



Barton Manor
School

Aspire, Believe, Achieve

**Assistant Headteacher: Pastoral
Care (KS3)
(L14 – L19)**

Information Pack



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Dear Applicant

Assistant Headteacher: Pastoral Care (KS3) of Barton Manor School.

Welcome to the application process for the post of Assistant Headteacher: Pastoral Care (KS3) at Barton Manor School (BMS). I am immensely proud to be the Headteacher of our Free School, Barton Manor School which opened in September 2022 to Y7 students and will have students in Y7-11 from September 2026. Barton Manor was rated “Good” with many “Outstanding” features (Leadership & management, and Personal Development) in its first Ofsted in May 2025.

At Barton Manor I am particularly proud of the efforts and energy my colleagues make every day to provide the quality education that pupils deserve. The dedication and determination exhibited by our school staff humbles me daily and our collaboration in pursuit of excellence in our work is exciting. We are a small Trust, but as we have grown our ambition of what we can achieve has grown with us. Each school, within the Trust, serves a diverse community and offers a unique career opportunity.

At present the school is open to 4 year groups, Year 7, 8, 9 and 10 with 600 in total. The school will grow each year with a new entry of 150 Year 7 students annually each September. The school is extremely popular with large numbers of students currently on the waiting list. In the school there are 36 pupils (4 in Y7, 9 in Y8 and 14 in Y9 and 9 in Y10) with EHCP (6.0%) compared to NA of 3.3%. There are 38 Pupils in Y7 (25%) 24 Pupils in Y8 (17%) 14 pupils in Y9 (9%) and 23 pupils in Y10 (15%) with SEN support compared to National Average of 14.2% (Latest DfE data on compare school performance). There are 265 students (44.3%) who are designated as Pupil Premium compared to National Average of 27.7% and 255 students (42.6%) are entitled to Free School Meals (FSM), above Kent average of 22% and National Average of 25.7%. There are 280 students (46.7%) from minority ethnic groups compared to National Average of 39.7% with 165 students (27.5%) with first language not believed to be English compared to 21.4% nationally.

The school is sited on Spring Lane in Canterbury and is within a 5 minute walk to Barton Court Grammar School. The School, over time, will be an 11-18 years, co-educational, non-selective school with 5 forms of entry. It is planned as a centre of excellence for vocational subjects at KS4 and KS5 along with a joint Sixth Form provision with Barton Court Grammar School offering academic qualifications at Post-16.

The School’s amazing state-of-the art design build is impressive and we believe this outstanding design, combined with an innovative curriculum, excellent teaching and learning, and strong pastoral care and guidance, will provide outstanding education for the local community for generations to come.

We seek to appoint an Assistant Headteacher: Pastoral care (KS3) who is passionate about Teaching and Learning; providing the best pastoral care, as well as championing all of our pupils. An Assistant Headteacher who will deliver our Trust ethos of high academic/vocational standards within a very caring and supportive school community. Our focus is on achieving excellence in all that we do to support outstanding outcomes for all our students. This is evident in the way our community of students, parents, staff and governors all work together to provide an engaging learning environment so that each student thrives and achieves their full potential.

We are a small Trust, but as we have grown our ambition of what we can achieve has also grown. Barton Court Grammar School is an excellent co-educational 11-18 years school and has supported BMS develop since opening in 2022. In May 2025 we had our first Section 5 Ofsted Inspection, securing ratings of ‘Good’ for both Quality of Education and Behaviour and Attitudes, along with an ‘*Outstanding*’ rating for Personal Development and Leadership and Management.

The inspection and report serves as a significant milestone in BMS journey. It thoroughly reflects the collective effort and dedication that has been invested into the school from the beginning. It is true to say that the progress that has been achieved truly prioritises the best interests of our students. The Charles Dickens School (CDS) is an 11-16 years non-selective co-educational school in Thanet, which was originally in special measures but since joining BCAT in 2017 has been on a rapid improvement journey, recently achieving a 'Good' Ofsted rating in March 2023.

