

# Briefing Pack for Applicants Pastoral Leader



Ecclesfield  
**SCHOOL**

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The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**



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**May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.**

## Section 1: Post Advertisement

<b>Post:</b>	<b>Pastoral Leader</b>
<b>Location:</b>	<b>Ecclesfield School</b>
<b>Salary:</b>	<b>NJC Grade 5, Point 15: £29,093 to 20: £31,586 gross per annum</b>
<b>Actual</b>	
<b>Annual Salary:</b>	<b>£25,665.53 to £27,864.83 (under 5 years of service)</b>
<b>Contract:</b>	<b>Permanent, 37 hours per week, 40 working weeks</b>
<b>Start date:</b>	<b>As soon as possible</b>

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Ecclesfield School joined the Trust in December 2017 and, as a sponsored academy, is developing this partnership and making rapid improvements for our students and community.

This is an exciting opening to join the team at Ecclesfield as a Pastoral Leader. This appointment is a key opportunity to join a developing, supportive and committed team. The successful applicant will have:

- Excellent interpersonal skills with the ability to listen, question, negotiate and reflect.
- Excellent written and verbal communication skills and the ability to deal with a wide range of audiences including senior managers, parents/carers and external agencies.
- The ability to deal with difficult situations and behaviours.
- The ability to empathise with students, developing trust and respectful relationships.
- A minimum of GCSE or equivalent Level 2 in literacy and numeracy.

If you have the passion to be a key part of the Pastoral team, are able to positively contribute to our ethos and have the drive to make a difference for our students, we would like to hear from you. Candidates are encouraged to visit the school or have an informal discussion about the role with Miss S Melody, Deputy Headteacher. Arrangements for this can be made by contacting Jo Revill - Headteacher's PA, via e-mail [jrevill1@ecclesfield-mlt.co.uk](mailto:jrevill1@ecclesfield-mlt.co.uk)

**The closing date is 9am on Friday 14 February 2025 and interviews will take place week commencing 24 February 2025.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website Minerva Learning Trust. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Mrs Jo Revill, PA to the Headteacher, via e-mail [jrevill1@ecclesfield-mlt.co.uk](mailto:jrevill1@ecclesfield-mlt.co.uk). **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered.**

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.



Bev Matthews  
**Chief Executive Officer**

### **Section 3: Letter from the Headteacher – Richard Walkden**

Dear Candidate,

Thank you for your interest in this role and in our school. Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School joined the Minerva Learning Trust in December 2017. The school received a 'Good' Ofsted inspection in the summer of 2022, and we continue to build on this work. Results in Summer of 2024 were a step forward from 2023 and we strive to improve in all areas, every day.

Here at Ecclesfield School we understand the power of education to transform lives, communities and society. In everything we do we aspire to achieve individual and collective excellence through nurturing every student's unique potential to make sure when they leave and enter the outside world, they are ready to succeed and make an invaluable contribution to the wider society.

Ecclesfield is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. All our staff ensure that our students are given the very best opportunities through their education. My belief is that people achieve the best outcomes when they enjoy what they are doing, feel safe and are rewarded for their commitment and success. Our philosophy is simple and is based around our core values of Work Hard, Be Kind, Aim High, Show GRIT.

We expect the very highest levels of behaviour and attitude to learning from our students, coupled with a real focus on building positive relationships. We take every opportunity to study a wealth of subjects at both Key Stage 3 and 4. Our wider school life gives students and staff the opportunity to travel all over the world, take part in shows, give back to the local community, be a part of a team, go out into the working world, experience other cultures and meet people from all walks of life.

Support and care are equally important for all members of staff. We have a well-developed Continuing Professional Development (CPD) programme at Ecclesfield School that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

I look forward to receiving your application.



Richard Walkden  
**Headteacher**

## **Section 4: About Ecclesfield School**

### **OUR ETHOS**

Ecclesfield School understands the power of education to transform lives, communities and society. We aspire to achieve individual and collective excellence in all that we do through nurturing every student's unique potential, expanding their horizons and promoting their understanding of the invaluable contributions they can make as citizens in a global society. We recognise the importance of students leading rich and diverse lives and actively pursue a curriculum and pastoral provision which enables them to flourish in this area.

