



Sheffield Springs Academy

The best in everyone™

Part of United Learning

Briefing Pack for Applicants

Pastoral - HOY

December 2025

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Section 1 - Post Advertisement



Job title:	Pastoral – Head of Year
Location:	Sheffield Springs Academy, Hurlfield Road, Sheffield, S12 2SF
Starting salary:	Competitive Pay Range, United Learning Trust’s Pay Policy Applies.
Hours of work:	Permanent, Full-time, 37.5
Start date:	As soon as possible

Sheffield Springs Academy is looking to appoint the full-time post of a Pastoral Head of Year to join their Senior Leadership Team.

The successful candidate will be responsible for developing Teaching and Learning, they will provide strategic leadership in driving standards to ensure outstanding provision and outcomes for every student. Main responsibilities will be within learning, teaching, curriculum, monitoring and evaluation. The successful candidate will do this whilst ensuring that the academy maintains an inclusive ethos where everyone can aspire, grow, learn and achieve together.

This role requires a highly focussed individual who is organised and passionate about making a difference for our academy and the local community. The successful candidate will be a highly efficient individual with outstanding attention to detail. This is a challenging role that will bring many rewards.

We will offer you:

- Highly competitive pay above national average.
- Excellent facilities and resources.
- Access to an outstanding professional development programme.
- Polite, respectful and dedicated students who want to learn and fulfil their potential.
- A respectful working environment.
- Colleagues who are supportive, friendly and who are committed to each other’s professional development.
- A chance to become part of United Learning, one of the largest groups of academies in the country.
- Opportunities to work collaboratively with colleagues in other schools within the Yorkshire cluster and across United Learning.
- Excellent employee benefits which include a highly sought-after pension scheme with high employer contributions.
- Access to training through the Apprenticeship Levy.
- Westfield benefits platform.
- Free on-site parking.
- Access to an Employee Assistance Programme (EAP).
- We are open to requests for flexible or part-time working and we encourage open and regular conversations about work-life balance.

This is an excellent opportunity to join an Ofsted rated ‘Good’ academy. The academy is part of United Learning, a national group of schools and academies. Sheffield Springs Academy is an 11-16 school. As part of United Learning our aim is to bring out ‘the Best in Everyone’ and we continuously strive to ensure that

students and staff have every opportunity to succeed, with their potential developed to the utmost. Our school has motivated, ambitious students with a high percentage of our students going on to attend Russell group universities.

United Learning is one of the largest and most successful Trusts in the country who offers unrivalled Continuing Professional Development (CPD) and training, including opportunities for nationwide networking.

The city of Sheffield itself is a vibrant place to live and work with two universities and a range of entertainment opportunities alongside the access to the beautiful Peak District within a 20-minute commute. Quality of life is routinely ranked highly, and it is one of the greenest cities in Europe: [Welcome to Sheffield](#)

We are looking for a someone who:

- Is a highly skilled and inspirational classroom practitioner who models effective pedagogical practice.
- Has strategic vision and proven ability to make things happen.
- Has a proven track record of raising standards within teaching and learning.
- Has the ability to lead and inspire others and work as part of a team.
- Has personal qualities to motivate, support and challenge others.
- Is committed to improving the life chances of our students and support them to become well rounded citizens.
- If you possess these qualities and share the academy's vision then we will be delighted to hear from you. Please refer to the job description and person specification for further details.

To apply, please click the 'Apply Now' button at the top of the advert on our website using the following link to our vacancies page: [Sheffield Springs Academy Vacancies](#) and complete our online application form. Please note that CVs are not accepted. **The closing date for this post is 23:59 on Sunday 7 December 2025. Interviews will take place soon after.**

If you would like to discuss this exciting opportunity, please contact hr@unitedlearningyorks.org.uk

United Learning is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Employees will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers, health, right to work in the UK, an Enhanced DBS check and a further check against the appropriate barred list.

Section 2 – United Learning

Sheffield Springs Academy is part of United Learning which is a large and growing group of schools aiming to offer a life changing education to children and young people across England.

