



Washington
Academy
Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

Pastoral Care Manager



Consilium
Academies
Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Pastoral Care Manager at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton
Chief Executive of Consilium Academies.

Welcome from the Headteacher

Dear Candidate,

At Washington, we aim to work collectively with our local community to provide the highest-quality education in an environment which is welcoming and inclusive. We believe only in this setting can learning and personal development flourish successfully.

Our aim is clear, to develop the whole person in a dynamic and progressive learning environment that expects exemplary standards of behaviour and respect and demands a thirst for continuous learning.

Every member of our Academy is clear on what we want to deliver to current and future students through equal opportunities for every pupil to succeed. We are committed to:

- Providing students with an exciting, engaging, and rich education;
- Recognising and celebrating the unique nature of every child in our community;
- Celebrating the successes of our Academy and our community to the full

We are seeking to appoint a qualified, creative, and enthusiastic Pastoral Care Manager to join our motivated team in an Academy that is committed to offering a welcoming, safe, and inclusive environment for all our students to flourish.

I can't think of a better time to join our growing academy as we go through this exciting period of change.

I look forward to receiving your application.



Derek Austwick
Head Teacher



About the Academy

Washington Academy offers excellent learning experiences to all its students through a very diverse curriculum which caters for the needs of all. The academy opened new state of the art buildings in 2009 and endeavours to ensure all our young people enjoy their lessons in an inspiring learning environment.

Students, parents, staff and governors are proud of recent achievements here and, as well as helping students achieve the results they need to follow chosen career paths, has a huge and varied programme of activities and extra-curricular opportunities on offer.

Washington Academy is fully committed to each individual in our academy, recognising their uniqueness and individual potential. We have high expectations of all students in terms of behaviour and commitment to learning and of our parents in working with us as partners to support individual progress.

Our very strong links with partner primary schools ensures smooth transition from primary to secondary school, allowing a strategic approach to raising aspirations and generating further success.

Washington Academy is a place where all members of its community feel welcome, safe and experience a sense of belonging. We believe that only where this exists can learning and personal development progress successfully. Washington Academy is seeking to develop the whole person.

About the Trust

The Consilium Mission

"Enriching Lives, Inspiring Ambitions"

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations

Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

- Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.
- Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.
- Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff, and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.

About the Role

Job Title: Pastoral Care Manager

Start date: ASAP

Hours: 40 hours per week, Term time only plus 7 days

Contract: Permanent

Salary: Grade 9 (NJC scale point 26 – 29), £30,984 - £33,486

Do you have the drive, passion and commitment to deliver outstanding support? This is an opportunity to join a dedicated team of staff at Washington Academy, part of Consilium Academies who are committed to providing the best possible education for our pupils.

We are seeking to appoint a talented and committed individual to join our Pastoral Team here at Washington Academy. The role of the Pastoral Care Manager will be to work directly with the Assistant Headteacher to ensure high standards of behaviour and attitudes across the academy.

The successful candidate should be supportive of the ethos and values of the school and have the ability to encourage and motivate our students. We are looking for someone with a sense of humour, who understands the importance of developing a positive culture in our organisation and has high expectations of their pupils. The successful candidate will present the best possible example of professional standards to colleagues.

If you feel you share our values, have the vision and drive for excellence and want to be part of an enthusiastic and dedicated team, committed to ensuring that students fulfil their potential, then we would like to hear from you.

We are keen to support your career not only within our academy but also across our group of academies that form Consilium Academies Trust.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Kim Weller at kim.weller@consilium-at.com

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is 9am on Monday 26th September

Interview date is to be confirmed.

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.

Job Description

Job Title:	Pastoral Care Manager
Reports to:	Assistant Headteacher
Based at:	Washington Academy
Grade:	Grade 9 (NJC scale points 26 – 29)

Main purpose of the Role

The Pastoral Care Manager will work directly with the Assistant Headteacher to ensure high standards of behaviour and attitudes across the academy. This will include:

- Leading the pastoral team and offering direct support operationally for Heads of Year requiring an escalation for students who display challenging behaviour.
- Providing support to students who demonstrate difficulties in managing their behaviour.
- Providing support to staff with strategies to manage the behaviour of individuals effectively in class.
- Implementing and monitoring the School's Behaviour Policy and promoting positive behaviour amongst all students.
- Management of Alternative Provision within the Academy which includes the Learning Support Unit, Cool Down Facilities and Internal Isolation Room
- Providing care and working with students in managing and improving their behaviour and skills for learning to enable them to access education and achieve their full potential.

