



Deputy Pastoral Lead

**Bridge Learning Campus
part of Trust in Learning (Academies)**

Application Pack – May 2022

Welcome Letter

Copy of the Advertisement

Trust in Learning (Academies) – Who we are

Bridge Learning Campus – Key background information

Job Description

Person Specification

Child Protection and Safeguarding

Explanatory Notes

How to Apply

Bristol – Location, Location, Location

[Bridge Learning Campus – Ofsted Inspection Report, October 2021](#)

Dear Applicant,

The Deputy Pastoral Lead has a key role to play in working within our school community. We are looking for someone with the capacity to promote and develop the Campus values, and to assist the Pastoral Lead in creating a safe, inclusive and supportive environment, that will allow our students to thrive and reach the very best of their abilities.

Our school mostly draws students from the areas of Hartcliffe, Whitchurch, Withywood, Filwood and Knowle West in which are some of the wards of highest deprivation in our city. We receive a pupil premium grant for over 60% of our students and many children join our school in nursery, reception or in Year 7 below the age-related expectations for personal and academic development. We are committed to accelerating their progress and empowering them to be confident young adults.

Our pupils have ambition, manners, respect, loyalty and character. At times, they may find it difficult to demonstrate confidence and resilience but our vision, and that of our Trust, is to improve the personal development and outcomes for children and young people by promoting communities that trust in learning. Our curriculum aims to instil our students with the confidence, knowledge and skills they need for life in modern Britain and this is anchored around our commitment to reading, oracy and the development of our students' cultural capital.

Over the past four years, Bridge Learning Campus has achieved significant and sustainable improvements in student outcomes, resulting from the hard work, skill and commitment of a great team of staff at all levels. Prior to the pandemic, we saw our Progress 8 score rise from -0.88 to -0.05 in two years and we have seen similar improvements in some of our primary results e.g. at EYFS and in the Year 1 phonics check.

Our school improvement continued throughout the pandemic. In October 2021, Ofsted judged our school to be "Good" in all areas, evidence of our significant progress since the "Inadequate" judgement of the previous inspection (in May 2018).

You will be working in a school that has invested heavily in its pastoral teams. We have a clear whole-school system for behaviour management and sanctions, including for incomplete homework, are centralised, rather than being the sole responsibility of individual teachers or departments. This ensures that our students receive the personal support and boundaries they need and also allows teachers and subject leaders to focus on the quality of teaching and learning within their classrooms.

The school is also committed to the professional development of its staff through in-house training programmes and by supporting opportunities for career progression.

We are seeking to appoint someone who is ambitious and driven, skilled and knowledgeable about pedagogy and cognitive science and who is keen to take on a role in a school where their commitment is valued. If this might be you, then I encourage you to look closely at this opportunity.

If you have any questions relating to this role, please contact Alex McAfee, PA to the Headteacher on amcafee@blc.school

If you would like to join our community and be part of what we are striving to achieve, please do apply. We warmly welcome your application.

Rupert Maule
Headteacher

Advertisement

Deputy Pastoral Lead - Required for September 2022

Salary Range: BG9

Bridge Learning Campus is:

A rapidly improving, growing school, judged "Good" in all areas by Ofsted in October 2021

An all-through campus where 3-16 year olds grow into confident young adults

A school with an evidence-based and research-led approach to teaching, learning and CPD

Committed to long-term, sustainable strategies – not 'quick fixes'

A member of Trust in Learning (Academies)

What we are looking for:

Able to demonstrate, patience, excellent communication and listening skills

The ability to connect with young people

Proven track record of using strategies to modify behaviours

A genuine interest and belief that all students can achieve

Empathetic and resilient but have a firm but fair approach

We are seeking to appoint a highly motivated and enthusiastic person who is work across the Campus to provide pastoral support, working closely with individual students to support their progress as well as liaising with parents, families and external agencies.

Working alongside the Head of Pastoral you will foster a culture of 'BRIDGE' values within the community. In addition to providing attendance, mentoring and administrative support that ensures the children thrive in a safe and inclusive environment

Visits to the school ahead of application are welcomed. If you would like to arrange a visit, please contact Alex McAfee amcafee@blc.school

Fluency Duty

The ability to converse at ease with pupils, parents and other users of the service and provide advice in accurate spoken English is essential for the post.

Key Dates:

Closing Date – Wednesday 25th May, by 12 noon.