Our schools work as a team and achieve more by sharing than any single school could. Our Subject Specialists, Group-wide Intranet, our own curriculum and online learning portal all help us share knowledge and resource, which supports simplifying work processes and managing workloads for an improved work-life balance.

As a Group we can reward our staff better, we provide good career opportunities, better pay, employee benefits and ultimately, the satisfaction of helping children to succeed. We invest in our staff wellbeing. Our academies each have at least eight INSET/training days per year (with three of those solely dedicated to planning) and an ongoing group-wide wellbeing programme. It is an ethos we call ‘the Best in Everyone’.

We are working hard to become a more diverse organisation, which is key to our commitment to bringing out ‘the Best in Everyone’. We welcome applications from everyone committed to this ethos and would particularly welcome applications from black and minority ethnic candidates who are currently under-represented in the Group as a whole. We always appoint on merit. We are open to discussing flexible working options.

<https://unitedlearning.org.uk/>

Section 3 – Letter from the Regional Director

Dear Candidate

Thank you very much for your interest in the role within the Yorkshire United Learning Cluster. The cluster itself is a close-knit group of four Secondary Academies: Barnsley Academy, Sheffield Park Academy, Fir Vale Academy and Sheffield Springs Academy, who work alongside a number of local Primary Academies; all from within the United Learning Trust.

The cluster is well-established and has excellent support from locally based cluster central services. These cover Business Management, HR, IT and Site/Estate Facilities. They are led by an Executive Business Manager. This provides our Academies with excellent trained advice and support in these areas; this benefits the leadership and wider staff of every Academy.

United Learning Trust is a national organisation serving Primary and Secondary Academies, all-through Academies and Independent Schools. Our ethos is, “the Best in Everyone”. This is a useful phrase that sums up the work and focus of the organisation. Every decision taken is done with this aim in mind: for staff, for students and for the community. The Trust values of Respect, Determination and Ambition are driven through the Character Programme, which each Academy has carefully interpreted in their own way. The Trust attributes of Creativity, Confidence and Enthusiasm are demonstrated at every level.

United Learning, and Academies within the Yorkshire Cluster, demonstrate a strong commitment to staff CPD and staff wellbeing. If you join our schools you will be inducted, supported and developed in a deliberate way from before you even take up post. Our status as an Academy Trust enables highly competitive rates of pay progression and our employee schemes, such as Westfield, are an attractive feature of employment.

Above everything, we put young people first and seek to recruit adults who share this view. We work with students, parents and families to provide a structured, supportive experience that enables them to achieve as well as they possibly can and become excellent scholars and rounded individuals. We insist on classrooms and corridors that are respectful, orderly places where everyone is expected to display positive and mature attitudes.

Applying for a new job is a huge investment of time and emotional energy. The recruitment decision has to be right for employee and employer. I would encourage you to seek out any information you need in order to make the important decision to apply and we welcome visits to our schools in advance of applications wherever this might be helpful.

I do wish you the very best with your application and thank you again for considering us.

Best wishes,

Laura Moore
Regional Director
United Learning

Section 4 – Letter from the Principal of Sheffield Springs Academy

Dear Candidate

Thank you very much for your interest in the role at Sheffield Springs Academy. The school itself is a fantastic place to work and a brilliant place to learn. Our values are respect, excellence, ambition and pride; if you join our academy you will see these demonstrated in all aspects of academy life and by all members of our wonderful team.

The team

I am extremely proud to be the Principal of Sheffield Springs Academy, I have worked at the academy for over 15 years and many colleagues have been here longer than this still; I believe this shows the team ethos and community-feel of our academy. The team are deeply invested in our students and new employees are warmly welcomed into this team.

Where we are and where we're going

Sheffield Springs Academy is an outward-facing school, learning from outstanding schools both within the group and beyond. We are unapologetic about our high standards and unashamedly ambitious for all our students and our staff team, we are embarking upon a journey towards becoming a great school. As part of this journey, we are creating an academic culture that is warm, disciplined and joyful and ensures impeccable behaviour. We aim for a culture that means teachers can teach and students can develop their knowledge.