Being part of a small Trust which works closely together, provides further leadership and professional development opportunities and greater scope to share best practice to improve the life chances of all pupils. Please read our website (www.bartonmanor.org), visit us and consider whether the School appeals. If invited to interview you will find we are open and transparent so that you have a thorough insight into what constitutes being a Senior Leader at Barton Manor. It is a dynamic school and it is a place for enthusiasts who believe that all things are possible. The Secondary phase is a new beginning for pupils and a place where professions can thrive.

If any matters regarding the application are unclear please contact us via email rmorgan@bartonmanor.org or by telephone on 01227 532140.

Please submit your application at your earliest convenience; we look at all applications as they arrive and reserve the right to progress them at any stage.

I hope that the quality of your application leads to an interview and thus gives us the opportunity to share our School with you.

Best wishes

Richard Morgan
Headteacher BMS

Our School – **Aspire, Believe, Achieve**

Students will **aspire** to be their very best and will be supported to **believe** in themselves and their ability to **achieve** and excel. Students will develop into confident, independent and resilient learners ready to meet the challenges of a world that is rapidly changing.

Our students will acquire, not only an excellent foundation of learning, but also the acquisition of habits of flexible thinking and learning, resilience and confidence in solving problems both as individuals and within a team. Students will enjoy some of the very best teaching resources and facilities available in the local area and, with the support of Barton Court Academy Trust, the School will be a special place to be educated.

At BMS, we promote the values of serving others, humility, achievement, respect and equality. We are a school which embraces our British heritage and British values. As a result, we welcome staff from a range of backgrounds and faiths to join our vibrant and inclusive environment.

We are seeking to appoint a senior leader to the post of Assistant Headteacher: Pastoral (Key Stage 3) with whole school responsibility of Gifted and Talented and Charities. The focus of responsibility for the post will be the strategic development of the School Pastoral Care within one Key Stage and the outcomes/progress of Gifted and Talented students across the School. The successful candidate will have the potential and desire to be active and influential across the whole leadership spectrum. As such it will provide a first rate preparation for those considering going on to Deputy Headship.

The leadership team consists of a highly experienced team of senior leaders. Over the last year the leadership team at BMS has gradually expanded. This will expand further as the School grows.

Subjects across the School benefit from having a team of highly competent and charismatic middle leaders from BMS. Exciting and innovative teaching is enabled by the scaffolding of colleagues' skills through comprehensive continuous professional development which encompasses everything from bespoke workshops to the opportunity to observe colleagues, including our leadership team.

Entirely committed to vocational/technical education, our facilities are second to none and include our own sports hall, MUGA and dance studio, Drama studio and main hall linked to music and music technology for school productions and performing arts events. Vocational/technical areas which include Hospitality & Catering, Design Technology and Engineering, as well as ICT rich classrooms for vocational courses such as Business, ICT, and Health and Social Care and Child Development.

Colleagues and pupils benefit from our commitment to extra-curricular activities, Cultural Capital Days and Enrichment Week broadening student experiences and developing cultural capital. Successful teachers within the Trust are committed, industrious and open to development, not only within the confines of the classroom, but within wider school/trust life.

Candidates applying for our Assistant Headteacher post are required to evidence in their personal statements their experience and that they match the person specification.

OUR VISION:

Aspire, Believe, Achieve

OUR MISSION STATEMENT:

Barton Manor School will provide a state-of-the-art learning environment combining an innovative academic and technical curriculum with strong pastoral care and guidance, which will deliver an outstanding educational offer for the local community for generations to come. Our fundamental moral purpose as educators is to nurture children and young people to think for themselves and therefore learn skills and develop their knowledge so that they are fulfilled and can thrive in an ever-changing world. As a member of BCAT, Barton Manor School will strive to become an accredited Thinking School where cognitive education is at the heart of all that we do.

Barton Manor School: Values

To achieve Barton Manor School's vision we have established a set of behaviours and characteristics that define how everyone within our community pledges to act; these are the values that we strive to demonstrate and personify on a daily basis.

Resilient / risk takers
Empathetic
Supportive of others
Principled
Empowered
Courageous
Thoughtful thinkers

The success of Barton Court Academy Trust is due to a strong partnership between staff, students and parents and a clear understanding of our core values within each school. Our vision is to lead three 'outstanding' secondary schools within the Trust, with high standards and excellence, underpinning all aspects of school life for both students and staff.

