



# Assistant Headteacher – Pastoral

Candidate Pack



**Inclusion** is at the  
**heart** of our trust

## Introduction to Our Trust

Dear Candidate,

Thank you for your interest in this post at Oak Learning Partnership.

Our trust is cross phase and consists of primary, special, and secondary schools. We have a vision to transform lives through a highly inclusive approach. 'Inclusion is at the heart of our trust'. Which means we are compassionately rigorous and support all of our pupils to reach their full potential, have unconditional positive regard, leave no one behind and everyone is welcome.

Our schools work closely with one another; they collaborate with purpose, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We focus on impact, always making sure common sense is at the heart of our decision making, ensuring clarity and consistency from our leaders.

Our people matter; we understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need to allow them to flourish and be the best that they can be.

Whatever role an individual undertakes within our organisation, they are contributing to our collective aim of transforming lives. We invest heavily in our people ensuring they feel valued, and their well-being is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.





# Inclusion is at the heart of our trust

## About this role

Ash Grove School, formally Spring Lane School, is a specialist Pupil Referral Unit, dedicated to providing tailored education and support for young people facing challenges in mainstream education. We offer a nurturing and structured environment where students can re-engage with learning, develop resilience, and achieve personal success. Our dedicated staff work closely with students, families, and external agencies to ensure that every child receives the support they need to thrive.

We are seeking to appoint an experienced and compassionate Assistant Headteacher to lead on pastoral care, safeguarding, and PSHE. This is a key leadership role that requires a strong commitment to improving the welfare, behaviour, and personal development of our students. The successful candidate will act as the Designated Safeguarding Lead, ensuring that the highest standards of child protection and safeguarding procedures are in place.

We are laying strong foundations for growth and have a clear vision for the trust. This role is a key part of our growth strategy and could be an excellent opportunity for the right candidate ready for their next step. We are a values driven organisation, are highly ambitious, passionate about doing things with integrity whilst maintaining a good sense of humour.

If you want to make a difference to young people and join a trust at an exciting part of its journey, we would love to hear from you.

**We ask that you do not send CV's, please send your application form to [hr@oaklp.co.uk](mailto:hr@oaklp.co.uk)**

For any inquiries about the role, please contact the trust central team on **0161 553 0030** or email HR directly using the email provided above.

For further information about the trust please visit our website:  
**[www.oaklp.co.uk](http://www.oaklp.co.uk)**

*James F-Smith*

**James Franklin-Smith**  
**CEO of Oak Learning Partnership**

**Oak**   
Learning Partnership

[oaklp.co.uk](http://oaklp.co.uk)



A young boy with short brown hair is shown in a close-up, focused on playing a violin. He is wearing a dark blue sweater. The background is a library with bookshelves filled with books. A teal circular graphic is overlaid on the right side of the image, containing a quote and a caption.

**“Every day is different, with opportunities to learn new skills and work together to find solutions. It’s a great place to work with a fantastic team of dedicated staff.”**

Member of our Pastoral Team at Oak Learning Partnership



# Assistant Headteacher - Pastoral

**Salary:** Leadership Scale 10 – 13, actual salary £62,202 - £66,919 per annum.

## Job Description

**Normal place of work:** Ash Grove School, although you may be asked to contribute towards trust wide projects.

**Normal working hours:** This role does not operate on a timebound contract and is not subject to the working time provisions of a full time teacher in line with Teacher's Pay and Conditions.

**Responsible to:** Headteacher and Deputy Headteacher.

### PURPOSE OF THE POST

- Lead on pastoral care, safeguarding, and PSHE across the school.
- To be responsible for providing professional guidance to colleagues and work closely with staff, parents, and a range of external agencies in providing support to families.
- To carry out ad hoc duties delegated by the Headteacher. The job description should be read in conjunction with the Core Standards for all leaders.
- Act as the Designated Safeguarding Lead (DSL), ensuring compliance with statutory safeguarding requirements.
- To lead the curriculum, teaching and learning across school for PHSE
- To lead the curriculum, teaching and learning across the pathways.

