



WE ARE ASTREA

PASTORAL LEADER

ASTREA ACADEMY WOODFIELDS
PART OF ASTREA ACADEMY TRUST

APPLICANT BRIEF





O PEN LETTER FROM PRINCIPAL

Dear Candidate,

I am delighted you are interested in the post of Pastoral Leader at Astrea Academy Woodfields.

It is with great pride that I am able to introduce myself as Principal of the Academy and it is a privilege to share with you our vision for the future. Astrea Academy Woodfields is on a journey to excellence and every decision is centered on students, enabling them to achieve their full potential so that they go on to a successful and rewarding future. It is our vision that students will become lifelong learners where we create outstanding young adults who are proud of their community and cultures.



As a successful candidate you will become part of the Astrea family that offers you unrivalled professional development where there is massive opportunity for career development, collaborative working and constructive feedback and solutions. We offer you the opportunity as we develop to teach at all key stages with our evolving Sixth Form provision alongside the potential to build upon the success at KS3 and 4. If you share our values and want to make the kind of difference to young people's lives that allow them to challenge social boundaries then we would love to meet you!

Please take this letter as an open invitation to visit our Academy and meet the children and staff that make Woodfields so much more than a building. If you let us know when you would like to visit, we will arrange for you to come and see this very special learning environment. I very much hope that you choose to apply for this post and I look forward to meeting you.

Yours sincerely,

Mr Adam Atkinson
Principal at Astrea Academy Woodfields



JOB DESCRIPTION

REPORTING TO	Pastoral Manager & Vice Principal
CONTRACT TYPE	Permanent
SALARY RANGE	£22,183-£25,911 (Grade 7, Scale Point 12-20)
WORKING PATTERN	Term Time + 3 weeks (including 5 INSET days)
HOURS PER WEEK	37 Monday to Thursday 8:00-16:00, Friday 8:00-15:30

Core Purpose

The Pastoral Leader plays a pivotal role in the daily academy experience of all students in their Year Group. The Pastoral Leader serves to look after the pastoral and academic welfare of all the students in their Year Group, act as a role model, an inspirer, a reinforcer of standards and discipline, and the link between the academy, home and the community.

Key functional relationships

The Strategic and Extended Leadership Team, Curriculum and Subject Leaders, SENDCo, SEND & Inclusion Team, EALCo, Attendance Team, Safeguarding Team (including the DSL and DDSL), Year 6 and Sixth Form Transition Teams, Teaching staff, Students, Parents/carers, Local Authority agencies and external organisations such as the Police.

Key Role and Responsibilities:

1. Main responsibilities, Tasks and Duties

The post-holder is required to:

- Monitor and support student's academic and personal development across a designated year group (but also has a wider responsibility to support all students from Year 7 to 14);
- Promote the highest standards of student conduct (behaviour and attitudes) and attendance and punctuality;
- Ensure safeguarding of students is the utmost priority and that all procedures, processes and practices in this respect are followed by self and others;
- Liaise with the Safeguarding and Attendance teams to support students across the academy as required;
- Liaise with external agencies and organisations as appropriate and required;
- Carry out supervisory duties of students throughout the academy day; including before and after academy start and end times;
- Deliver assemblies and other educational activities to their year group;



- Be a high-profile presence during the academy day and at academy events such as Parents' Evenings and Celebration Evenings;
- Represent the academy within the local and wider community as required;
- In addition, to undertake whole academy responsibility in specific areas as designated by the Principal or Vice Principal (for example: facilitating the Student Council or facilitating charity or community events);
- Lead and guide a team of Apollo Tutors by supporting and developing their roles in supporting a student's academic and personal development.
- Undertake First Aid training and fulfil the role of a First Aider alongside other colleagues.
- Undertake Fire Marshall training and fulfil the role of a Fire Marshall alongside other colleagues.