The Barton Manor School ethos will encourage traditional values such as hard work, integrity and respect, along with tolerance, diversity and inclusion to develop personal character and aspiration.

We will value and nurture our young people to understand the importance of hard work, strong moral principles, open mindedness, and care for others whilst embracing the modern technological world today.

The school will be forward-thinking and entrepreneurial. This can inspire our students today; everyone can work hard and be their very best. We want our students to have rich experiences that make them aspire for the very best careers and access to Higher Education and Training.

Curriculum Intention

Our curriculum intention is to prepare students for further education and/or employment with a combination of an academic and vocational curriculum which suits the needs of our students. This is done whilst giving the students some autonomy over their studies, allowing them ownership for their learning.

We aim to create well-rounded individuals who appreciate right from wrong and understand British values and what these mean in modern-day Britain. Through our focus on PSHE (Personal, Social, Health Education) they will be happy, healthy and safe, whilst learning how to be considerate of

others and the environment, enabling them to become good citizens via SMSC (Social, Moral, Spiritual, Cultural). Students will leave Barton Manor School with a clear vision of, and prepared for, their chosen future. They will be equipped with the qualifications, knowledge, skills and morals needed to succeed.

Curriculum Overview

We will offer a broad and balanced curriculum, which is both challenging and stimulating. All pupils in Years 7 and 8 will follow the National Curriculum and in Years 9 to 11 they will have the opportunity to study a range of GCSE, Vocational, BTEC, Technical and Creative subjects. The curriculum is designed as far as practically possible to meet the needs of all learners.

In Years 9 – 11 our curriculum offers personalised pathways to successful and future opportunities in training, Further Education and ultimately in achieving fulfilling careers.

For any pupil who has additional and/or special educational needs we will have an outstanding team to support them. We will ensure that no child is left behind and all make exceptional progress. Equally, we will ensure any pupil who exhibits exceptional talents will be nurtured to excel.

Student Voice and the House events will be developed as a student leadership structure ensuring that students feel listened to, valued and able to contribute to their school.

Assistant Headteacher: Pastoral Care (KS3) and Whole School Gifted and Talented achievement and Whole School Charity.

We are seeking to appoint a senior leader to the post of Assistant Headteacher: Pastoral Care (Key Stage 3) to join a leadership group of a Headteacher, Deputy Headteacher (Pastoral); Assistant Headteacher (Curriculum, achievement and assessment, Personal development and Enrichment); Assistant Headteacher (SENCO, EAL and Pupil Premium) and Assistant Headteacher (Teaching and Learning, PSHEE). The opportunity to work across the Trust is available to interested candidates.

The successful candidate will:

- Be an experienced pastoral leader already contributing significantly to whole-school developments
- Be passionate about high standards and achievement and excellence for all
- Be passionate about teaching and learning
- Be an enthusiastic team player
- Be an excellent teacher

The focus of responsibility for the post will be the strategic development of the School Pastoral Care within Key Stage 3 and the outcomes and progress of Gifted and Talented students across the School. The successful candidate will have the potential and desire to be active and influential across the whole leadership spectrum. As such it will provide a first rate preparation for those considering going on to Deputy Headship.

The successful candidate will:

- Have an intelligent grasp of raising standards and achievement through excellent pastoral care, guidance and support
- Have an intelligent grasp of raising standards and achievement for students who are Gifted and Talented.

Candidates should be able to demonstrate the Trust and School's vision and values and promote excellence in all aspects of school life. The role is a fantastic opportunity, as Assistant Headteacher of a new school, to establish the School's culture/ethos from the outset to support student welfare and personal development whilst establishing high standards of behaviour, attitudes and educational outcomes/progress. You will be joining a highly effective senior leadership team from across the Trust, led by the Headteacher, and joining a state-of-the-art school with the latest facilities, resources and ICT. We aim to ensure that the successful candidate will be central to all major strategic decisions and will be leading some of these, working with the Headteacher, Governors, staff and students. Central to this role is the ability to be a secure link between the staff and the Headteacher and so be able to work with the Headteacher, in an honest and open forum, in advising on staff morale and enthusiasm.