Interview Date – W/C 6th June

Application packs can be downloaded from Eteach - Please send your completed application by email to recruitment@tila.school by 12 noon on 25th May

Trust in Learning (Academies) is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS disclosure.

Trust in Learning - who we are

Trust in Learning (Academies) (TiLA) was created in order to improve the educational opportunities and outcomes for pupils and students in areas of disadvantage.

As a Multi Academy Trust, TiLA is totally committed to delivering an **inclusive** approach to education. It is therefore important that TiLA is able to support all schools and communities, but we will always seek to ensure the gaps that exist in learning between disadvantaged children and others are overcome.



Our goal is to help create **exceptional and distinctive** learning communities.

At the heart of our belief system is **our focus upon learning** – a commitment to the classroom and the core purpose of education. At TiLA our commitment to the learning process challenges all of our schools and academies to fully endorse the concept of collaborative learning. Just as our commitment to inclusion is a non-negotiable, so too is each school's contribution to inter-school learning and the development of a TiLA wide professional learning community.



To be part of TiLA is not to be part of a loose collection of schools; rather it is to be a community within a community, a partner within a partnership. TiLA believes whole heartedly in the importance of **localism** and supports the creation and development of Local Governing Bodies which can effectively support and challenge school leaders and who also understand and respond to the contextual needs of each community.

Yet localism does not equal isolationism – every Local Governing Body and their leaders will be held to account by a Board and our commitment is to seek a balance between **uniformity and uniqueness** in TiLA schools – uniformity in terms of central structures, services, policies, the alignment of TiLA and school values and vision; but balancing this with the uniqueness and distinctiveness of each school and its community.

If we all Trust in Learning, then in order to obtain outstanding outcomes in exceptional community focused schools, we need the **very best people** and the **very best leaders**.

At TiLA we are committed to recruiting and retaining the most able people into the best jobs. Integral to the growth, expansion and success of TiLA is our ability to develop, manage and retain talented people

and leaders. Within the Trust we have four academies:

- Orchard School Bristol (Secondary)
- Parson Street Primary School
- Filton Avenue Primary School
- Bridge Learning Campus (All through)

Our guiding principles are therefore to:

TRUST in LEARNING TRUST in LEADERSHIP TRUST in LOCAL GOVERNANCE

Our ambition and aspiration is...

- To help support more children and young people by being an outstanding Multi Academy Trust – we aim to establish a successful Trust of between 10 and 20 schools
- To become a partner of choice for schools with similar moral purpose and who would wish to contribute towards an evolving and growing Multi Academy Trust
- To tackle underachievement and school to school variation of outcomes by promoting and leading on inter school collaboration and learning
- To establish a Multi Academy Trust of schools from all sectors of education, whose schools are fully inclusive, look to overcome disadvantage and aspire for the very best for all
- To inspire our staff to become education leaders who will challenge and innovate from the classroom to the boardroom
- To ensure we target funding to where it makes a difference via central services that will deliver economies of scale and enable us to protect pedagogy and student support



Geography...

- Our commitment is to support schools that serve communities in the West of England
- Our commitment to sharing between our schools is a limiting, but important factor in our planned growth – we will look to support schools that lie within an hour and a half travel of Bristol

Bridge Learning Campus – Key Background Information

MISSION STATEMENT: “Inspiring experiences to empower knowledge and confidence for generations across our global community”. At Bridge Learning Campus, we teach our children the skills and knowledge they need to be confident, resilient, respectful and responsible global citizens. Our curriculum has its foundations in reading, oracy and the development of cultural capital.

OUR VISION: "The UK's leading all-through school, investing in children's lives for their global futures."

As an all-through school, we have a unique opportunity to work with our pupils and alongside their families to build relationships with our local community and to empower our pupils to realise their aspirations and ambitions. It is our responsibility to ensure we provide for our community's needs, never accepting anything less than the highest standards of our pupils and for our pupils.



What we have achieved over the last four years

- Improved Progress 8 measure to be in line with national standards (P8 in 2017 = -0.88; P8 in 2019 = -0.05)
- Fully redesigned curriculum from EYFS to Year 11
- Subject specialist teaching throughout the curriculum
- Student growth in all year groups, with the school returning to a six-form intake in Year 7 in September 2022.
- Ofsted judgement of Good in all areas (October 2021), representing rapid improvement from the judgement of 'Serious Weaknesses' in May 2018.

