



GREENSHAW
LEARNING TRUST



Pastoral Assistant and Head of Year

Recruitment Pack

**ALWAYS
LEARNING**

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Dear Candidate

Thank you for your interest in the role of a **Pastoral Assistant and Head of Year** at Henley Bank High School.

Introduction

Thank you for your interest in joining our fantastic school that is going strength to strength. This is a unique and exciting opportunity for a Pastoral Assistant and Head of Year to join Henley Bank High School and further contribute to the life chances of our young people in the school, and across the Trust.

We are a successful secondary school based in Brockworth, extremely close to junction 11a of the M5. The school has consistently been achieving excellent academic results over the past few years with the GCSE results of 2023 being in the top 1% of results in the country, as well as the highest results for any non-selective school in Gloucestershire. We opened our Sixth Form in September 2024 and are really excited to see what the next stage in the school's journey will be. A crucial element of the school's vision is ensuring that we are preparing our young people for the world of tomorrow. This role plays an essential part in achieving this.

At Henley Bank High School, our aspiration is for all our staff and students to leave our school with practical wisdom gained through the teaching of intellectual, moral, civic and performance virtues. We build character implicitly, through our world class curriculum, teaching and learning in the classroom and explicitly through our Legacy Programme and Pastoral Systems. We aim to guide our students in becoming well rounded citizens of the future who can lead with honesty, integrity and resilience. The importance we place on this has been recognised through the school being awarded the Character Kitemark and Character Kitemark Plus accreditation. Our Legacy programme and values of **Ambition, Creativity, Confidence, Determination** and **Respect** are the foundations of our Character Education programme.

All students have an entitlement to a broad, balanced and relevant curriculum. We believe that all students with additional needs should be taught wherever possible, with their peers in mainstream classes by subject specialists who use a range of teaching methods and strategies to develop students' knowledge, skills and understanding. Henley Bank High School was the winner of the NASEN Award for Secondary Provision which demonstrates the value that we place on our support provided within the classroom across all subjects within the school.

We are proud members of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing our own distinctive character.

The Trust is a vibrant and forward-thinking community of teachers, support staff and learners committed to educating the 'whole child' to improve life chances, whilst securing the best possible outcomes for students. We encourage all young people to work hard and make the most of the opportunities they are given. Our amazing team of teachers and support staff themselves demonstrate and encourage a lifelong love of learning, both within and beyond our curriculum.

As one of the highest performing multi-academy trusts in the country, we currently comprise of thirty-six schools: eleven in South London, six in Berkshire, one in Surrey, fifteen in Gloucestershire and South Gloucestershire, and three in Plymouth. We are continuing to grow and have further schools joining us on a regular basis.

Vision

The vision for Henley Bank High School is that all students receive the best education and opportunities to allow them to have the most successful future that they can. Our values of ambition, confidence, creativity, respect and determination feature in all aspects of our school life, as well as the saying “we are all on the same mountain, just a different journey to the top”, celebrating tolerance and understanding of all whilst on their journey.

As a school, we really celebrate being a team and a ‘family’. This is crucial to us to ensure collaboration and support as well as ensuring that staff, students, parents/carers and the wider community feel invested in improving the school and the chances of success for our students. A huge amount of work has gone into developing this school over the last few years and we are so excited to welcome new members of staff to help continue this development, as well as bring their own ideas and enthusiasm.

We are ambitious about diversity and inclusion and very much look forward to receiving applications from candidates whose personal qualities and values reflect those in the person specification and whose experiences also place them in a strong position to deliver the challenges set out in the job description. We encourage applications from candidates regardless of age, disability, gender identity, sexual orientation, pregnancy, marital status, religion, belief, or race.

Henley Bank High School is committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

The school website provides a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information www.henleybankhighschool.co.uk We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

I am looking forward to hearing from you.

Yours faithfully



Mr Stephen Derry
Headteacher

Greenshaw Learning Trust – ‘Always Learning’

GLT is one of the highest performing multi academy trusts in the country that provides high quality comprehensive and inclusive education. The Trust is committed to meeting the needs of every student and our schools offer a broad curriculum and wide range of special needs provision in a welcoming and challenging environment.

