

JOB DESCRIPTION

Pastoral and Aspirations Leader

POSITION TITLE Pastoral and Aspirations Leader	
GRADE: PO2 Term Time (35 hours per week) + 10 days	SECTION: Sixth Form
REPORTS TO: Assistant Headteacher: Head of Sixth Form LIAISONS: Whole-school Careers and Aspirations Leader, BTEC Quality Nominee, Sixth Form Pastoral/Academic Teams, External Agency Directors.	
RESPONSIBLE FOR: Delivering on pathways at KS5, managing the delivery of Careers for all key stages with a particular focus on employer relations, trips and work experience, supporting with the ethos and day-to-day running of the sixth form, with a particular focus on the Level 1 and Level 2 cohorts.	

OVERVIEW:

The Key Stage 5 Pastoral and Aspirations Leader is a high-profile, pivotal role within the expanding Haverstock School Sixth Form. As a member of the Sixth Form Leadership framework, the postholder will drive an inclusive educational ethos, relentlessly maintaining outstanding behavioural standards, maximizing student attendance, and crafting competitive progression pathways for our non-traditional and traditional cohorts alike.

The postholder will spearhead the cultural identity and daily operations of our Level 1, Level 2, and T-Level cohorts, serving as a dynamic "body in the room" who combines strict behavioural accountability with elite-level employer and industry network development.

MAIN RESPONSIBILITIES

1. Cohort Ethos, Attendance, and Behaviour Management (L1, L2, & T-Levels)

- **High-Need Culture Ownership:** Take direct pastoral and operational responsibility for the rapidly expanding Level 1 and Level 2 cohorts, establishing clear, respectful, and uncompromising standards for behaviour, workspace conduct, and professional character.
- **T-Level Identity:** Cultivate a business-ready, highly professional workplace ethos among T-Level students, aligning their day-to-day school standards with industry expectations.
- **Relentless Attendance Tracking:** Support tutors and teachers to systematically monitor and track attendance and punctuality across these target cohorts. Follow up on persistent lateness and absence by directly intervening with students, conducting family outreach, and collaborating with the school attendance team.
- **Active Floor Presence & Study Supervision:** Ensure the smooth, daily running of the

Sixth Form specialist study spaces and common rooms. Act as an authoritative, visible, and supportive behavioural role model, supervising private study areas to maintain a silent, optimized learning environment.

- **High-Impact Behavioural Intervention:** Directly handle behaviour follow-ups, lead school detentions for the key stage when required, and liaise closely with external agencies to protect student mental health and well-being.

2. Targeted Student Progress, Inclusion, and Family Outreach

- **Case-Load Management:** Build and manage a dedicated caseload of students in partnership with the AHT Head of Sixth Form. Focus strictly on high-need individuals, including those with SEND, those in receipt of the Pupil Premium, and those whose progression paths are at critical risk.
- **Individualized Interventions:** Set, evaluate, and monitor rigorous individual progress targets using student report data. Devise and execute targeted interventions for students failing to meet performance or behavioural milestones, keeping written records and accurate files throughout.
- **Rigorous Family Interface:** Organize and lead targeted meetings with parents and carers regarding students whose progress or post-16/post-18 handoffs are a cause for concern.
- **Event Coordination:** Coordinate and support the running of Sixth Form parents' evenings, open weeks, and community events—authoring letters, quality assuring progress reports, and meticulously following up on non-attendance by families.
- **Vulnerable Cohort Support:** Attend TAC (Team around the Child) and PEP (Personal Education Plan) meetings as the named Sixth Form representative, ensuring statutory compliance with the SEND Code of Practice.

3. KS5 Employer Partnerships, Placements, and Income Generation

- **Corporate Network Leadership:** Lead, budget-hold, and dynamically scale the *Haverstock Careers Network* (HCN). Build and sustain lucrative corporate and commercial relationships to directly inject funding into the Sixth Form provision.
- **T-Level Placement Support:** Supporting with the management of T-Level employer relationships.
- **100% Work Experience (WEX) Execution:** Plan, track, and execute the Year 12 Work Experience strategy, ensuring that 100% of the Year 12 cohort secures meaningful, high-quality workplace placements tailored to their career goals.
- **Marquee Events Leadership:** Innovate, organize, and deliver Haverstock Sixth Form's "Futures Week"—preserving and expanding it as one of the premier unique selling points (USPs) of the institution.
- **External Contract Management:** Line manage and extract maximum value from external specialist guidance contracts (e.g., Connexions), directing their focus onto key student caseloads.