Barton Manor School

Assistant Headteacher Job Description

ASSISTANT HEADTEACHER: Pastoral Care (Key Stage 3), G&T achievement and Whole School Charity.

Achievement, Attendance and Behaviour (Key Stage 3)

L14 – L19

Reports to: Headteacher

- 1(a) **Key Purpose:** With the Headteacher and Executive Headteacher the post holder will:
- a) Support the DSL for safeguarding and child protection in KS3, including taking part in strategy discussions and inter-agency meetings, and contribute to the assessment of children. Will advise and support other members of staff, as appropriate on child welfare and child protection matters, and liaise with relevant agencies such as the local authority and Police. At all times the post holder will refer and keep fully up-to-date the Deputy Headteacher on all matters relating to Safeguarding and will seek guidance and advise as necessary.
 - b) Share responsibility for school policies, decision-making and strategic planning.
 - c) Develop an ethos of high expectations for students and staff.
 - d) Lead on change and innovation.
 - e) Take on full accountability for key areas of the School's work, including Outcomes/ pastoral care KS3, ECA, pastoral care (KS3), Y7 to 13 Gifted and Talented achievement. Charity (fundraising) & wider stakeholder engagement.
 - f) Deputise for the Deputy Headteacher (Pastoral care) in their absence at BMS and support them with their workload, when tasks are delegated or shared.
- 1(b) **Deputy DSL Duties and responsibilities** The key focus of this role is to Safeguard all students at KS3 and all levels across the school community.

Policy and Procedure

- Act as a champion of the School's Safeguarding Policy and procedures by supporting all staff to have access to and understand them

- Contribute to the School Safeguarding Policy and review process
- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches any of the school policies.

Managing referrals

- Referrals made to Social services
- Refer cases of suspected abuse to the Local Authority Children's Social Care
- Keep detailed, accurate and secure written records of concerns and referrals at KS3. These are reviewed regularly (at least once every 3 weeks) to ensure concerns are escalated as appropriate and any multi-agency involvement are held to account for escalating concerns.

Working with staff and other agencies

- Ensure staff can access and understand the School's Child Protection and Safeguarding Policy and procedures (especially new and part time staff)
- Inform immediately the DHT: Pastoral Care of safeguarding issues.
- Act as a source of support, advice and expertise for staff
- Understand the assessment process for providing early help and intervention
- Develop a working knowledge of how Local Authorities conduct a child protection case conference and a child protection review conference
- Attend and contribute effectively to Child In Need meetings, Child Protection conferences, Early Help, and planning and review meetings; including those taking place out of normal working hours.
- Liaise with the LA and follow up any referrals made.
- Monitor and review medical needs of students in KS3 and implement and monitor the effectiveness of care plans

Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role
- Undergo Prevent training and be able to:
 - Support the School in meeting the requirements of the Prevent duty

- Provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to:
 - Provide advice and support to staff on protecting and identifying children at risk of FGM
 - Report known cases of FGM to the Police, and help others to do so
- Undergo training on Online Safety and be able to:
 - Support the School in meeting the requirements of On-Line Safety as outlined in the KCSIE Policy (Updated annually)
 - Provide advice and support to staff on protecting children from the unique risks associated with on-line safety.
 - Ensure all staff are provided with on-line safety training at Induction and updated annually as required and all staff recognise the additional risks for SEND students with on-line safety.
- Refresh knowledge and skills at least annually so remain up-to-date with any developments relevant to the role
- Obtain access to relevant resources

Raise awareness

- Ensure the School's Child Protection policies are known, understood and used appropriately
- Ensure the Safeguarding Policy is available and easily accessible to everyone in the school community
- Be alert to the specific needs of children in need at KS3, those with special educational needs and young carers
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the School puts measures in place to protect them

1c) A key focus of this post is to ensure the highest quality of provision in: Outcomes/ pastoral care (KS3) ECA, pastoral care (KS3), Whole School Gifted and Talented Provision, Charity (fundraising) & wider stakeholder engagement. This will be achieved by:

- a) Developing excellence in KS3 pastoral care leading to outstanding academic outcomes for all students and all sub-groups.
- b) Developing excellence in G&T provision and pastoral care leading to outstanding academic outcomes, including outcomes for G&T students.

