

Job Description and Person Specification

Role

Pastoral and Academic Leader (PAL)

St Thomas More Language College

Grade: Scale 6

Reporting to: Assistant Headteacher

The Saint John Southworth Catholic Academy Trust is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Job Description

Corporate Responsibilities

- To contribute to a working environment underpinned by the principles of Catholic Social Teaching
- To ensure probity, propriety and adherence to the Nolan Principles both in personal conduct and throughout the Trust
- To comply with policies and procedures relating to safeguarding and report any such suspicions, no matter how small, to the Designated Safeguarding Lead or in the case of concerns about a member of staff, the Headteacher
- To comply with all other policies, procedures, working practices and regulations, in particular, Equality and Diversity, Health and Safety, Confidentiality, Data Protection and Financial Regulations in line with our Scheme of Delegation
- To be accountable to and carry out any reasonable request from the Headteacher(s) / Line Manager

This is a school-based role that will involve contact with children.

Key Duties and Responsibilities

- To promote and support the academic progress, spiritual and moral development and pastoral support of allocated pupils
- To lead on all aspects of progress, behaviour and pastoral support for the allocated pupils
- To maintain up to date records on each allocated pupil covering attainment, progress, attendance, punctuality and behaviour
- To routinely meet with allocated pupils to identify where they are and where they need to get to
- To monitor underachievement using robust data tracking systems and design and implement suitable strategies to tackle underachievement, providing regular updates to those at risk to the Senior Leadership Team (SLT)
- To carry out regular reviews of the rewards and sanctions issued to the allocated pupils and provide regular reports to the SLT
- To oversee Internal Exclusion
- To work alongside the SLT to ensure delivery of an appropriate PHSCEE programme to develop pupils as 21st century citizens who are supportive of the common good
- To conduct learning walks to ensure the highest standards of behaviour and progress
- To take an active role in transition activities
- To monitor targets set for pupils and ensure pupils at all levels are provided with the appropriate support to achieve or exceed their potential
- To liaise with Heads of Department, the Special Educational Needs and Disabilities Team, the English as an Alternative Language Co-ordinator and the Most Able Co-ordinator
- To ensure the needs and aspirations of all individuals are met

- To support whole school self-evaluation structures and write appropriate improvement plans
- To support extra-curricular activities including homework clubs
- To promote, plan, attend and support activities in which the pupils participate
- To attend all parents' evenings and after school meetings associated with the allocated pupils
- To undertake first aid training and be part of the college's First Aid Team
- To monitor attendance, punctuality and uniform of the pupils and initiate actions as necessary
- To work closely with the Assistant Headteacher of Inclusion and support agencies to promote the wellbeing of all pupils and identify those who may benefit from support
- To carry out break and lunchtime supervision duties to ensure pupils are integrating effectively and monitor their behaviour in the playground
- To make regular contact with parents to develop strong home school links and ensure all parents are accessible to the college
- To support pupils in their preparations for tests and examinations
- To lead on promoting the House System
- To maintain pupil notice boards to highlight successes
- To take a lead role in acts of worship and assemblies
- To lead and support Tutors in their roles

Professional Development

- To be committed to own professional development
- To establish and participate in training opportunities, meetings and networks to support and maintain excellent skills, techniques and knowledge
- To seek feedback and act on it to improve performance within and beyond formal coaching and appraisal opportunities
- To undergo regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD)

Fluency Duty

In line with Part 7 of the Immigration Act 2016, the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role, the post holder is required to meet the advanced fluency level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly
- Explain difficult concepts simply without hindering the natural smooth flow of language
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in the Trust

We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check with Children's Barred List.

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. The amendments to the ROA 1974 (Exceptions Order 1975, (amended 2013 and 2020)) provides that when applying for certain jobs, certain spent convictions and cautions are protected and they do not need to be disclosed to employers. If they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the [Ministry of Justice website](#) and further information about filtering offences can be found in [DBS filtering guide](#).

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Date: June 2025

This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks.

Post holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager.

This job description will be reviewed with the post holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness.

Name: _____

Signature: _____

Date: _____

Person Specification

	Essential Requirements	Desirable Requirements	How Identified
Qualifications	<ul style="list-style-type: none"> Minimum of five GCSE (A-C/ 4+) including English and Maths or equivalent e.g., Adult Literacy/Numeracy at level 2 	<ul style="list-style-type: none"> A good honours degree First aid qualification or willingness to work towards 	<ul style="list-style-type: none"> Application
Experience	<ul style="list-style-type: none"> Experience of providing learning, pastoral and wellbeing support for children Evidence of improving pupil outcomes 	<ul style="list-style-type: none"> Experience supporting in a secondary school setting Experience of working with support agencies 	<ul style="list-style-type: none"> Application Interview
Knowledge, Skills and Ability	<ul style="list-style-type: none"> Knowledge and understanding of the developments in education An understanding of the secondary curriculum and its assessment Ability to use assessment data to inform planning and set targets Awareness of the support mechanisms available to pupils and their parents Knowledge of the statutory responsibilities regarding the needs and care of vulnerable pupils Ability to use IT and relevant software effectively as tools to raise achievement Ability to relate well and work effectively 	<ul style="list-style-type: none"> Understanding of the varying and complex needs of pupils and how to overcome barriers to learning 	<ul style="list-style-type: none"> Application Interview

	<p>with children and adults</p> <ul style="list-style-type: none"> • Ability to work constructively as a part of a team • Effective behaviour management skills • Excellent communication and interpersonal skills • Ability to think and plan strategically and manage change 		
Character and Values	<ul style="list-style-type: none"> • High commitment to safeguarding and promoting the welfare of children • A passion for education and a deep-felt desire to make a difference for young people • Commitment to always ensuring excellent behaviour for learning • Desire to always be an excellent role model for pupils • Promote and support the Catholic ethos of the Trust 		<ul style="list-style-type: none"> • Application • Interview
Personal Circumstances	<ul style="list-style-type: none"> • Legally entitled to work in the UK • Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 • Flexible to support out of hours activity on occasion 		<ul style="list-style-type: none"> • References • Interview