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**Archbishop Temple Trust**

 **Pastoral Care Officer One Year Fixed Term**

**Required As Soon As Possible**

**Salary**: Grade F Point 17 – 23

**Part Time:** 32.5 hours a week Monday-Friday

**Term of contract**: Fixed Term Contract for 1 year from start date

**Required for: As soon as possible**

The Governors of St James CE Primary School invite applications for the above post from suitably qualified or experienced people who enjoy working with children, to have a pastoral role and have the necessary skills to support children and their families in removing any barriers to learning.

We can offer you:

* A warm and welcoming school community with a very supportive Christian ethos.
* Supportive leaders that are committed to school improvement and who will work with you to achieve your goals.
* Dedicated and talented staff who are keen to build on high standards.
* A commitment to continuing professional development.
* An inclusive school with happy, polite children who enjoy learning.

We are looking for someone who is:

* Passionate about children’s wellbeing and tackling barriers to learning.
* Able to demonstrate nurturing qualities and build positive relationships.
* Flexible, motivated and proactive.
* An excellent communicator and possesses good interpersonal skills.
* Able to foster high standards of pupil discipline and behaviour.
* A team player.
* Sensitive to the school’s Christian ethos.

Application forms and job descriptions can be obtained from the Greater Manchester Jobs Website. If you have any queries please contact the HR & Finance Officer Mrs K Diggle at digglek@archbishoptempletrust.co.uk.

**CLOSING DATE**: Please return completed forms to the Mrs K Diggle on the above email address by **9am Monday 26th February 2024** Interviews will take place on **Tuesday 5th March 2024.**

*This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be subject to an Enhanced Disclosure by the Disclosure and Barring service.*

**** Welcome to The Archbishop Temple Trust

Chief Executive, Canon Jill Pilling

A very warm welcome from The Archbishop Temple Trust. I am deeply proud of our schools, where each individual is welcomed, respected and loved. Our Trust was established on 1st August 2016. Our schools are happy, thriving environments where learning and individual successes are celebrated through our Trust values of faith, hope, love, trust and service.

I passionately believe that each of our schools, while maintaining their distinct character, community and identity, has greatly benefitted from the ethos of collaboration and support that as a Trust we provide. The schools in our Trust are, Bishop Bridgeman Church of England Primary School, St James Church of England Primary School and St Maxentius Church of England Primary School. They are situated in Bolton, each taking a role in their local clusters of schools. We have a very strong link with Manchester Diocese.

Curriculum development is key for providing excellent learning opportunities that enable our children to flourish. Staff from our schools work together to shape the curriculum, sharing good practice and tailoring experiences to meet the needs of individual school communities. We are committed to providing high quality training opportunities for all staff to ensure the very best quality of teaching and learning for every child within our Trust. I am delighted that all our schools are in line with or exceed national standards, due to the combination of high-quality teaching and learning, an engaging curriculum and a shared vision.

Our committed Trustees work closely with the immensely supportive Local Governing Boards and parents to determine the unique direction of each school, to make a difference in their local community.

**Great people……**

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you! For our part, we will provide excellent development opportunities, leadership training and the time to develop all of this so that you can be the best you can be.

Recruiting the right teachers and staff helps us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who:

* are excited by their role and by the prospect of working with young people, even those who are less well motivated;
* love the processes of learning and teaching and are keen to continually develop their own skills;
* recognise that teaching can be a demanding job but react positively to those demands with resilience;
* wish to make a real difference in the lives of others;
* will subscribe to the ethos of the Trust and ‘go above and beyond’ in terms of time and commitment to get the very best from our children;
* are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

**CPD and training**

Continual Professional Development is seen as a priority at all our schools. It is vital that staff have the time to further develop themselves and to stay abreast of changes within education, developing pedagogy and practice through innovative processes which are research based. We have a wide range of strategy groups that meet regularly, including Year2/6 and EYFS, SEND, Personal Development and Welfare, DSL, Curriculum and many more. These groups provide staff with support, sharing of knowledge and skills and a platform to develop leadership skills.