- c) Monitoring and evaluating the work of curriculum provision in KS3.
- d) Regular monitoring of student progress in KS3 against school, subject and individual targets.
- e) Regular monitoring of Attendance and Behaviour at KS3
- f) Oversee the effective transition from KS2 to KS3.
- g) Directing and monitoring the work of Heads of Year in leadership of KS3 Pastoral Care, attendance, achievement, behaviour and G and T progress.
- h) Accountability for line management of designated curriculum subjects and G&T Coordinator.
- i) Lead whole school charity fund raising

2. Areas of Responsibility and Accountability

(a) Leadership and Management

- a) Deputise for the Deputy Headteacher (Pastoral Care) at BMS when required and share leadership at the most senior level.
- b) Make significant contributions to meetings of the Senior Leadership Team, Extended Leadership Team, Pastoral Team and the Curriculum Team.
- c) Contribute to the operational management of the School and ensure it functions efficiently and effectively.
- d) Be a highly visible presence around the School and a role-model for expectations and standards to staff and students.
- e) Take full accountability for meeting targets relating to KS3: Attainment 8, Progress 8, %E+M (4&5), %5+ A*-C E+M, destinations.
- f) Take full accountability for targets relating to G and T, Attainment 8, Progress 8, %E+M (4&5), %9-7, %5+ A*-C E+M, destinations.
- g) Take full accountability for the examination results of the designated curriculum subjects (line management).
- h) Make a significant contribution to the Governors' Monitoring Group meetings, including appropriate documentation.
- i) Make a significant contribution to the School's self-evaluation process, including METAL, the SIP and SEF
- j) Assume any other responsibilities as may reasonably be required by the Headteacher.

(b) Student learning and achievement

- a) In conjunction with the AHT for T&L and AHT for Curriculum Monitor the quality of curriculum at Key Stage 3 in line with the School's policy on teaching and learning.
- b) Support the Leadership Team with the pastoral care of all students who are underachieving;
- c) With the AHT Teaching and Learning (METAL) support the cycle of curriculum monitoring to ensure the highest standards and achievement for all learners.

- d) Contribution to the Governors Committees with respect to KS3 Achievement, Attendance, Behaviour, G and T Progress, and your whole school delegated responsibilities.

(c) **Staff Support and Challenge:**

- a) Lead and manage the work of either Director of Key Stage or Heads of Year and G and T coordinator.
- b) Direct and support the work of Curriculum leaders in so far as they relate to your areas of devolved whole school responsibility.
- c) As part of METAL undertake lesson observations, book trawls, student interviews, and use the outcomes to identify and promote “best practice”;
- d) Remain positive at all times and lead staff by example.

(d) **The Learning Community**

- a) Represent the School at any relevant meetings.
- b) Represent the School at PTA meetings

3(a) **Teaching commitment**

- a) To teach 23 hours per fortnight (46%)



Barton Manor School



Assistant Headteacher Person Specification

The person specification sets out the: (i) qualifications and professional development; (ii) experience and knowledge; and (iii) personal qualities required for the role in line with the key accountabilities and responsibilities in the job description.

The person specification will be used as part of the selection process including: (i) shortlisting of applications (ii) assessment by interview (iii) and satisfactory references. To apply for the role, please complete the application form fully and provide a supporting statement of no more than two pages of A4.