2. Operational and Strategic Responsibilities

The post-holder is required to:

- Lead and guide a team of Apollo Tutors by supporting and developing their roles in supporting a student's academic and personal development ensuring students (a) meet and exceed the standards and expectations of them and (b) meet and exceed their academic and personal targets. This includes the required recording and monitoring of interventions;
- Support the wider Pastoral and Inclusion Teams in their roles in supporting a student's academic and personal development ensuring students (a) meet and exceed the standards and expectations of them and (b) meet and exceed their academic and personal targets;
- Lead and manage the calendar of a designated Year Group (in conjunction with the Pastoral Manager) to ensure that the activities of the Year Group reflect the needs of students, the Academy Improvement Plan and the aims and objectives of the academy;
- Actively maintain high standards of student behaviour and conduct within the academy and lead teachers and tutors to ensure that systems and procedures are followed;
- Actively monitor and follow up students' personal, social and academic progress, including attendance and punctuality;
- Contribute to the effective day to day management of the academy including organising and carrying out supervisory duties, patrol, staffing of the Compass Room and delivering assemblies;
- Be the main point of contact for parents/carers for meetings regarding behaviour, attendance, exclusion;
- Ensure that student records are up-to-date and that information is provided to necessary people, agencies/organisations to ensure that all can provide for that student's needs; for example, by writing IBMPs, updating CPOMs etc;
- Communicate with and liaise with Apollo Tutors, teachers and appropriate support staff to maintain accurate records and information in-line with academy policy;
- Monitor student progress and performance in relation to academic and pastoral targets set for each individual, sub-cohort or whole cohort ensuring appropriate actions are identified and taken.
- Promote whole year enrichment activities in conjunction with the Assistant and Vice Principal;
- Implement whole academy policies, procedures and practices e.g. the Attendance Policy, the Conduct (Behaviour & Attitudes) Policy etc.;



- To participate in weekly pastoral 'Triage' meetings with the Vice Principal and Pastoral Manager and ensure appropriate actions are identified and taken;
- To participate in twice daily 'Team 5' meetings with the Vice Principal and Pastoral Manager and ensure appropriate actions are identified and taken;
- To support the delivery of the Pastoral interventions map either through the reporting side or the delivery side.

3. Curriculum Provision and Development

The post-holder is required to:

- Liaise with subject and curriculum leaders and other leaders within the Pastoral Strand, including the SENDCo and EALCo etc. to ensure that effective personalised learning provision is delivered to targeted students as required;
- Liaise with SLT and cross curricular co-ordinators in Literacy, Numeracy and PSHEE/RS etc.) to quality assure the Apollo programme;
- Liaise with SLT and subject/curriculum leaders to ensure students are accessing provision to enable them to succeed;
- Liaise with leaders, teachers and parents/carers to ensure work is provided to students absent through illness or exclusion.

4. Personnel

The post-holder is required to:

- Be responsible for the day-to-day pastoral provision provided by Apollo tutors; and to support and motivate Apollo tutors, promoting teamwork and acting as a positive role model.
- Offer effective support and challenge to members of Apollo tutors and teachers to encourage the development and improvement of individual, sub-cohort or whole cohort performance.
- Take a leading role in advising and training staff across the academy with regards to appropriate conduct for learning;
- Participate in Appraisal and take opportunities for self-development and to act as reviewer for identified support staff in-line with academy policy;
- Work with the Principal and Vice Principals to ensure that CPD needs are identified and that appropriate programmes are provided to self and others who are line managed;
- Quality assure the work of assigned members of staff as required;
- Participate in the academy's recruitment and selection process as required and to support the effective appraisal and induction of staff in-line with academy policy.

5. Raising Standards

The post-holder is required to:

- Strategically generate and use data and quality assurance findings to continuously improve standards of practice and outcomes across the academy;
- Be responsible generating and monitoring action plan(s) for pastoral provision in the academy and monitoring those action plan(s) for a designated Year Group;
- Establish the process of the setting of targets within action plan(s) and to work towards their achievement;



- Undertake Apollo observations as required and to provide support and guidance as appropriate;
- Promote good order and a disciplined working environment throughout the academy, acting as an effective referral point for issues concerning matters of pastoral provision and discipline in-line with the whole academy chain of communication;
- Actively implement academy procedures and actions from the Academy Improvement Plan(s).

6. Management Information

The post-holder is required to:

- Ensure the maintenance of accurate and up-to-date information concerning the Year Group using the academy's management information systems;
- Analyse and evaluate performance data provided by identifying and taking appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken;
- Provide the relevant groups (for example, SLT, Governors etc.) with accurate information relating to the performance within pastoral provision e.g. rates of exclusions etc.
- Ensure that all staff members of their team are familiar with its ethos, aims and objectives;
- Ensure effective communication/consultation as appropriate with the parents/carers of students and to coordinate all student information received externally; liaise with partner academies, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external organisations and agencies where appropriate;
- Represent the views and interests of Apollo tutors to the other Pastoral Leaders, the Pastoral Manager, SLT and other appropriate parties;
- Liaise with the SENDCo and EALCo as appropriate to support student development;
- Keep parents/carers informed of student progress and make contact and arrange meetings as necessary; co-ordinate arrangements for parents' consultation days/evenings in conjunction with the other Pastoral Leaders.