We are committed to staff wellbeing and have a wide-reaching wellbeing programme in place, we listen to the views of our staff team and we strive to make Sheffield Springs a brilliant place to work. We hold celebration briefings, ensure early finishes on INSET days, have a realistic marking policy, calendar in meeting-free-weeks and host a range of wellbeing activities to make sure staff have the time and support they need to fully support our pupils.

Location

Our academy is located at one of Sheffield's highest points, with incredible views across our catchment area directly to Stanage Edge, Hathersage and beyond into the Peak District. We are less than 30 minutes from the beautiful Peak District National Park, only 15 minutes away from the M1 motorway network and just a 5-minute walk to the nearest Supertram stop which provides efficient links to all areas of the city. Sheffield is a vibrant and diverse city; we are incredibly lucky to be in such a fantastic location which offers so much.

Applying for a new job is a huge investment of time and energy. I would encourage you to seek out any information you need in order to make the important decision to apply and I welcome visits to our school in advance of applications wherever this might be helpful.

I wish you the very best with your application and thank you for taking the time to consider Sheffield Springs Academy as a place of employment.

Best wishes,

Claire Cartledge
Principal
Sheffield Springs Academy

Section 5 – Job Description



Job Description

Post title	Pastoral – Head of Year
Salary	Competitive Pay Range, United Learning Trust’s Pay Policy Applies.
Responsible to	Senior Pastoral Lead
Responsible for	Pastoral Year Lead
Role purpose	To support student attainment and attendance by working to erase barriers to learning
Relevant qualifications	Experience in a similar role Numeracy and literacy skills equivalent to GCSE Grade C/Grade 4 in Maths and English (or equivalent)

The postholder must, at all times, carry out their duties and responsibilities within the spirit of United Learning Trust and academy policies and procedures, and within the legislative framework applicable to academies.

Role Summary

To work with colleagues, students, and parents/carers in partnership, sustaining and improving the quality of education provided. Pastoral Heads of Year have a responsibility to set high standards and high expectations in student behaviour, attendance and appearance and to celebrate success and achievements. They are a crucial point of contact between home and school.

Key Responsibilities

This serves as guidance only and is not definitive.

Key Tasks and Activities

- Take a lead role in providing appropriate pastoral support to students in the broadest sense.
- Attend to students’ needs and provide advice to assist in their safe personal, social and health development in conjunction with other staff with DDSL responsibilities.
- Use a range of information including academic progress information, attendance data, behaviour data, etc. to determine those in need of particular support pathways.
- Work with other pastoral support and teaching staff in the development and implementation of Individual Education Plans/Behaviour Support Plans, etc. to improve behaviour and engagement in learning.
- Establish productive working relationships with students, acting as a positive role model.
- Establish productive working relationships with parents and carers whilst having an unwavering commitment to the schools values and culture.
- Arrange and develop 1:1 mentoring with identified students and provide support for distressed students,

liaising with other lead professionals in house to meet the diverse needs of young people.

- Take a lead role in supporting the effective transfer of students to and from other schools and partner agencies and in supporting the integration of those who have been long term absent.
- Actively develop the expertise and knowledge to support the effective and successful transition of students across key stages.

- Provide information and advice to enable students to make positive choices about their own learning, progression, behaviour or attendance.
- Motivate and challenge students to promote and reinforce self-esteem.
- Support the climate for learning during lesson times to ensure that school is calm and purposeful.
- Support and manage the behaviour of the year group. Utilising Arbor information to allocate detentions, internal isolations and processing suspensions.

Strategic Management

- In consultation with staff and Local Governors, create and maintain the ethos, vision and aims of the academy including the drafting of relevant policies.
- Ensure academy systems and accountabilities are delivered according to the key principles of simplicity, efficiency, and effectiveness.
- Plan and deliver academy policy in key areas.
- Strategically lead on strategies and evidence the impact.
- Raise standards within every aspect of the academy and strive for rapid improvement where needed.