Assistant Headteacher PERSON SPECIFICATION

	Essential	Desirable
Qualifications, Education, Training	<ul style="list-style-type: none">Honours Degree and teaching qualification.Q.T.S.Evidence of continuing professional development or further professional studyMiddle management training or school management programme	<ul style="list-style-type: none">Further professional qualificationHigher DegreeNPQSLParticipation in work with other schools/agencies
Relevant Experience	<ul style="list-style-type: none">Minimum of six years teaching experience, in more than one school, including teaching to GCSE level.Minimum of three full years at leadership level in a schoolProven success in raising whole school achievementEvidence of leading, supporting and managing others, both individuals and teams, ensuring high quality performanceWhole school pastoral care, support and guidance of a significant number of studentsWhole school safeguarding, CIC, Gifted and Talented provision.Monitoring, evaluation and review in order to provide performance data that can be used to improve the quality of student outcomes; quality of teaching, learning and curriculumInvolvement in innovative curriculum developmentManaging and implementing change successfully at whole school levelInfluencing whole school policy	<ul style="list-style-type: none">Leading professional developmentWorking in an 11-18 schoolWorking in an AcademyTeaching to Advanced levelExperience of safeguarding, Deputy DSL
Knowledge, skills, abilities	<ul style="list-style-type: none">Current knowledge of the use of assessment and data in students' learning and to raise standards.Understanding of personalisation of curriculum for different groups	<ul style="list-style-type: none">Understanding of the challenges of raising aspiration and achievement in

	<ul style="list-style-type: none"> • Ability to enhance performance by motivating and developing staff, helping them acquire the skills to prepare for more senior roles • Strong analytical, problem-solving, planning, project management and data handling skills • Evidence of being able to build and sustain effective working relationships with students, staff and parents • Enthusiastic and exceptional teacher, with a proven track record of excellent results in public examinations • Excellent interpersonal skills • Ability to identify and promote school improvement in creative and innovative ways • Knowledge of current initiatives in education especially in terms of raising standards and achievement • Ability to maintain a positive and supportive culture within Barton Manor School • Competent in the use of ICT 	schools in challenging circumstances, with high levels of social deprivation and students eligible for PP Funding
Leadership & Management	<ul style="list-style-type: none"> • Ability to manage, motivate, support and inspire trust in others. • Ability to work as part of a team. • Ability to work well under pressure • Ability to formulate, monitor, evaluate and review plans and policies • Ability to confront and resolve problems. • Ability to innovate and manage change. 	
Personal attributes	<ul style="list-style-type: none"> • Enthusiasm for and commitment to the achievement of the School's overall vision for success at all levels • A fundamental commitment to a belief that every student matters • Energy, tenacity, resilience and determination; willingness to work hard • Flexible, adaptable, results orientated and able to prioritise; resilient under pressure • A persona that would command respect from the school and local community • Creativity and enthusiasm to promote a positive school image to the local and national community • Ability to lead and manage own work effectively and take responsibility for own professional development • Positive attitude to team building across the School and a team player • Enthusiasm for student welfare, their success and happiness • Be passionate about teaching and learning • Be an excellent teacher 	<ul style="list-style-type: none"> • Emotional intelligence; adaptable to differing situations, with a clear sense of humour • The aspirations, talent and enthusiasm to become a Deputy Headteacher

Application Process

- Closing date for applications is Friday 30 January 2026 at 9am.
- Interviews will be held week commencing 9 February 2026

Please complete the application form and provide a supporting statement (on no more than two sides of A4). The supporting statement should include how you meet the person specification and your skills and experience to date that make you an ideal candidate for this post.