Core Responsibilities & Tasks

Main duties & Responsibilities

- Plan and deliver sessions to improve the behaviours of individuals and record the impact of these interventions.
- Work directly with students with complex behavioural needs in a variety of settings including one to one, small group and in class support as well as in "off site" situations. This will include planned provision as well as responding to situations that might arise on a day to day basis.
- Ensure all incidents have been followed up on a daily basis and appropriate actions have been recorded.
- Promote the inclusion and acceptance of all students
- Assist with the supervision of students out of lesson times, possibly including before and after the Academy day and at break and lunchtimes.
- Offer high quality support /liaison with parents and carers.
- Work with the Assistant Headteacher to lead the promotion of strategies to encourage positive attitudes and behaviour, including the use of rewards.
- Identify and respond to the training and development needs of staff in their management of students with complex behavioural needs, including providing INSET.
- Identify and work with appropriate agencies to support students with complex behavioural needs and where appropriate with their parents/ carers and family.
- To be an integral part of the Pastoral Review Process and liaise with the relevant stakeholders to trigger relevant interventions.
- Monitor and evaluate the impact of interventions including any support that is offered through external agencies and/or delivered in alternative premises to The Academy.
- Work with a variety of education and training providers to maximise the opportunities they offer including providers who offer support in alternative settings beyond the Academy's buildings.

- To have a key role in the development and implementation of appropriate discipline strategies including the development of approaches to Restorative Justice.
- Ensure the escalation stages for RJC's are followed by Heads of Year.
- Manage record keeping systems and processes.
- Liaise with the relevant stakeholders to trigger relevant interventions.
- Analyse data to identify the need for specialist equipment, plans and resources to support students
- Generate and interpret behaviour statistics and to present any other reports, for example, improvement plan and evaluation documents, as required by the Academy.
- Support the safeguarding of all students within the academy.

The post holder's main focus is on student behaviour for which they will hold the operational lead. They will however be expected to contribute to other key areas including attendance, attainment; teaching and learning and will need to provide clear analysis and reporting to the Senior Leadership Team, Local Governing Body and Trust Board as required.

General

- Application of Trust/Academy policies in relation to health, safety and welfare; child protection and safeguarding of children, young people and vulnerable adults; staff health and wellbeing; equal opportunities; Data Protection and Confidentiality; and Human Resources, is vital at all times. The post holder must also follow the scheme of delegation in operation at Trust level.
- The post holder should take responsibility for their own learning and development, identifying and attending appropriate training (linked to performance management) and keeping up to date with policy development.
- The post holder will be provided with accredited training in key areas including First Aid and Safeguarding Children and Young People.
- You must take account of Washington Academy and Consilium Academies vision and values and apply these principles at all times. Paying particular attention to facilitating and extend the learning, understanding and knowledge of others.
- Attend and co-ordinate Academy meetings as required.
- Develop strong relationships and also taking advantage of technology which allows regular communication, particularly when working with external partners.
- Share learning and understanding with other Trust schools.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.



Person Specification		
Qualifications and CPD	Essential	Desirable
Qualified Teacher Status.		X
Relevant training / qualifications in promoting positive student behaviour.	X	
Relevant training / qualifications within the areas of supporting students with their social and or emotional wellbeing.	X	
Experience, Knowledge and Skills	Essential	Desirable
Experience of working with young people in a Secondary school learning environment.	X	
Experience of work within environments such as referral units or alternative provisions		X
Experience in working with students with behaviour and or social emotional needs.	X	
Experience of delivering alternative curriculum programmes to students to compliment the core curriculum within school.	X	
Experience of delivering successful extra-curricular programmes to engage those students experiencing significant barriers to learning	X	
Experience of Restorative Justice techniques including delivery with staff and students.	X	
Experience of working with outside agencies in order to liaise positively with parents and all relevant parties	X	
Experience of developing positive partnerships with parents/carers leading to improved outcomes for students.	X	
Outstanding knowledge and understanding of the range of complex needs experienced by students who find it challenging to access the normal school curriculum.	X	
Understanding of the EHCP process and the implementation of the student targets which an EHCP contains.		X
Understanding of an effective learning environment.	X	
Understanding of the variety of ways that students can learn.	X	
Knowledge of the range and type of interventions available and be able to apply these appropriately in the context of the School's resources and the individual child.	X	
Personal Attributes	Essential	Desirable
Ability to establish good professional relationships with colleagues at all levels.	X	
Ability to work using own initiative in responding to challenging situations, remaining calm and resolving problems.	X	
A high level of organisational skills enabling the setting up and monitoring of effective procedures to support vulnerable students to achieve their potential.	X	
Ability to use data and strategic information to raise student attainment.	X	
Confident use of ICT, including classroom technologies.	X	
Willingness to take responsibility.	X	
In possession of excellent written, verbal and non-verbal communication skills.	X	
Established a firm understanding of Safeguarding and Child Protection.	X	
English Fluency		
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	

Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.

X