Support for Teachers

- Support disengaged students' access to learning using appropriate strategies and resources.
- Monitor and evaluate students' responses and progress through observation and discussion with teaching staff and other support workers.
- Provide objective and accurate feedback and reports as required to other staff on students' achievement, progress and other matters, ensuring that accurate records are maintained as evidence of interventions/discussions.
- Facilitate accurate record keeping systems.
- Take a lead role in the development of behaviour management strategies in discussion with subject teachers, Curriculum Area Leaders, learning support, the Head of Behaviour, the SENDCo and Assistant Headteacher.
- Establish constructive relationships with parents/carers, exchanging information about their child's attendance. Develop relationships with parents/carers to improve their child's attitude to and engagement with learning.
- Reward those students who regularly excel and get it right across school.
- Arrange and facilitate parental meetings regarding behaviour, attendance and progress.
- Monitor systems relating to attendance and engagement with learning, for example, truancy, links with Attendance and Inclusion Workers.
- Liaise with staff in primary schools where applicable and within other Trust schools to support the transition process.
- Develop a positive culture across the year group that promotes excellence, pride and ambition.

Support for the Curriculum

- Actively seek information about and act as the link worker to access the range of activities, courses, organisations, and individuals that provide support for students to broaden and enrich their learning.
- Determine the need for specialist plans and resources to support students and work with colleagues to adapt timetables in response to those needs.
- Be responsible for the coordination of work for students who are suspended (fixed term).
- Support reintegration meetings when students return from suspension and monitor and support their

progress.

- Contribute to Parents' Evenings and Information Workshops specific to year group.

Day to Day Management of Students

- Work toward ensuring that all students arrive in school and to lessons on time ready to learn, suitably equipped and prepared.
- Actively promote good attendance by managing the daily routines that support attendance and punctuality, conducting home visits to support removal of any pastoral barriers.
- Liaise with parents/carers about routine matters of behaviour, attendance, punctuality and progress and respond promptly to parental requests for information.
- Monitor student behaviour and intervene as necessary to ensure high standards are consistently achieved by all students.
- Deal with all forms of bullying to ensure a safe learning and working environment. Liaise with Head of Behaviour.
- Promote a positive attitude to learning, to relationships with adults, peers and members of the wider community.
- Ensure that the wellbeing of students is a high priority, make referrals and actively seek to use internal and external support systems/services where the need arises.
- Encourage students to be involved full in the life of the school including its extracurricular activities.
- Liaise with other Pastoral Heads of Year, Form Tutors and subject teachers as required to meet the needs of individuals.
- Be prepared to use a wide range of data about individuals and groups within the cohort to identify target groups for active intervention.
- Work with individual students and identified groups of students to reduce disengagement and raise achievement.
- Participate in regular performance reviews.
- A great deal of the information and work dealt with is of necessity confidential and it is important that none of this information is disclosed to any unauthorised person and it is dealt with discreetly and with integrity.

Working Environment and Conditions of the Post

- Due to the nature of the work and the routine of the schools, the workload may not be evenly spread throughout the year.
- In order to deliver the service effectively, a degree of flexibility is needed and the postholder may be required to undertake some evening work (time off in lieu in school holiday periods for work outside of working hours will be given for such events) or some duties, not specifically referred to above. Such duties, however, will fall within the scope of the post, at the appropriate grade.

General

- Develop excellent working relationships with colleagues internally, centrally and externally.
- Be an effective and flexible member of the team.
- Ensure any documentation produced is to a high standard and is in line with the in-house style.
- Participate in training and other learning activities as required.
- Participate in the Performance Management process.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- To represent the academies at events as appropriate.
- To support and promote academy and United Learning's ethos, playing a part in strengthening relationships between academies and with central office.

- To be aware of, and comply with, United Learning’s policies and procedures relating to Child Protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- To actively participate in continuous professional development and act as a positive role model across the academies and Trust.
- The above duties are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal and Human Resources.
- This job description will be kept under review and may be amended via consultation with the individual, Principal and Human Resources as required.

Information

This post may require the post-holder to have a degree of flexibility and willingness to work outside of normal working hours.