We are extremely proud of our success, but we are not complacent. We believe that we can – as an academy trust, as schools and as individuals – always improve. We are all ‘Always Learning’.

Each school in GLT is led by its own leadership team and a governing body, which have the support of the wider Trust to help them achieve their objectives for their school. Being part of the Trust provides our schools with an effective structure, collaboration, and support. Our culture of trust and openness fosters mutual support and continual improvement.

At GLT it is really important to us that our classrooms are disruption free and the schools are calm and orderly. Our shared behaviour policy assists to make this happen and enables our teachers to have the greatest impact on the educational outcomes of the children in their classes.

School-to-school collaboration is enabled by regular contact between school leaders. Our shared services professionals provide a wide range of effective, rapid and flexible support, advice and guidance to our schools, including curriculum support, school improvement, staff training and development, admissions, attendance, behaviour, safeguarding and SEND, pupil services, estates, finance, HR, IT, catering, clerking, procurement and governance.

From its establishment as a multi academy trust in 2014, the Trust has grown significantly and currently employs around 3,700 people and educates over 23,500 students. Further information about our schools can be found [here](#).

The Greenshaw Learning Trust Mission Statement

We are ambitious for our schools and their students. We believe that there is no ceiling on what can be achieved by anyone, regardless of their circumstances or background.

We are committed to providing a supportive and inclusive learning environment, giving every young person the opportunity to fulfil their potential now, and in the future.

We seek to realise the power of individuals and organisations working together in collaboration whilst retaining their individuality, and we recognise that we can always improve.

Greenshaw Learning Trust Employee Benefits

The GLT recognises that our employees are our most important asset, and we are aware that the quality and commitment of our employees is critical to our success. We offer all our employees the following staff benefits:

- A supportive ethos and concern for the well-being of all colleagues
- Excellent CPD opportunities and career progression
- Employer contributions to Local Government (LGPS) or Teachers Pension Scheme
- Access to Blue Light Card Scheme
- Access to Teacher Art Pass Scheme (teaching staff only)
- Cycle to Work scheme
- Gym membership scheme
- Employee Assistance Programme
- Free eye tests
- Car benefit scheme
- My Health discounts

Terms and Conditions

Line Managed by:	Assistant Headteacher
Contract:	Permanent
Salary:	Salary calculated in line with the NJC Scale Range, Grade F, Scale Point 6 – 12 £21,717.28 - £23,897.37 per annum Actual Salary (£25,183 - £27,711 FTE)
Allowance:	This allowance payment is for the Head of Year element of the role. Payment is £5,647 per annum pro rata - actual allowance £4,869.85 per annum (paid in monthly instalments)
Hours of Work:	Monday to Friday, 36.00 hours per week, full time, term time only plus Inset Days
Place of Work:	Henley Bank High School, Mill Lane, Brockworth, Gloucester, GL3 4QF
Medical Examination:	The appointment is subject to a satisfactory medical report
Superannuation:	Under the Social Security Act 1986 the post holder has the right to make their own pension arrangements. They may choose to contribute to the Local Government Pension Scheme (LGPS) or a Personal Pension Scheme. Details of the Local Government Pension Scheme are available at: https://www.lgpsmember.org
Holiday Entitlement:	The postholder will be paid an enhancement for holiday pay, which is included in the salary details above
Probation Period:	New employees are required to complete a six-month probationary period
Disclosure & Barring Service Check:	This appointment is subject to the receipt of a satisfactory enhanced Disclosure and Barring Service check
Right to Work Check:	This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations may be required in accordance with the statutory guidance

Job Description

To support the growth of our pastoral team we are excited to offer this role. Henley Bank High School is a school that is passionate about inclusion and supporting all our students. This role will support all students to ensure they can achieve the best chance of success.