By fostering our students' spirit of engagement, adventure, and ingenuity, we will nurture all young people as fully rounded individuals, providing them with the challenge and support they require to succeed.

### **ABOUT US**

Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. We have a truly comprehensive intake and aim to serve all of the school community in all of our work. Our intake is drawn largely from North-East Sheffield, including Ecclesfield, Chapelton and High Green, though many students travel from further afield. Our standard student number per year is 350 and our current roll is 1750, making Ecclesfield one of the largest schools in the city. Attainment on intake is broadly average. Around 29.4% of our students are disadvantaged.

The school has around 23% of students on the SEN register. The range of special needs in school is considerable; we have students with speech, language and communication difficulties, physical difficulties and some with moderate to severe learning difficulties. In addition, there are also significant numbers of students who have been identified as gifted and talented in a range of areas.

The Senior Leadership Team is comprised of nine colleagues – the Headteacher, two Deputy Headteachers and six Assistant Headteachers, supported by the Business Support Manager and Central Team for the Trust. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has distributed leadership model in which leaders at all levels increasingly take responsibility for raising standards of attainment and achievement.

Currently we have a teaching staff of over 100 who provide a rich balance of enthusiasm, energy, creativity and experience. Our team of support staff plays a vital part in the success of the school, and all are important members of our community. We aim to involve all staff in the life of the school through communication, including daily briefings and regular meetings. Staff development is supported through a highly effective professional learning policy, which lays emphasis on sharing good practice internally and driving up standards in teaching and learning. All teaching staff belong to departmental teams led by Curriculum Leaders, assisted by Lead Teachers.

All members of the 'Ecco Family' are well supported, and at the heart of this is excellent pastoral care. Each year group family is led by a Progress Leader, assisted by a Pastoral Leader and form tutors. All teachers are attached to a form and year group, and we place great emphasis on the vital role of the form tutor to ensure we foster a culture of belonging across our school. We have a

newly established Junior Leadership Team (JLT) to enable students to take on additional responsibility and shape their school with leaders. There are 8 JLT members in each year group who ensure that the voices and views of their year group are heard and supported.

The school is supported by a committed and supportive Local Governing Body, ready to scrutinise and challenge the work of the school. Led by the Chair of Governors, the Local Governing Body works through a series of committees, each supported by a member of the leadership group. The governors take on 'link' roles and are beginning to work effectively with a range of key personnel within the school. The Local Governing Body feed into the Minerva Learning Trust Board who have overall accountability for schools within the Trust.

The curriculum is organised within a 50 period, two-week timetable and we aim to use this vehicle to support and stimulate all students. As a result, a large number of activities and experiences are timetabled for students. These include a one-week period of work experience for all Year 10 students. Many subject departments organise trips and visits; these include trips to local museums, field trips, visits from theatre groups and curriculum-related visits to sites around the country.

At Key Stage 3, students follow a broad and balanced curriculum including the core and foundation subjects, Drama, ICT, RPE, PSHCE, Art, Music, PE and Technology. All students study Spanish, French or German (with some students going on to pursue two languages at GCSE). In Year 7, with the exception of Maths, all subjects are taught for the year in mixed-attainment teaching groups. Increasingly, the school is moving towards a two-year key stage 3.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (combined trilogy and triple sciences), History or Geography, PSHCE, RPE and PE, with up to three further option subjects available. These include Art, Enterprise, Computer Science, Music, P.E. and Religious Studies. Students can opt for Technical Awards in a range of subjects including Sport, Music, Performing Arts, Health and Social Care, Statistics, Food Technology and Engineering. The school is well-placed to meet the demands of the English Baccalaureate with MFL (French, Spanish and German), Science and Geography popular option choices. Our most recent performance indicators shows attainment in the EBacc running above the national level. We are confident that our current curriculum model, whilst under constant review, allows us to meet the needs of all students, preparing them fully for life beyond 16.

Enrichment is a huge part of our school: There are over 100 weekly lunchtime and after-school clubs and teams which offer the opportunity for students to develop and follow their interests and talents in music, drama, sport, art and academic areas, along with some more creative, inclusive and environmental foci. Our JLT also run clubs for their peers. As a school that particularly values performing arts, there are a host of creative opportunities for students to take part in, from music lessons and crafting to our highly popular school productions. In terms of sport, a wide range of teams and activities take place, achieving considerable local, regional and, on occasion, national success. There is a strong programme of residential, visits and foreign trips throughout the school from the ski trip to language immersion trips.