### MAIN DUTIES AND RESPONSIBILITIES

#### **Pastoral and PSHE Leadership:**

- Lead and manage pastoral support across the school, fostering a positive and inclusive school culture.
- Develop and implement strategies to support student well-being, behaviour, and engagement.
- Promote outstanding Behaviour for Learning through a whole school strategic system.
- Work closely with families, staff, and external agencies to ensure a holistic approach to student support.
- Promote restorative approaches to behaviour management and student development.
- Lead the design, implementation, and delivery of a high-quality PSHE curriculum, tailored to meet the needs of our students.
- To have a clear vision for the discrete and cross curricular development of the strands PSHE with reference to the principles of Every Child Matters.
- Ensure that PSHE education equips students with essential life skills, covering topics such as relationships, mental health, substance misuse, online safety, and careers education.
- Monitor and evaluate the impact of PSHE provision, making improvements where necessary.
- Work collaboratively with teaching staff to integrate PSHE topics across the broader curriculum.

- To line manage the school's Engagement and Wellbeing team.
- To coordinate drop down days, themed days, external visitors and educational visits to enhance the PHSE curriculum through an understanding of local context.
- To celebrate and explore diversity through beliefs, cultures, identities and values.
- Respond to PSHE referrals and give quality advice and guidance on key interventions.
- Deliver appropriate courses and accreditation to meet a range of needs.
- Promote the aims and objectives of the school as laid down by the trust.

### **Safeguarding:**

- Act as the Designated Safeguarding Lead (DSL), ensuring compliance with statutory safeguarding requirements.
- Oversee the implementation of safeguarding policies, procedures, and training for staff.
- Lead on child protection cases, liaising with social services, the police, and other safeguarding partners.
- Maintain accurate safeguarding records and ensure timely interventions for students at risk.
- Provide safeguarding training and support to staff, ensuring best practices are embedded across the school.

### **General Leadership and Management:**

- In conjunction with the other Assistant Headteachers to liaise with the multi-disciplinary teams to ensure a seamless service for all pupils (timetables, in class support, reports for EHCP's etc).
- Be an active member of the Senior Leadership Team, contributing to the school's strategic vision and development.
- Lead and support pastoral staff, ensuring a consistent and proactive approach to student well-being.
- Analyse data on student attendance, behaviour, and safeguarding to inform school improvement.
- Support the Headteacher in fostering a culture of high expectations, inclusion, and student success.
- Act as a role model for staff and students, demonstrating high levels of professionalism, resilience, and commitment.
- Build effective relationships with all stakeholders through excellent communication and interpersonal skills, taking and providing appropriate advice.
- To take account of, and respond to feedback sought from pupils, parents and the wider community.
- To communicate effectively with staff so that they are properly informed of developments across the school and that their views are represented.
- Inspire, challenge, motivate and empower others to attain challenging outcomes.
- To be responsible for sections of the Self Evaluation Form and QEB report as directed by the Headteacher to ensure developments and achievements are reflected and issues, actions and the impact of actions are clearly identified.
- To contribute to a range of Quality Marks.
- Alongside the other Assistant Headteachers, attend key events in the school including Christmas Fayres, Prom, 'Friends' meetings, activities for parents and families. It is recognised that some of these will be on a rota basis with the other SLT.
- To take responsibility for the line management of staff as delegated by the Headteacher
- Lead a team of teachers and teaching assistants for performance management ensuring that attention is paid to their development through targets set and that their training needs are met.
- To lead an area of whole school curriculum responsibility which will be discussed with the applicant on appointment.
- The job description will be reviewed on a regular basis to reflect the changing needs of the school. The job description is not intended to be a sole description of the tasks which may need to be undertaken by the Assistant Headteacher. However there should be enough detail to ensure that the postholder has a clear understanding of the remit of their role.