The duties and responsibilities in this job description are not restrictive and the post holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

Job Purpose

- To ensure minimal disruption to the learning of the class/groups by supporting with pastoral/behaviour management and assisting/providing removal and regulation time as needed
- Work alongside other members of Pastoral Support to ensure all students are able to learn in a disruptive free environment

Main Duties/Responsibilities (Pastoral support)

- Establish productive working relationships with students, acting as a role model
- To provide pastoral support to students
- Assist in developing individual behaviour/support plans
- Challenge and motivate students, promoting and reinforcing self-esteem
- Provide temporary 1:1 support for students experiencing emotional/behavioural crisis
- Support students who are not working effectively within usual classroom routines
- Support students to make appropriate choices about their learning, behaviour and attendance
- Promote the speedy/effective transfer of students across phases/integration of those who have been absent
- Support students' access to learning using appropriate strategies and resources
- Monitor and evaluate students' responses and progress against action plans
- Assist in the development and implementation of appropriate behaviour management strategies
- Establish constructive relationships with parents/carers
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- Recognise own strengths and areas of expertise and use these to advise and support others
- Be aware of and comply with school policies and procedures, including those regarding safeguarding and physical restraint
- Keep accurate and timely records as required by class teachers and the Inclusion Lead
- Complete break and lunchtime duties as required to support with positive behaviour
- Contribute to the overall ethos of the school
- Participate in training and other learning activities as required
- Support with running of Alternative Provision Centre (APC), social removal and detentions
- To provide and support with exam invigilating as and when required
- To undertake one cover lesson per day

Main Duties/Responsibilities (Head of Year)

- Ensure the safety and wellbeing of all students in all year groups using effective and safeguarding protocol as per school policy
- Overall pastoral responsibility for a full year group of students and have accountability for a year group of students across the curriculum
- To support and assume the responsibility for the welfare of students, follow up incidents, maintain detailed records and student files
- Hold meetings with parents/carers during or after the school day as requires, sometimes with other senior staff members
- Arrange sanctions where appropriate
- Attend Pastoral Team Meetings
- Attend weekly meetings with the Attendance Officer to maintain minimum year group attendance of 97%
- Collaborative support for high standards of behaviour across individual and all year groups including support in the APC
- Assist with admissions by deciding on the tutor group for new students and ensuring that new students are allocated a 'buddy' to assist with their settling in period
- Manage any minor tutor group changes throughout the academic year and ensure that there is an induction programme in place for students entering the year group 'midterm'
- Maintain a zero-tolerance approach to the effective management of bullying. All cases to be treated with the upmost importance and extensive record kept up to date
- Respond to parental enquiries by telephone, letter or email as appropriate within 24 hours
- Responsible for the year groups during break and lunchtime alongside staff on the rota
- Quality assures the effective delivery of year group specific tutor activity/provision/intervention (Period 6/TTRP) intervening with students as and when required reporting to SLT
- Monitor and evaluate the standards of achievement and progress of the year group by using student data and information – identification of students below, on and above target and liaison with relevant Heads of Department to facilitate improvement where required reporting to SLT
- Organise and lead progress meetings with relevant staff members (exams officers, HoDs and SLT) after internal exams and monitor agreed actions identified within progress meetings
- Promote a sense of belonging within your year group
- Monitor the rewards system across the year group including rewards assemblies and events
- Plan and organise the distribution of certificates of achievement to students following internal exams and progress meetings
- To keep accurate records of all communication with parents (Bromcom/My Concern), all sanctions issued and any other pertinent pastoral information relating to students within the year group in student files
- Manage readmission meetings effectively, consistently and timely in line with the behaviour policy
- Organise and lead year group assemblies
- Organise and lead year group parent's evenings actively securing attendance
- Support any whole year school trips/activities

Staff Development

- To continue professional development in the relevant areas including subject knowledge and teaching methods
- To engage actively in the Performance Management process
- To participate in whole school CPD programmes

- To take part in the staff development programme by participating in arrangements for further training and professional development
- Attend and participate in meetings as appropriate

Safeguarding

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding Policy within the school
- Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons

Communications, Marketing and Liaison

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and cooperate with persons or bodies outside the school.
- To follow agreed policies for communications in the school
- To take part in marketing and liaison activities such as Open Evenings, Academic Review Days, liaison events with partner schools, etc.