The information contained above is to help staff understand and appreciate the work content of their post and the role they are to play in the organisation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings have therefore, been used in which case all the usual associated duties are included in this job description.

This job description will be reviewed annually as part of the performance management process and may be subject to amendment or modification at any time after consultation with the post-holder.

Elements of this job description and changes to it may be negotiated at the request of either the post-holder or the incumbent of the post.

I accept my job description and job title as detailed above.

Name (print)	
Sign	
Date	

Section 6 – Person Specification



Person Specification

Post title	Pastoral Year Lead		
Salary	Band 3		
Education and Qualifications	Essential	Desirable	
Numeracy and literacy skills equivalent to GCSE grade C in English and Maths (or equivalent).	X		
Experience	Essential	Desirable	
Experience in a similar role.	X		
Confidence in operating in a fast-paced environment.	X		
Maintaining positive relationships with a variety of different stakeholders.	X		
Experience working in a school or Education setting.	X		
Previous experience in a Pastoral/Education Social Worker role			X
A proven track record of working with outside agencies.			X
Knowledge and Skills	Essential	Desirable	
Strong IT skills, be competent in using systems, Word, Excel.	X		
Excellent communication skills.	X		
Excellent administrative and organisational skills	X		
Ability to maintain thorough and accurate records.	X		
Understands the role within safeguarding of our students.	X		
Ability to liaise positively with staff and students and be customer focussed with a professional and friendly manner.	X		
Ability to prioritise work and multitask.	X		
Good organisation and time-management skills.	X		
Strong role model to students.	X		
High expectations of students.	X		
Proactive and committed.	X		
Good decision-making skills.	X		
Teamwork	Essential	Desirable	

Recognises the contribution and achievement of colleagues.	X	
Keeps colleagues, stakeholders and/or customers informed of progress.	X	
Treats others fairly, openly and consistently.	X	
Expresses disagreement or challenges views calmly, constructively and tactfully.	X	
Supports and co-operates with colleagues.	X	

Personal Attributes	Essential	Desirable
Maintains confidentiality and discretion	X	
Able to make connection between their work and the benefits to students.	X	
Good written and verbal communication skills.	X	
Ability to prioritise and manage workload while maintaining a flexible response to urgent requests.	X	
Good interpersonal skills and ability to work with staff and stakeholders at all levels.	X	
Organised and good attention to detail.	X	
Caring and morally grounded.	X	
Ability and willingness to travel regularly to locations within the cluster, attend meetings off-site with agencies and carry out home visits to parents/carers.	X	

Section 7 – The Appointment Process

These notes are intended to guide you when making an application.

The Application Form

The application form is accessible via the 'Apply' link on the job advertisement. Please complete the application form neatly, fully and accurately, including exact dates. You are requested to submit a concise application. CVs are not accepted.

Education and Training

State your qualifications and any training you have undertaken relevant to the post.

Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

Previous Appointment

When completing this section it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. Reference will be taken if the candidate is successfully short-listed for interview. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

The Supporting Statement

The supporting statement is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post.

Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website/s prior to attending the interview.

The Interview

Candidates will be invited to interview at the school during which time they will have the opportunity to meet staff and students and see the school at work.

Feedback

Feedback is offered to those candidates who are shortlisted, interviewed and not recommended for appointment. It is hoped that this information will help you with future applications.

Section 8 – Visitors/Contacts for Sheffield Springs Academy

The academy is located in a thriving town close to the beautiful Peak District



Sheffield Springs Academy

The best in everyone™

Part of United Learning

Sheffield Springs Academy
Hurlfield Road
Sheffield
South Yorkshire
S12 2SF

Website: www.sheffieldsprings-academy.org

Email: enquiries@sheffieldsprings.org

Telephone: 0114 2392631

Sheffield Springs Academy is an 11-16 secondary school and is Ofsted rated 'Good'. As part of United Learning, our aim is to bring out 'the Best in Everyone'. Our values are Respect, Excellence, Ambition and Pride, and these are demonstrated in all aspects of academy life and by all members of our wonderful team.