4. Competitive Destinations Pipeline (Apprenticeships & UCAS)

- **Apprenticeship Pipeline Strategy:** Design, build, and coordinate a comprehensive 1-to-1 apprenticeship program. Establish a highly visible, robust pipeline that moves students securely into ultra-competitive higher and degree apprenticeships.
- **UCAS Administration Support:** Assist the wider Sixth Form team in managing general UCAS administrative processes, tracking applications, and assisting students with personal statements.
- **Transition and Enrolment Leadership:** Create and deliver intensive, rigorous transition programs between Year 11 and Year 12 (including the interview process), and design the exit strategies for students transitioning out of the building.
- **Results Window Accountability:** Provide high-level, authoritative on-site guidance to students and families on Results Day, throughout the summer enrolment window, and during the clearing process.

5. Strategic Collaboration and Cross-School Alignment

- **Joint Strategy Delivery:** Partner actively *with* the whole-school Careers and

Aspirations Leader to ensure that KS5 workplace setups, employer networks, and aspiration-raising seamlessly augment the careers curriculum taught at KS3 and KS4.

- **Applied Curriculum Compliance:** Work collaboratively *with* the school-wide BTEC Quality Nominee to ensure that tracking paperwork, student reviews, and regulatory standards are flawlessly maintained across Level 1, Level 2, and Level 3 vocational classes.

GENERAL INSTITUTIONAL STANDARDS (H³ Federation)

- **Safeguarding and Child Protection:** Fully adhere to the DfE's "Keeping Children Safe in Education" statutory guidance. Act as a vigilant pastoral figure; if any actual or potential risks to student safety or welfare are identified, report them immediately to the school's Designated Safeguarding Lead (DSL).
- **Operational Agility:** Demonstrate an exceptionally flexible approach to service delivery. Undertake morning gates, corridor sweeps, break/lunch duties, and attend required 8:00 AM meetings or evening events as requested by the AHT Head of Sixth Form.
- **Professional Development:** Take active, independent responsibility for personal and professional development, demonstrating an ongoing desire to grow within the role.
- **Emergency Response:** Train as a certified First Aider and Fire Marshal, performing emergency duties across the campus during planned or unplanned incidents.

PERSON SPECIFICATION: Key Stage 5 Pastoral & Aspirations Leader

Category	Essential Criteria	Desirable Criteria
Education & Qualifications	<ul style="list-style-type: none"> • Educated to Degree Level or equivalent. • Minimum of 5 GCSE passes at Grade C/5 or above, explicitly including English Language and Mathematics. 	<ul style="list-style-type: none"> • Relevant professional qualifications in career guidance, pastoral leadership, or youth work.
Experience	<ul style="list-style-type: none"> • Proven, successful experience working within a Sixth Form, post-16 support environment, or similar capacity. • Experience working in an urban, complex multi-ethnic secondary school. • Demonstrable experience managing behaviour boundaries, student tracking systems, or student interventions. 	<ul style="list-style-type: none"> • Direct experience managing corporate/business partnerships or external contractors. • Experience coordinating large-scale events (e.g., career fairs or work placement weeks).
Knowledge & Understanding	<ul style="list-style-type: none"> • Thorough operational knowledge of post-16 	<ul style="list-style-type: none"> • Knowledge of current local labour market

	<p>and post-18 destinations, including degree apprenticeships and UCAS systems.</p> <ul style="list-style-type: none"> • Strong comprehension of the unique statutory and structural needs of T-Level and vocational pathways. • Deep, empathetic understanding of the 2015 SEND Code of Practice and how to support high-need students. 	<p>information (LMI) and corporate funding networks across London.</p>
<p>Skills & Aptitudes</p>	<ul style="list-style-type: none"> • Elite interpersonal, verbal, and written communication skills across all student and corporate stakeholder groups. • Highly developed organizational and administrative skills, with an ability to manage multiple fluid deadlines simultaneously. • Strong, analytical ICT capabilities to manage student tracking data and reports. 	<ul style="list-style-type: none"> • Proven ability to lead, challenge, coach, and inspire colleagues within a pastoral framework.
<p>Personal Attributes</p>	<ul style="list-style-type: none"> • Exceptional emotional intelligence, sensitivity, and empathy combined with a robust, authoritative approach to student behaviour. • A high-energy, resilient "can-do" mindset dedicated to pushing Haverstock to "Outstanding" status. • Strict professional presentation, outstanding punctuality, and an unwavering commitment to safeguarding children. 	<ul style="list-style-type: none"> • Desire and clear potential to step further into Senior Institutional Leadership in the future.

In addition to the above, specific responsibilities, the post holder will carry out any other reasonable duties relevant to the role as directed by the Head of School. This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

EQUAL OPPORTUNITIES STATEMENT

Adhere to the Council's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

COMMENSURATE STATEMENT

The postholder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to undertake any other reasonable duties not specifically identified in the job profile but commensurate with the scope, grade and responsibilities of the post as determined by the manager.

CHILD PROTECTION

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.

Signed _____ Date _____
Postholder

Signed _____ Date _____
Head of School

Haverstock School