7. Managing Own Performance and Development

The post-holder is required to:

- To take a proactive approach to professional development and to participate in training opportunities and other learning activities as required including participation in the academy's Appraisal and Probationary procedures;
- To attend and actively participate in regular team and academy meetings;
- To prioritise and manage own time effectively to balance all the demands made in this role;
- To strive to achieve challenging professional goals and develop the resilience needed to overcome stressful situations;
- To be a self-critical and reflective practitioner.

8. Professional Expectations

The post-holder is required to:

- To uphold the academy's ethos and expectations of professional standards as exemplified in the Staff Code of Conduct and by complying with the requirements of all academy and Trust



policies, especially those relating to safeguarding/child protection, Health and Safety, confidentiality and data protection, reporting all concerns to an appropriate person;

- Follow reasonable management instructions and follow requests for re-deployment of roles, year groups etc. as is commensurate with the grade of the role.
- To have high expectations of students' and build successful relationships centred on respect, high expectations, aspirations and the core purpose of teaching and learning;
- To establish a purposeful learning environment where diversity is valued and where students' feel safe, secure and confident;
- To recognise and respond effectively to equality issues as they arise in the classroom, challenge stereotyped views, bullying and harassment in accordance with academy policy and procedures;
- To promote the academy/Trust positively and participate in promotional events such as Open Evenings and not to undertake any activities that may bring the academy's/Trust's name in to disrepute;
- To carry out the terms and conditions of employment as detailed in the employee's contract.
- To ensure equality of opportunity is afforded to all persons both internally and external to the academy/Trust and actively seeking to eliminate any direct or indirect discriminatory practices/behaviours.

GENERAL

Special Conditions of Services

- Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview. Furthermore, applicants are required to inform the academy of any such convictions/cautions throughout their period of employment.
- Applicants should note that the academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful applicants will be required to undertake an Enhanced Disclosure and Barring Service (DBS) check.
- The post-holder will be subject to ongoing Enhanced DBS checks – with effect from the first date of employment.

Other Duties

- The duties and responsibilities in this job description are not exhaustive. The post-holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Employees will be expected to comply with any reasonable request from those in a position of responsibility, to undertake work of a similar level that is not specified in this job description.
- Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post-holder.



- To be familiar with, implement and comply with all relevant academy and Trust policies, procedures and Codes of Conduct. All staff have a responsibility to safeguard and promote the welfare of students and young people within the academy.
- To be responsible for ensuring that own professional development is updated as needed.
- To support other academies with safeguarding /behaviour & safety as directed.
- To travel as required to attend meetings or training (costs to be reimbursed beyond travel distance to normal place of work)
- To work beyond the guide hours or within holidays, using the additional contracted time as required.

This job description may be reviewed and amended at any time to reflect the requirements of the role.



PERSON SPECIFICATION

Experience, Skills & Capabilities

- Level 3 qualifications
- Degree level qualifications or equivalent.
- Middle Leaders qualification (NPQML, NPSLBA)
- Safeguarding qualification
- Level 2 qualifications (including GCSE English and Mathematics at Grade C / 4+)
- Experience of working in an academy or similar establishment.
- Experience of working within a diverse academy / local community
- Experience of managing pastoral and behaviour needs of students
- Experience of managing inclusion needs of students e.g. for those with English as an Additional Language
- Experience of working in partnership with other institutions/agencies.
- Experience of child protection and safeguarding procedures.
- Experience of working within a safeguarding team.

Knowledge & Skills

- The ability work under pressure and to deadlines
- Able to motivate young people, empathise in a non-judgemental way and act as a role model
- Ability to uphold and champion the academy's values; especially honesty & integrity
- Energy, enthusiasm & emotionally resilient
- Able to analyse problems and devise creative solutions
- Excellent health and attendance record
- Desire to enhance and develop skills and knowledge through CPD
- Commitment to the highest standards of child protection and safeguarding
- Recognition of the importance of personal responsibility for health and safety.
- Ability to recognise and maintain appropriate confidentiality.
- Commitment to the academy's ethos, aims and its whole community.