What we aim to achieve by September 2024

- An excellent quality of education across the campus from EYFS to Year 11
- Pupils' personal development and well-being is prioritised, supported and enables them to be successful in their learning.
- Leadership and management (at all levels) maximises school effectiveness.
- Campus buildings and resources facilitate outstanding learning in all years.

We want our community to be a partner in all that we do to meet these aims. We work together to ensure a shared sense of social responsibility where equality is promoted, diversity is valued and discrimination is challenged.

SOME INFORMATION FOR YOU

Bridge Learning Campus is organised into stages of development. Our Early Years Foundation Stage, (comprising a Nursery and two Reception classes), a two-form entry primary phase (KS1 and KS2) and a secondary phase of approximately 600 pupils in Years 7-11 (but growing). We anticipate approximately 160 pupils will join Year 7 in September 2022, organised across six tutor groups.

Approximately two-thirds of our pupils are in receipt of free school meals and 30% of all pupils are on the SEND register. Our primary need is Speech and Language Communication, with evidence of a growing community need in the area of SEMH. Alongside our mainstream curriculum, we run a Dual Curriculum to support pupils with high level and/or complex SEND needs.



Although we currently run a horizontal pastoral structure, we are planning to introduce vertical tutor groups within a house system from September 2022.

WORKING IN PARTNERSHIP The school works to support the aspirations of the community it serves with young people and their families at the centre of all it does. We work with a wide range of community partners to achieve this, but the most important relationships are those with our children's parents and carers.

The school is a critical part of the work and development of TiLA and fully appreciates the advantages of working within a multi academy trust. The Trust operates ten inter-school groups and hubs and Bridge Learning Campus staff are enthusiastically engaged in these. The continued success of the school is very much inter-linked with the continuing strength of the Trust and vice-versa.

TRUST IN LEARNING ACADEMIES BRISTOL

JOB DESCRIPTION

Place of work: Bridge Learning Campus

Job Title: Deputy Pastoral Leader

Job Level/scale: BG9

Responsible to: Pastoral Leader

Job Purpose: Working under the direction of one of the Pastoral Leaders, provide day to day and leadership and support of the year group(s) to which you are allocated.

To be responsible for the care and welfare of pupils in these year groups.

To contribute to the academic progress and welfare of pupils. promoting activities and engagement of pupils throughout the campus and beyond to parents and the wider campus community.

Duties: The duties outlined in this job description are in addition to those covered by the latest LPGS and Green Book regulations. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Generic role:

- To promote and monitor pupil achievement and to monitor and intervene in pupil behaviour and attitudes to learning
- To support the team of tutors in delivering a high standard of pastoral care and tutoring.
- Deputise for the Pastoral Leader in their absence

Key responsibilities

Responsibility for:	To include:
Ethos and culture	<ul style="list-style-type: none">• Promote excellence throughout the campus, upholding the high expectations we have for all aspects of an excellent education• Model and promote the Bridge Learning Campus values of respect, responsibility and resilience with colleagues, young people, their families and the community we serve• To ensure the ethos, values and goals of the campus, as reflected in the vision statement, are communicated positively to colleagues, parents, the community and pupils/pupils.• To model positive interactions with pupils, acting as a role model for pupils and setting an example for staff in how to establish and maintain strong relationships within clear boundaries.• Actively support whole-school developments and strategies, engaging, supporting and contributing to staff CPD as necessary.• Work positively and closely with external agencies and practitioners in support of our pupils' well-being, development and progress.• Promote equality, equity, inclusivity and diversity in all areas of campus life.