**Vision statement**

Archbishop Temple Trust is committed to improving the life chances of all children. We aim to develop a family of outstanding academies where world-class leaders and teachers put children at the heart of all they do.

**Values and Ethos**

Archbishop Temple Trust is founded in the values of Faith, Hope, Love, Trust and Service firmly rooted in the Christian faith.

Archbishop Temple Trust has been established within the Diocese of Manchester. The Trust is working to support all of its member academies and to develop the culture of mutual support and development. In the Diocesan context each school remains part of the broader family of schools. The commitment to developing a high-quality curriculum, delivered by highly trained staff, quality first teaching and sharing expertise is at the heart of the Trust’s vision and development.

**Aims and Objectives**

1. To enable autonomous outstanding academies within the Trust framework. We will achieve this by:

 \* ensuring rapid progress to outstanding for all schools.

 \* retaining and developing Christian distinctiveness and character of each academy.

 \* welcoming all schools into the Trust and securing excellent outcomes for all schools.

 \* providing stability and strength in governance and leadership.

 \* encouraging innovation and sound decision making.

 \* building capacity and resilience.

2. To be recognised as a Trust with outstanding learning opportunities. We will achieve this by:

 \* raising aspirations to secure high levels of academic achievement.

 \* providing a wide range of memorable learning opportunities.

 \* ensuring equality of opportunity within a safe nurturing environment.

3. To maintain and develop rigorous Trust wide school improvement programmes to support staff and Governors in raising achievement. We will achieve this by:

 \* ensuring effective Governance together with ambitious and determined leadership,

 securing the best outcomes for our academy communities.

 \* valuing committed, reflective, positive staff who challenge themselves to be creative

 and take risks enabling outstanding performance.

 \* developing leadership capacity within the Trust.

 \* providing continual professional development and promoting a well-resourced, high

 quality environment.

4. Every school in the Trust becomes the school of choice for parents, staff and Governors.

 \* each academy is recognised as a centre of learning excellence, disseminating best

 practice within and across the Trust.

 \* become the employer of choice.

 \* successful engagement with parents/ carers and the local community to support pupil

 progress, well-being and achievement.

5. To establish a financial foundation to enable the Trust to fulfil its vision.

6. To promote the Trust’s core values at all times.

 Canon Jill Pilling CEO

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***Archbishop Temple Trust is founded in the values of Faith, Hope, Love, Trust and Service firmly rooted in the Christian faith.***

Dear Applicant

Thank you for your interest in the current vacancy within the Trust.

We want to create an environment where *everyone* matters and *everyone* is involved in continuing to move the school forward. If you can work collaboratively, are emotionally intelligent and resilient, then Archbishop Temple Trust is a fantastic place to be.

All schools are judged as Good by Ofsted and have Good/Outstanding SIAMs Inspections. We are forward thinking with high aspirations for all. We are not complacent and constantly aim to improve all aspects of our work.

You will find further information about the school on the respective websites. We hope that you will find the details informative and of interest to you.  If there is anything else you would like to know please contact me.

If you have not been contacted within ten days of the closing date, please assume your application has been unsuccessful.  Whatever the outcome, we thank you for the interest shown.

Yours sincerely

**Mrs Nikki Patel**

**School Improvement Director**

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| Job Description |

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| Job Details |
| **School Name** | St James CE Primary School |
| **Job Title** | Pastoral Care Officer |
| **Grade** | Grade F |
| **Primary Purpose of Job** | To provide support and guidance to pupils (and staff working with them) by removing the barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations to achieve their full potential. |
| **Responsible to** | Line Manager/Head Teacher |
| **Responsible for** | No direct line management responsibility.Parenting and pupil groups. |
| **Principal Responsibilities** | To promote, develop and maintain effective and supportive mentoring relationships with pupils, teaching and learning professionals and external agencies. The aim being to support learning, participation and social inclusion of all pupils. |

