licence and access to own transport ● Flexible approach to working outside office hours when required ● Positive motivation for working with children, young people and their families ● The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post 	