# Assistant Headteacher Person Specification

<b>CRITERIA</b>	<b>Experience, Qualifications and Training:</b> On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
<b>ESSENTIAL</b>		<b>DESIRABLE</b>
<ul style="list-style-type: none"> <li>• Graduate; Qualified Teacher Status.</li> <li>• Good Honours Degree</li> <li>• Willingness to learn and commitment to professional development.</li> <li>• Successful teaching of pupils and be able to demonstrate impact.</li> <li>• Positive relationships with pupils' parents.</li> <li>• Experience of leading whole school initiatives with evidence of how you have impacted upon the young people in your care.</li> </ul>		<ul style="list-style-type: none"> <li>• Previous middle leadership/senior leadership experience.</li> <li>• Team Teach Qualification.</li> </ul>
<b>CRITERIA</b>	<b>Ability, Skills and Knowledge:</b> In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
<b>ESSENTIAL</b>		
<ul style="list-style-type: none"> <li>• Effective classroom practitioner with the ability to teach outstanding lessons.</li> <li>• Knowledge and understanding of specialist strategies for working with children who require alternative provision.</li> <li>• Ability to evaluate and develop practice from evidence of pupil learning.</li> <li>• Able to provide for pupils' different learning styles.</li> <li>• Possess the skills to build on the strength and expertise of individual staff and be able to motivate, lead and empower others, showing evidence of this in your present post.</li> <li>• To understand the role and benefits of work-based learning opportunities and be able to successfully deliver curriculum targets through this approach.</li> <li>• To have excellent written ability to write and present complex reports to inform and promote the school to a range of audiences.</li> <li>• Excellent team-building skills.</li> </ul>		
<b>CRITERIA</b>	<b>Personal style and behaviour:</b> In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:	
<b>ESSENTIAL</b>		
<ul style="list-style-type: none"> <li>• Demonstrable commitment to alternative provision work.</li> <li>• Ability to manage other team members.</li> <li>• A team player.</li> <li>• Approachable and sensitive to the needs of others.</li> <li>• A willingness to work positively with challenging behaviour.</li> <li>• A demonstrable commitment to equal opportunities.</li> <li>• To be able to work under pressure and to meet tight deadlines and to lead others to do the same.</li> <li>• Ability to work closely with the senior leadership team on shared projects.</li> </ul>		