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| Main Duties |
|  | To have an excellent understanding of the school curriculum and pastoral care provision. |
|  | To assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement with the curriculum and school life. To monitor/identify:* attendance and tackle low attendance, internal/external truancy
* pupils at risk of exclusion
* pupils with low self-esteem and motivation
* pupils with family and school issues impacting on school life
* pupils educationally underachieving

To liaise with members of staff to identify pupils who need individual or group work.  |
|  | To establish and develop effective 1:1 Mentoring and other supportive relationships with pupils. This work may be linked to a specific year group to facilitate the development of relationships and for continuity of support. This will include the withdrawal and re-integration of pupils and encourage them to engage in out of hours school learning and development opportunities. This may involve being the first contact in relation to reported child protection issues e.g. parental complaints, bullying, and providing an appropriate first response when senior staff are not immediately available. |
|  | To develop, agree and implement personalised action plans for groups and individual pupils based on a comprehensive assessment of their strengths and needs and use strategies for overcoming barriers to learning i.e. behaviour, motivation, aspirations and academic achievement.This will include the development of 1:1 Mentoring material for personal and shared use. |
|  | To monitor the progress of individuals at regular intervals and set new targets when appropriate.To formulate and regularly review 3 monthly plans for pupils with challenging behaviour. |
|  | To identify appropriate support services within and outside the school and negotiate their possible role with the pupil and their parent/carer. |
|  | To facilitate access to specialist support services for pupils with barriers to learning and to monitor the effectiveness of these referrals.To make recommendations as to the appropriateness of relevant agencies. |
|  | To assist pupils in making the transition between each key stage.This may include secondary school liaison and assistance with application forms.  |
|  | To contribute to the development of group and individual programmes of support for pupils.Liaise with the Senior Leadership Team and staff in all Key Stages. This will also include liaison with the SENCO and Special Needs Assistants. Including the creation, monitoring and review of IBPs and IEPs. Carry out the administration of one off group programmes of support eg NSPCC, Fort Alice and Crucial Crew |
|  | To develop and liaise with parents and carers. This may include home visits where appropriate. |
|  | To operate within agreed legal, ethical and professional boundaries when working with young people. This includes confidentiality policies. |
|  | To collect information, contribute to the assessment/evaluation and share the findings with relevant other professionals.Whole school data analysis is required to identify areas of concern. This will include input into child protection referrals.  |
|  | To contribute to the sharing of good practice between individuals, local networks and partner agencies to enhance Pastoral Care provision.This will include multi agency referrals e.g. Early Help forms |
|  | To contribute to the development of associated Pastoral Care policies and promote, monitor and evaluate provision within the school including benchmarking.Attending any necessary training to become a specialist in nominated areas and be responsible for research, networking, development and referrals within the school i.e.* Substance Misuse
* Sexual Health Awareness.
* Bullying
* Self Harm
* Mental health e.g. CAMHS
* Child protection

This may require additional formal training in order to be qualified to guide pupils and staff on these issues.  |
|  | To be trained as a Level 3 Safeguarding officer and be a part of the team of deputy Designated Safeguarding Leaders within the school. When needed, prepare reports for and attend safeguarding meetings.  |
|  | To support the training and coaching of staff working with challenging pupils and suggesting approaches and interventions.This will involve the development of topic mentoring material for personal and team use. |
|  | To develop the School Pupil Behaviour Policy and review on an annual basis. |
|  | To develop the Community liaison relationshipsThis will include first response to local resident complaints regarding pupils including fact finding and recommended resolution.  |
|  | Agree and arrange work placements for students from secondary schools and colleges. |

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Head Teacher and to meet the needs of the school.

