

Briefing Pack for Applicants Pastoral Manager



STOCKSBRIDGE
HIGH SCHOOL

— This is Just the Start —

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

| | |
|-----------------------|---|
| Post: | Pastoral Manager |
| Location: | Stocksbridge High School |
| Pay scale: | NJC Grade 5, points 15: £29,093 to 20: £31,586 gross per annum |
| Actual | |
| Annual Salary: | £25,023.90 to £27,168.21 (under 5 years service) |
| Contract: | Permanent, full Time – 37 hours per week, 39 working weeks |
| Start date: | As soon as possible |

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

Stocksbridge High School is an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. We are open, friendly and welcoming with great students and a dedicated staff. Stocksbridge High School is part of Minerva Learning Trust and together we have a vision of providing outstanding education for all the students within our schools.

This is an exciting opening to join the team at Stocksbridge High School as we have an opportunity to join our Pastoral Department as Pastoral Manager. This appointment is a key opportunity to join a developing, supportive, and committed team. The successful applicants 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 English and mathematics.
- An extensive knowledge and experience of working with young people and be able to offer care, guidance and support to meet the needs of all pupils within their year group.
- An understanding and experience of liaising with external agencies.
- The ability to advise and influence the practice of colleagues to best support young people to be successful in school
- The ability to empathise with young people, has a flexible approach and takes pride in their work.
- The ability to support, monitor and manage pupil's behaviour, attendance and academic progress in order that they can succeed.
- The ability to analyse and present data to inform next steps and actions.
- The ability to work independently and as part of a team.
- The ability to forge positive relationships with staff, pupils, parents and outside agencies.

The closing date is 9am on Tuesday 01 July 2025 and interviews will take place shortly afterwards.

Candidates are encouraged to visit the school or have an informal discussion about the role, arrangements for this can be made via e-mail to: Hannah Taylor, PA to the Headteacher - htaylor@stocksbridge-mlt.co.uk

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 [Statutory Information - 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.

The application form and information pack is available on the Minerva Learning Trust's and Stocksbridge High school's website <https://minervalearningtrust.co.uk/vacancies> - [Stocksbridge High School](#)

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

Dear Candidate,

I am delighted that you are considering making an application for this position at Stocksbridge High School. We are an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. You will find us to be open, friendly and welcoming with great students and a dedicated staff.

Every one of the young people we serve is entitled to thrive at school so that they may leave skilled, qualified and confident to make a success of their next steps in life. This is achieved through high quality leadership, teaching and support from our staff so that all students learn and progress well. Working at Stocksbridge High School means that you will always hold young people in high regard and have nothing but the highest of expectations for their learning, conduct and aspiration. This is reflected in our core vision of Believe, Achieve, Succeed and felt by our values of:

- Be Positive
- Be Kind
- Be Confident
- Be Reflective

We are here to make a difference to the young people and families of Stocksbridge and we aim to be recognised as outstanding in this endeavour. It is an exciting time to join our school and if you share that ambition and determination, I look forward to receiving your application.

Dave Williams
Headteacher

Section 4: About Stocksbridge High School

...THIS IS JUST THE START...



Our Mission, Vision and Values

Our Mission:

All pupils have the opportunity to grow academically, socially, morally and spiritually to ensure that when they leave our care every door to a potential future remains firmly open.

Our Vision:

Our vision is based upon our core principles of '**Believe, Achieve, Succeed**'

Believe

We generate **belief** in students through personal development, raising aspirations and self-respect, and encouraging all students to pursue their dreams.

Achieve

We have a relentless and unapologetic focus on the outcomes of students to ensure that they **achieve** their dreams.

Succeed

We recognise and celebrate **success** for students on a daily basis with a positive learning culture.

Our Values:

Be Positive

We smile, we accept compliments, we are polite, and we are respectful

Be Kind

We are caring, we show empathy, we have good manners, and we are considerate

Be Confident

We develop our self-esteem, we show resilience, we are ambitious, and we set high standards for ourselves

Be Reflective

We learn from our mistakes, we identify our targets, we always look to improve, and we celebrate our successes

Our Beliefs:

We drive our Mission through the school by believing in the pupils, staff and community to work together. To do this we:

- Develop **belief** from the community by engaging key stakeholders in every aspect of school life and working together to create a world-class learning environment for their children.
- **Believe** in the staff we have to develop professionally and encourage a culture of succession and personal aspiration.
- **Believe** in a solutions-focussed continuous improvement cycle to drive change and raise standards.