Personal Responsibilities

- To play a full part in the life of the school community and to encourage staff and students to follow this example
- To actively promote school policies and procedures
- To be responsible for own continued professional development
- To comply with the school's Health & Safety policy and undertake risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment
- To attend meetings scheduled in the school calendar punctually
- To adhere to the School's Safeguarding Policy.

Other Job Requirements

All staff will be part of the school's appraisal scheme. You will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching.

Person Specification – Pastoral Assistant and Head of Year

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples within their application.

Criteria	Essential	Desirable
Training, Qualifications and Experience: On their application form, candidates will demonstrate that they have the following training, qualifications, and school experience:		
	<ul style="list-style-type: none"> • Hold at least 5 GCSE's or equivalent, which must include at least a Grade C/4 in Maths and English • NVQ 2 and/or equivalent qualification in relevant area • Evidence of personal commitment to CPD • Proven successful experience working with or caring for children in any setting 	<ul style="list-style-type: none"> • Minimum Level 3 vocational training / qualification in the care, development and education of children or relevant experience • Proven successful experience working within a school • Proven successful experience working with children with SEN needs
Personal and Professional Qualities and Attributes: In their statement of suitability and during the selection process, candidates will demonstrate the ability to:		
	<ul style="list-style-type: none"> • Basic understanding of child development and learning. • The ability to work constructively as part of a team, follow line management structures and understand classroom roles and your own position within those responsibilities. • The ability to take the initiative to support students presenting with a range of SEND • The ability to work in a flexible way and think 'outside the box' in order to co-produce learning plans that support a young person's resilience • To show commitment to the SEND team to ensure that it continues to develop strength and expertise across the broad areas of SEND • To be able to form empathetic relationships with young people and be able to communicate 	<ul style="list-style-type: none"> • Have the personal ambition to take a lead role in an area of need within the department

	<p>their needs effectively to other professionals</p> <ul style="list-style-type: none"> • Commitment to high standards and expectations 	
<p>Additional Requirements: In their statement of suitability and during the selection process, candidates will demonstrate that they can meet the following requirements:</p>		
	<ul style="list-style-type: none"> • Knowledge of strategies to recognise and reward efforts and achievements along with the ability to encourage students to become resilient, self-reliant and independent learners • Knowledge of the broad areas of SEND • Experience of working with children who present with anxiety and other social, emotional and mental health difficulties • Excellent communication with children and parent/carers • Good behaviour management • Able to adapt activities to suit the child • Possess strong interpersonal skills • Be dependable, able to follow instruction and respond to management directions • Have a willingness to extend skills through appropriate training • Have good working ICT Knowledge 	<ul style="list-style-type: none"> • The confidence to take risks and do things differently • Experience of working through the Assess, Plan, Do, review process within the SEN Code of Practice • Successful experience of working alongside other professionals to meet the needs of children

The Recruitment Process

1. Application

Visit our website to view our current vacancies here www.henleybankhighschool.co.uk

To apply for a staff vacancy, please register for an online account and complete the online application form. The recruitment process is managed via your online account and you will receive regular notifications regarding the progress of your application.

You have the opportunity to upload an attachment to support your application if desired. In the application form you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples which support your application.

Applications must be received no later than **Sunday 30th March 2025 at 11.59pm**. Applications received after this date and time will not be considered.

2. Shortlisting

Shortlisting will be finalised by **Monday 31st March 2025**. Shortlisted applicants will be invited by telephone with a follow up email inviting them to an interview. Please ensure you enter your correct email address on your application form and provide a contact telephone number. References may be taken up after shortlisting. Please ensure you indicate clearly on your application form if you are happy for us to do so.

3. Interview Process

Interviews will be arranged as and when successful applications arrive, as the school reserves the right to conduct interviews prior to the closing date.

Applicants may also be asked to undertake a practical test related to the knowledge and abilities in the Person Specification.

4. Feedback

Unsuccessful shortlisted applicants will have the opportunity for professional feedback during the week following the interviews.

5. Taking up post

The successful applicant will take up the post as soon as possible.

6. Additional information

For further information, please contact Jo Howells, HR Manager on 01452 863372 or jhowells@henleybankhighschool.co.uk

7. Safeguarding

Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS and barred list check.