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| Version Control |
| **Job Description prepared by:** | School’s HR/reviewed by L. Belfield on 13.12.23 |
| **Job Description updated:** | 13 December 2023 |

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| Person Specification |

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| Job Details |
| **School Name** | **St James CE Primary School** |
| **Job Title** | Pastoral Care Officer |
| **Grade** | Grade 6 |

## Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

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| Skills and Knowledge | Method of Assessment |
|  | Ability to work effectively within a team environment. | Application Form / Interview |
|  | Ability to build effective working relationship with all pupils and colleagues. | Application Form / Interview |
|  | Knowledge and proven skills in managing challenging behaviour across the Primary age range. | Application Form / Interview |
|  | Ability to contribute to the writing of Individual Behaviour Plans. | Application Form / Interview |
|  | Ability to deliver group work programmes and formal presentations. | Application Form / Interview |
|  | Ability to work with pupils at all levels regardless of specific individual need. A willingness to develop a range of approaches to assist in engaging with young people and encourage them to engage with the learning process. | Application Form / Interview |
|  | Ability to adapt own approach in accordance with pupil needs. | Application Form / Interview |
|  | Ability to promote a positive ethos and role model positive attributes. | Application Form / Interview |
|  | Ability to identify potential barriers to learning. | Application Form / Interview |
|  | Ability to work jointly with pupils to devise action plans with clear goal setting and strategies to overcome barriers to learning. | Application Form / Interview |
|  | Planning skills to manage allocated caseload, timetables and administration time with the flexibility to deal with priority unplanned issues. | Application Form / Interview |
|  | Excellent mathematics and English skills. |  |
|  | Excellent communication skills – both written and verbal. Often dealing with sensitive information in a range of one to one and meeting settings. | Application Form / Interview |
|  | Networking and facilitating skills. | Application Form / Interview |
|  | Highly developed interpersonal skills to form constructive relationships with disaffected pupils and their parents/carers in a potential conflict and challenging situation. | Application Form / Interview |
|  | ICT skills to at least intermediate level – effective use of ICT to support learning, to interrogate data and generate reports e.g. the use and design of reports, spreadsheets, research. | Application Form / Interview |
|  | Record keeping skills and the ability to create, develop and evaluate compliant systems | Application Form / Interview |
|  | Research skills e.g. new initiatives and activities relevant to intervention mentoring, maintaining professional knowledge and expertise. | Application Form / Interview |
|  | Ability to work under own initiative and independence in a positive and solution-focused manner. The judgement of when child protection issues require immediate referral is essential. | Application Form / Interview |
|  | Knowledge and ability to work effectively with a wide range of supporting services in both statutory and voluntary sectors. | Application Form / Interview |
|  | Understanding of inclusion within a school setting. | Application Form / Interview |
|  | Working knowledge of relevant policies/codes of practice/legislation. | Application Form / Interview |
|  | Understanding and working knowledge of the national curriculum and other learning programmes. | Application Form / Interview |
|  | Working knowledge and understanding of principles of learning styles and independent learning. | Application Form / Interview |
|  | Be familiar with and able to set in motion accident/emergency, safety, safeguarding and welfare procedures, according to school/setting policies and procedures. | Application Form/Interview |
|  | Awareness of safeguarding principles and safe working practices. | Application Form/Interview |
|  | Displays commitment to the protection and safeguarding of children and young people. | Application Form/Interview |
|  | CompetenciesPlease note the school’s competencies, which are considered to be essential for all roles, are in the attached Core Competencies document. | Interview |

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| Experience, Qualifications and Training | Method of Assessment |
|  | Holder, working towards or willing to work towards an NVQ Level 3 or equivalent qualification in a related field. | Application Form / Certificate |
|  | Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent. | Application Form / Certificate |
|  | Experience of working with children, young people and their families. | Application Form / Interview |
|  | A comprehensive knowledge and experience of delivering a range of intervention techniques. | Application Form / Interview |
|  | Experience of resources preparation to support learning programmes. | Application Form / Interview |
|  | Experience of delivering group programmes and making formal presentations. | Application Form / Interview |
|  | Learning Mentor Training or willingness to undergo such training. CPD training related to strategies for dealing with challenging pupils. | Application Form / Interview |