We aim to enable all colleagues to fulfil their potential. We are partnered in Initial Teacher Training with Sheffield Hallam University and Sheffield University and work in partnership with the South Yorkshire Teaching Hub. We aim to support new colleagues, be they ECTs or more experienced teachers or support staff, via an induction programme and mentoring scheme which can be tailored to meet their needs.



We are developing a vibrant learning community in which all students and staff are able to thrive. Our strategic vision is to move this school forwards by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: [www.ecclesfield-school.com](http://www.ecclesfield-school.com)

## Section 5: Job Description



# Minerva Learning Trust Job Description



**Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

<b>POST TITLE</b>	Pastoral Leader
<b>GRADE/SALARY</b>	NJC Grade 5, point 15 to 20
<b>RESPONSIBLE TO</b>	Deputy Headteacher Inclusion
<b>RESPONSIBLE FOR</b>	Supporting student progress by working to erase barriers to learning.
<b>PURPOSE OF THE JOB</b>	<ul style="list-style-type: none"> <li>• To work alongside Progress Leader to develop impact reports to the senior team on the progress of the students in the Year group.</li> <li>• To work with Progress Leader to implement pastoral monitoring and evaluation in a year group.</li> <li>• To work collaboratively in the pastoral team to seek and modify pastoral provision where need be.</li> </ul>
<b>RELEVANT QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Minimum GCSE or equivalent level 2 in literacy and numeracy.</li> <li>• Evidence of appropriate and recent professional development related to the nature of the post.</li> </ul>

### **SPECIFIC DUTIES AND RESPONSIBILITIES**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

## **MAIN DUTIES**

- To work collaboratively with the Progress Leader to ensure that the highest standards of behaviour and attendance are achieved on a day-to day basis in the year group.
- Liaise routinely and establish constructive positive relationships with parent/carers exchanging relevant information about attendance, progress and engagement with learning of their child.
- To take a lead role in monitoring behaviour, attendance and punctuality and intervening where necessary.
- To deliver mentoring programmes and interventions to support students personal development and well-being in collaboration with Progress Leader.
- Work with the pastoral and inclusion teams in school to develop IEP and BSP to improve engagement with learning.
- Attend meetings and prepare accurate/detailed records to enable effective multi -agency working and communication with LA and safeguarding teams (CAF, PEEP, EHCP).
- Arrange and facilitate parental meetings regarding behaviour, attendance and progress.
- Take a lead role in the effective transfer of students to and from other schools and in the integration of those who have had long term absence.
- To undertake, as directed by Progress Leader, specific work related to the year group (Y7 Transition & settling into school, Y8 Preferences, pre GCSE, Y9 options, Year 10 GCSE success, Y11 UCAS Progress and transition Post 16).
- To support the smooth running of the school undertaking duties as directed by the Progress Leader/SLT (On Call, WSDT, supervising lesson change over, supporting students in Reflection Room/inclusion area).
- Take a lead role in developing and delivery personalised intervention activities, which enhance the learning of students who are not making expected progress, partially in English and Maths by working with them 1:1 withdrawal and/or small group situations.
- Develop productive 1:1 and small group working relationships with students, acting as a role model and setting high expectations.
- Encourage students to interact and work co-operatively with other.
- Provide feedback to students in relations to progress and achievements and where appropriate, meet parents to encourage parental participation and ensure the they have full knowledge's of student progress.
- Work within an established discipline policy to anticipate and manage behaviour constructively, prompting self-control and independence and employing strategies to recognise and reward achievement.

- Liaise with classroom teachers and individual students to agreed learning targets and devise action plans to support students' attainment, particularly in English and Maths.

### **Support for the School**

- Be aware of and comply with policies and procedures relating to child protection, Health and Safety, security and confidentiality, reporting all concerns to the appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance management as required.
- Assist with the supervision of students out of lesson times, for example, clubs, extra-curricular activities.