	<ul style="list-style-type: none"> • Take an enhanced role within the campus duty rota, promoting a positive ethos throughout the site.
Pupil Behaviour	<ul style="list-style-type: none"> • To encourage pupils to follow the BLC Way in order that they show respect, take responsibility and develop resilience • Monitor and track the conduct of pupils within the year group(s) and taking appropriate action where necessary • To ensure the Behaviour Management system is implemented consistently in the Year Team(s) so that effective learning can take place • To support and promote the rewards system • To support strategies which enhance the positive relationships between campus, parents and the local community • Support in the management of detentions within the year team • Manage positive report cards and other strategies that support pupils to manage their behaviour for learning • Attend admission meetings for managed moves and return from suspension meetings • Support students on report, including those with IEPs and behaviour support plans, to be a success by assessing their progress and reporting back to parents. • Arrange and facilitate parental meetings regarding behaviour, attendance and progress by completing RFS meetings and providing outcomes/actions and follow up
Attitudes to learning (including pupil attendance)	<ul style="list-style-type: none"> • To support improving attendance and punctuality within the Year team, liaising with the Attendance Officer, meeting parents and tutors where appropriate • To monitor pupil attendance together with pupils' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary • Support and manage sanctions for absence and/or poor punctuality as necessary • Carry out home visits, accompanied by a colleague, to follow up on absences where no reason has been given. • Lead restorative justice meetings to help resolve conflicts or challenges between pupils and/or between pupils and staff. • Oversee attendance for vulnerable students, including planning home visits. • Lead and follow up detentions for punctuality
Personal development and well-being	<ul style="list-style-type: none"> • Uphold and discharge the highest standards of safeguarding practice for all pupils • Contribute to the assessment of need for pupils in the year group(s), leading to the identification of those that require further intervention • Plan and lead DNA-V interventions (or similar) with identified individuals and/or small groups • Support the team of tutors in delivering a high standard of tutoring and cover • Supporting the delivery of appropriate provision and processes at year specific transition points e.g. Induction, testing, target setting, alternative provision, increasing flexibility, GCSE, next steps, etc. • To contribute to the spiritual, moral, social and cultural curriculum of the year group(s) • Ensure pupils have a forum to voice their views and that these contribute to school improvement decisions • Monitor the day to day wellbeing of all students within phase/year • Regularly use CPOMS to record, complete actions and referrals for SEN, SEMH etc

Pupil progress	<ul style="list-style-type: none"> • In conjunction with appropriate members of the Leadership Team, be responsible for monitoring the whole learning experience of the Year groups and liaising with form tutors, the inclusion team and Heads of Department to ensure that each individual pupil's/pupil's needs are being met • Through Year team routines and monitoring processes ensure that pupils are ready to learn (uniform, equipment) • Work with colleagues in school and liaising with external agencies and parents to identify barriers to learning. • Supporting and monitoring the effectiveness of tutor interventions with individual pupils around target setting and achievement • Intervene and take appropriate and effective action to ensure progress and wellbeing of students by planning, preparing and assessing DNA-V, Resilience lab and intervention groups
Additional Duties	<ul style="list-style-type: none"> • To ensure effective communication/consultation as appropriate with the parents/carers of pupils • To support the development of effective community links with partner schools, external agencies and the community • Attendance where necessary at liaison events in partner schools and the effective promotion of the campus at Open Days/Evenings and other events • To engage actively in CPD and the Professional Development Review (PDR) process. • Leading referrals and outcomes of meetings • Work as a cover supervisor when required. • Leading and preparing follow up letter 2 as part of a court case • Actively engage in multi agency work across Bristol and beyond where necessary, to determine ways to meet the needs of our most vulnerable students.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A member of staff is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behavior and attitudes which set the required standard for conduct whilst working at BLC:

- Members of staff are expected to maintain high standards of ethics and behavior, within and outside school, by:
- Treating students/pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a member of staff' position having regard for the need to safeguard students'/pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students/pupils' vulnerability or might lead them to break the law.
- Members of staff must have proper and professional regard for the ethos, policies and practices of the campus in which they work, and maintain high standards in their own attendance and punctuality.

Review of Performance

The Appraisal cycle will focus on the post holders’ job as whole and particular responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of ‘continuous improvement’.

Code of Conduct

The campus expects all staff to ensure that their standards of conduct are, at all times, compliant with the Bridge Learning Campus Code of Conduct.

Fluency Duty

This role has been identified as falling within the definition of requiring fluency in spoken English. You will be required to speak English with confidence and be able to conduct a conversation and answer questions for extended periods of time using technical language where required.

This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title. Whilst every effort has been made to explain the main responsibilities and duties of the post, each individual task undertaken may not be specified.