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| Work Related Circumstances | Method of Assessment |
|  | To attend staff training days, twilight training sessions and relevant out of hours training and events. | Interview |
|  | This post is subject to an enhanced disclosure and a barred list check from the Disclosure and Barring Service. | Application Form / Certificate |

## Stage Two

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

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| Skills and Knowledge | Method of Assessment |
|  | Ability to use safeguarding software such as CPOMs.  | Application Form / Interview |

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| Experience, Qualifications and Training | Method of Assessment |
|  | Experience of holding a Designated Safeguarding Lead/Deputy role. | Application Form/Certificate |
|  | A comprehensive knowledge and experience of delivering a range of intervention techniques – particularly for nurture or behavioural needs. | Application Form / Interview |

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| Version Control |
| **Person Specification prepared by:** | School’s HR/reviewed by L. Belfield |
| **Person Specification updated:** | 13 December 2023 |

# Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

**Developing Self and Others**

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

**Civil Contingencies**

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

**Equality and Diversity**

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer’s race, religion, gender, sexuality, disability or age.

**Customer Care**

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

**Health and Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

**Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

**Fluency Duty**

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

**Working Hours**

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

**Safeguarding**

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.

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**How to apply**

We hope that you have enjoyed reading about the Archbishop Temple Trust and our school and that you will feel able to apply for this post.

Please complete the **downloadable** **application form.** Please do not send CVs or open references as part of your application as these will not be considered.

It is important that you provide a complete employment history from when you left full time education. If the application form is not fully completed or has unexplained gaps in your employment history, your application will not be considered. Copies of your qualifications will be required at the interview stage; please do not send these with your application.

Please also write **a letter of no more than two sides of A4** to explain why you want to work within our Trust, why you are the best candidate for the post and what you would contribute to our schools, with examples from your recent work if possible.

Please let us have both the supporting letter and the application form by **9am** on **Monday 26th February 2024** as we will not be able to consider applications received after that.

In accordance with the Data Protection Act, the details provided in the application form will be used for selection and interview procedures, and for employment records if your application is successful.

If you are disabled, please give details of how we can ensure that you are offered a fair selection and interview process.

Successful candidates will be asked to provide, prior to taking up the appointment, documentary evidence (including National Insurance number) showing their entitlement to work in the UK. We will also carry out an enhanced DBS and declaration of health check. References will also be required in line with Keeping Children Safe in Education 2019.



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| Dream | Believe | Learn | Achieve |

My name is Lisa Belfield and I am the very proud Principal of our special ‘St James Family’. Each day is an absolute pleasure, working with the staff and parents who are committed to make a difference to the lives of the pupils with whom we work. Our children are nurtured through the Christian values of respect, peace, love, forgiveness, honesty and hope. As a result, our pupils are kind, caring and polite; visitors always feel a warm welcome when they walk through our front door. The children of St James are utterly delightful, with exemplary behaviour and a real credit to the school and their families.

St James is situated in a very vulnerable catchment area, with above-average pupil premium and SEND figures. However, this does not stop our pupils from achieving what we set out for them, nor does it stop us as practitioners believing that our children CAN DO. I am very lucky to serve a staff who work incredibly hard to ensure the children in our care receive the very best that we can offer them. We are big advocates that ‘team work makes the dream work’ and we ensure that we are there to support, challenge and motivate each other. Staff new to school, or on supply, always comment on how helpful and friendly the staff team of St James are. We are always eager to grow our workforce with like-minded individuals, who have a passion to make a difference. Our children deserve a great education, with great professionals to ensure we achieve this.

Working within the Archbishop Temple Trust has opened many doors for school improvement and networking. Staff at St James have benefited from many CPD opportunities for training and sharing best practice. Strong and supportive relationships across staff flourish within our MAT. The impact for the children is also positive, with the opportunity to visit other schools in contrasting environments and to work on joined-up projects.



Thank you for considering our school and MAT to either start or further your career in education. I look forward to hearing from you.



Mrs Lisa Belfield

Headteacher