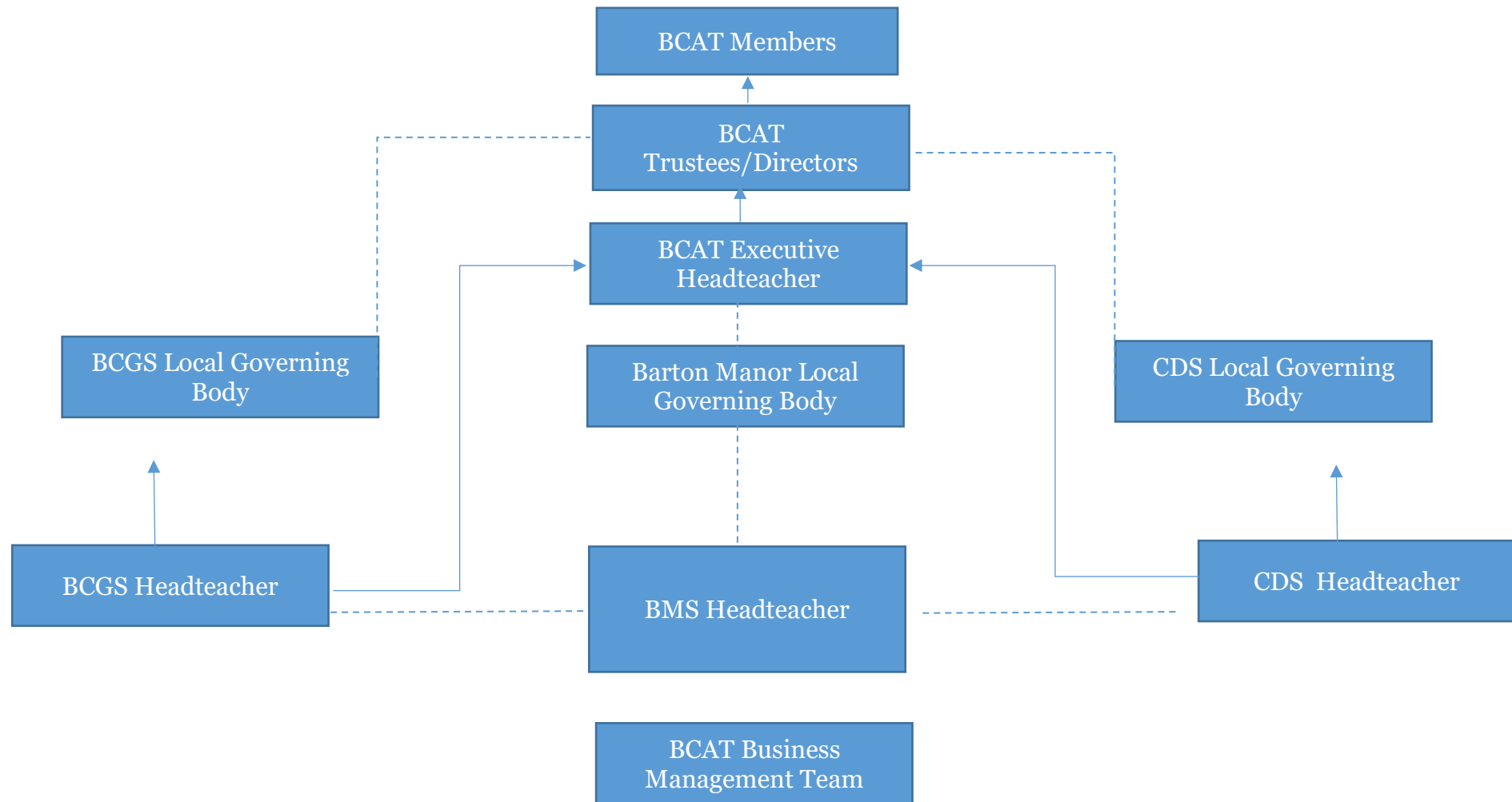
If you wish to discuss this post please contact Mr R Morgan, Headteacher of Barton Manor School, rmorgan@bartonmanor.org

Please email your application to:

BCAT HR Department
Mrs Carol Parkins
HR Assistant

recruitment@bartoncourt.org

Barton Court Academy Trust (BCAT) Omnigraph



Kirstin Cardus Executive Headteacher (BCAT)

BCAT Strategic Leadership, Finance, Personnel, ICT Strategy, Site Strategy

Richard Morgan Headteacher (BMS)

Vacancy

Assistant
Headteacher
(Pastoral KS3)
Safeguarding;
Behaviour;
Attendance;
Charities
G and T

Adam White

Assistant
Headteacher
Curriculum; ARR;
Timetable; Exams;
School calendar
Personal
Development,
Enrichment

Holly Stanley

Deputy
Headteacher
(Pastoral 9-11)
Safeguarding;
Behaviour;
Attendance;
CEIAG

Mitch Halpin

Assistant
Headteacher
SENCo (Inclusion)
Disadvantaged
(Inclusion)
EAL

Aimee Bourner

Assistant
Headteacher: T&L
Teaching
METAL, CPD, ITT,
Thinking Schools,
PSHEE