Date of Job Description:

Signed: (Deputy Pastoral Leader)

Person Specification: Deputy Pastoral Leader

This specification describes the qualifications, skills and personal qualities needed by the successful applicant for the post

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> • Good Level 2 qualifications in English and Maths (minimum GCSE Grade C/Grade 5 or equivalent) • Full, clean driving licence (preferably with D1) 	<ul style="list-style-type: none"> • Level 3 qualifications or higher • First-aid qualification(s) • Up-to-date training in positive handling • Minibus driving qualification
KNOWLEDGE AND EXPERIENCE	<ul style="list-style-type: none"> • Experience of developing and successfully implementing strategies to re-engage pupils in learning • Evidence of engagement with recent and relevant continuing professional development and research • Knowledge and understanding of how children form and develop positive relationships with adults and how to obtain best outcomes for all pupils, including disadvantaged pupils • Experience of using restorative approaches to resolve conflicts 	<ul style="list-style-type: none"> • Evidence of further professional development in an area linked to pupils' personal development and well-being • Detailed understanding of specific SEND needs e.g. ODD, ASD. • A working knowledge of SEND
ABILITIES AND APTITUDES	<ul style="list-style-type: none"> • Resilience, tenacity and an unwavering belief in the potential of all young people • The ability to set and maintain high standards of behaviour and conduct across the campus • Creativity, originality and the ability to think and act innovatively • Good literacy and numeracy skills. • Excellent communication skills using a range of media • High level administrative and organisational skills, including the ability to use ICT to manage records, evaluate progress and generate reports • Ability to work as a proactive team worker and independently • Ability to listen, adapt and reflect 	<ul style="list-style-type: none"> • Ability to contribute to cross-curricular and enrichment work • Knowledge and experience of using school management system(s)
EDUCATIONAL VISION AND VALUES	<ul style="list-style-type: none"> • Setting high expectations, maintaining high standards of participation, achievement and behaviour • Commitment to inclusive education and belief that all pupils can succeed • Commitment to continuing professional development and awareness of your own training needs • Commitment to embedding equity and inclusion in all aspects of your work • Allyship for diversity and an active commitment to anti-discrimination 	

	<ul style="list-style-type: none"> • A willingness to work in the whole school community and to support the school's ethos, vision and values 	
PERSONAL QUALITIES	<ul style="list-style-type: none"> • Personal integrity and sensitivity • Adaptability and initiative • An enthusiasm to inspire pupils and their parents • The ability to converse at ease with pupils, parents and other users of the service and provide advice in accurate spoken English. 	

Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust. The policy can be found on our web site: www.tilacademies.co.uk

The five main elements of our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

Safer Recruitment:

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance 2021.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

Explanatory Notes

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form. You will also be asked for a letter of application.

Interview Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form and your letter of application, so please read the information contained in this pack carefully before you complete your form, addressing the key criteria in the person specification.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience, or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.

How to Apply

To apply please complete the Trust in Learning (Academies) application form. Your **letter of application** should address how and why you feel that you are equipped to fulfil this role noting your personal values, attributes, your ability to lead others and your knowledge and experience to date.

Completed application forms should be uploaded to eteach or returned to recruitment@tila.school

Key dates:

Closing date for applications: Wednesday 25th May, by 12 noon.

Interview day: W/C 6th June 2022

Visiting the school

It may be possible to arrange a visit to the school. To arrange a visit please contact Alex McAfee, PA to the Headteacher on 0117 3534472 or by email on amcafee@blc.school .



Bristol – Location, Location, Location

We just wanted to tell you a bit about our City - Bristol has been named as one of the top ten cities to live anywhere in the world, and ranks alongside the likes of Tokyo, Amsterdam, Berlin and Barcelona.

The City has had the honour bestowed by the global glossy Forever Sports magazine, which says living in Bristol is on a par with life in New York or Melbourne.

Whilst this is a great accolade there is a whole lot more besides.

You will do your own research, if coming from outside Bristol but here are a few things we think make Bristol a great place to live and work.

- There are lots of green spaces in the city centre and the harbour is a good place for bars, cafes and a walk. There's street art all over the place (Banksy is from here, so no surprise) and during the summer, there are lots of festivals in the local area
- Bristol is a compact city in easy reach of the M4 and M5 motorways making London and the coast of Devon reachable for a day trip
- Surrounding the city is beautiful countryside scattered with picturesque villages with beating hearts of their own

So, whether you want country living with access to a cosmopolitan city or to be part of a vibrant cultural city, Bristol can deliver..... Oh! and the world heritage site of Bath on our doorstep.



Bristol Cathedral



Park Street and Bristol University



The Harbourside and its festivals



Clifton Suspension Bridge and the city