## Leadership Posts:

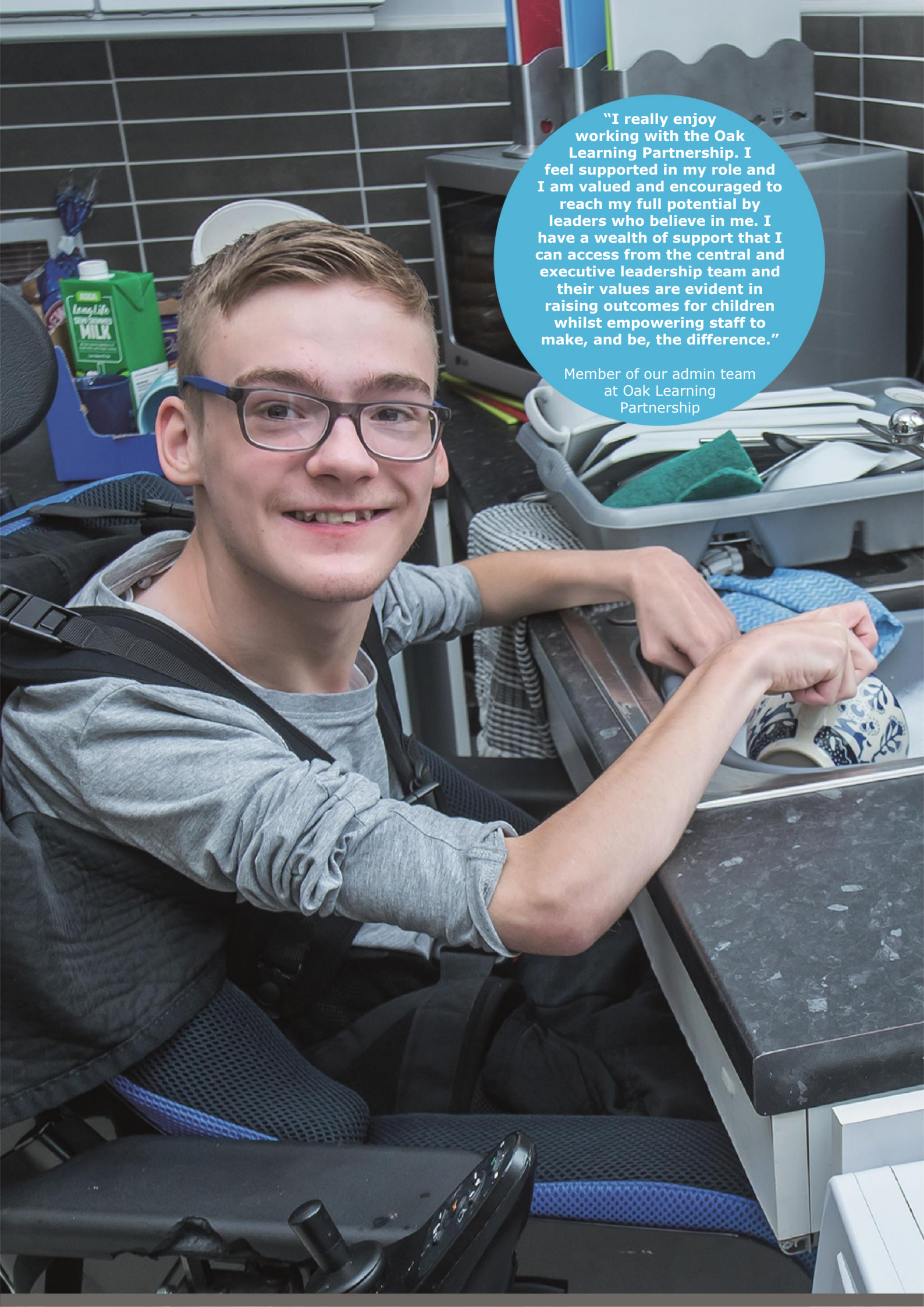
Post holders are also responsible to the Headteacher for ensuring the general good order and discipline and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims and ethos of the school and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as interrelated.

## Section (A) Generic to all Leadership Team:

This section is based on the National Standards for Headteachers. These standards include four 'Excellence As Standard' domains: 1. Qualities and knowledge; 2. Students and staff; 3. Systems and processes; 4. The self-improving school system.

<b>Qualities and Knowledge</b>
<ol style="list-style-type: none"><li>1. Hold and articulate clear values and moral purpose, focused on providing a world class education for the students they serve.</li><li>2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their students and staff, and towards parents, governors and members of the local community.</li><li>3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.</li><li>4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.</li><li>5. Work with political and financial astuteness, within a clear set of principles centred on the School's vision, ably translating local and national policy into the school's context.</li><li>6. Communicate compellingly the School's vision and drive the strategic leadership, empowering all students and staff to excel.</li></ol>
<b>Students and Staff</b>
<ol style="list-style-type: none"><li>1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students' outcomes.</li><li>2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and students' well-being.</li><li>3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.</li><li>4. Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.</li><li>5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.</li><li>6. Hold all staff to account for their professional conduct and practice.</li></ol>
<b>System and processes</b>
<ol style="list-style-type: none"><li>1. Ensure that the School's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.</li><li>2. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.</li><li>3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.</li><li>4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively - in particular its functions to set school strategy and hold the headteacher to account for student, staff and financial performance.</li><li>5. Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the School's sustainability.</li><li>6. Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.</li></ol>
<b>The self-improving school system</b>
<ol style="list-style-type: none"><li>1. Create an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students.</li><li>2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students.</li><li>3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.</li><li>4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.</li><li>5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.</li><li>6. Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.</li></ol>





**"I really enjoy working with the Oak Learning Partnership. I feel supported in my role and I am valued and encouraged to reach my full potential by leaders who believe in me. I have a wealth of support that I can access from the central and executive leadership team and their values are evident in raising outcomes for children whilst empowering staff to make, and be, the difference."**

Member of our admin team  
at Oak Learning  
Partnership

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