### **Communication and Liaison**

- To communicate effectively with parents/carers of students as appropriate.
- Where appropriate, communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as Open Evenings, Parents Evenings, review days and liaison events with partner schools.
- Contribute toward the development of effective subject links with external agencies.
- The post-holder is required to work closely and liaise on a regular basis with:
  - The Senior Leadership Team
  - Curriculum Leaders
  - Attendance team (weekly meetings)
  - Other Pastoral Leaders
  - Progress Leader
  - Inclusion team
  - Staff
  - Parents/carers
  - MAST and Safeguarding team

- Reflection Room manager

### **Quality Assurance**

- To work alongside the Progress Leader to develop impact reports to the senior team on the progress of the students in the Year group.
- To work with Progress Leader to implement pastoral monitoring and evaluation in a year group.
- To work collaboratively in the pastoral team to seek and modify pastoral provision where need be.

### **Management of Resources**

- Assist teachers to identify resource needs and contribute to the efficient/effective use of physical resources.
- Cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

### **Safeguarding**

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.



### **Other Specific Duties**

- To actively promote school and Trust policies.
- To engage in personal professional development as agreed and engage actively in the performance review process.
- To undertake any other reasonable duties in-line with the nature of the post not mentioned in the above.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

## **GENERAL**

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. 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 Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 6: Person Specification

	<h1>Minerva Learning Trust</h1> <h2>Person Specification</h2>	
<b>Post title: Pastoral Leader</b>		
<b>Minimum Essential Requirements</b>	<b>Method of Assessment</b>	
<b>QUALIFICATIONS AND TRAINING</b>		
Minimum GCSE or equivalent level 2 literacy and numeracy.	AF/I	
<b>KNOWLEDGE AND EXPERIENCE</b>		
Prior experience supporting young people in a pastoral role.	AF/I	
Prior experience developing the learning of young people.	AF/I	
Prior experience contributing to the personal and social development of young people	AF/I	
Prior experience of using school based information systems	AF/I	
<b>PROFESSIONAL DEVELOPMENT</b>		
Evidence of appropriate and recent professional development related to the nature of the post.	AF/I	
<b>SKILLS</b>		
Knowledge and understanding of school or other education environment	AF/I	
Knowledge of Schools Information Management Systems(e.g. SIMS)	AF/I	
<b>QUALITIES AND ATTRIBUTES</b>		
High expectations of self.	AF/I	
The ability to motivate others.	AF/I	
The ability to establish effective working relationships with individuals, groups and organisations.	AF/I	
The ability to remain calm and diffuse situations.	AF/I	
The demonstration of a concern for excellence in one's professional work and the achievement of students.	AF/I	
A commitment to support the school's aims, vision and ethos.	AF/I	
Adaptability and resilience, with the ability to cope with periods of work pressure with good humour and a sense of proportion.	AF/I	
Energy and commitment to professional responsibilities and to the betterment of all students.	AF/I	
A willingness to contribute to the wider life of the school.	AF/I	

**Key:** AA = Assessed activity  
 AF = Application form  
 I = Interview  
 R = Reference

## Section 7: The Appointment Process

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

### 1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

### 2. Education and Training

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

### 3. Present Appointment

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

### 4. 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.

### 5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

### 6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

### 7. 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 some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.



8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

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

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to [jrevill1@ecclesfield-mlt.co.uk](mailto:jrevill1@ecclesfield-mlt.co.uk) by the closing date.

## **Section 8: Visitors to Ecclesfield School**

### **Approaching from the north**

#### ***By car (via M1)***

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/Chapelton into central Chapelton. At the mini-roundabout, take the first exit on the left, keeping the railway bridge to your right. This is Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.

#### ***By Train***

Chapelton station is served by regular services from Barnsley, Leeds and Kirklees. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.

### **Approaching from Sheffield**

#### ***By Car***

Take the A61 through Hillsborough and continue towards approximately 1 mile until reaching the right-hand filter from the dual carriageway, sign posted Ecclesfield. Follow this road, crossing a mini-roundabout, through the housing estate for approximately two miles, until reaching a T-junction. Turn right. Ecclesfield Parish Church will be on your left hand side. Continue for approximately 600 meters until reaching the T-junction with Chapelton Road. Turn left. The school is situated on the left hand side of this road at the top of the hill, about 400 meters travel.

#### ***By Train***

Chapelton station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.