Our Mission, Vision and Values

| Leaders at SHS | All Staff at SHS | Parents at SHS | Pupils at SHS |
|--|--|---|---|
| <ul style="list-style-type: none"> • Lead with a positive approach • Are solutions focussed • Are highly visible • Are highly active and act quickly to resolve issues • Model expectations and never ignore problems • Are reflective, support and develop colleagues within our teams • Have high expectations of all stakeholders • Are accountable and confident to hold others to account • Are kind and mindful of well-being, physical and mental health • Communicate with clarity in a timely manner • Put the school's vision and values front and foremost | <ul style="list-style-type: none"> • Have high expectations for all stakeholders and build confidence • Are reflective and continually strive for improvement • Look after their own well-being and that of others • Put relationships at the heart of everything they do through kindness • Have a relentless focus on outcomes • Uphold standards positively and support the school's drive towards excellence • Use policies and guidance to provide clarity of purpose • Recognise achievements of all stakeholders and celebrate through a culture of success | <ul style="list-style-type: none"> • Be part of the decision-making process by involving themselves as part of the school community • Support school decisions by reflecting on the rationale and encourage their children to • Understand that pupil success is at the heart of the school's values • Engage with the school and respond positively • Be kind to staff that are working hard to do the best for their children • Be confident to approach the school about how we can work more closely together | <ul style="list-style-type: none"> • Have high expectations of themselves and their peers • Be positive in all that they do • Be kind, compassionate and caring to others • Be confident to make choices even when they might be difficult • Be reflective and consider the impact of our actions on others • Understand that staff are here to help them to be the best version of themselves • Be part of the decision-making process by fully engaging in leadership opportunities • Adhere to the school's policies |

Our Mission, Vision and Values

Believe:

- Generate **belief** in students through personal development, raising aspirations and self-respect, and encouraging all students to pursue their dreams.
- Develop **belief** from the community by engaging key stakeholders in every aspect of school life and working together to create a world-class learning environment for their children.
- **Believe** in the staff we have to develop professionally through a comprehensive CPD package that takes into account career stage and encourages a culture of succession and personal aspiration.
- **Believe** in a solutions-focused continuous improvement cycle to drive change and raise standards.

Achieve:

- Have a relentless and unapologetic focus on the outcomes of students to ensure that they **achieve** their dreams.
- Improve the life chances of the community by creating a generation of **high achieving** young people that can drive industry and entrepreneurship, both locally and further afield.
- Celebrate staff **achievements** and recognise their contributions through a morally driven and determined staff body.
- Be recognised nationally for our **achievements** in outcomes and our wider enrichment offer.

Succeed:

- Recognise and celebrate **success** for students on a daily basis with a positive learning culture.
- Be an oversubscribed, **successful** school that is the choice of parents both locally and further afield.
- Have **successful** teachers that are driven to improve their own practice and develop their careers.
- Make our vision a reality, then we will have **succeeded**.

ABOUT US

Stocksbridge High School joined the Trust in December 2017. Our aim is to create and sustain educational excellence for all young people, whilst still developing the whole person, building in them the skills they need to be confident, happy and successful.

Based in a superb new building we are proud to offer a stimulating environment for learning. As a growing school we have a unique opportunity to get to know every child individually, enabling us to develop and support them throughout their time at our school. We are driven as a school to constantly challenge ourselves and to accept the challenge of our parents to improve all that we do.

We want all students to make progress from their individual starting points and achieve outcomes that enable them to move on to the next phase of their education at the highest possible entry point.

To ensure this happens we:

- Are relentlessly positive with all students every day, believing they can and will succeed.
- Work tirelessly to remove barriers to learning for all students so that all students can be successful.
- Deliver high quality (quality first) teaching and learning experiences all day every day.
- Provide opportunities for all students to develop the skills required to be successful beyond their formal education.
- Ensure that students are safe at school.
- Work with students, parents, carers and the community to support our values of respect and tolerance.
- Celebrate the achievements of all students, recognising that achievements are personal to every child.
- Create an environment in which all staff and students' value and enjoy learning.
- Care for and support each other.

Our school is a popular, thriving 11-16 comprehensive. Our greatest asset lies in our people – a wonderful team of enthusiastic students, committed staff and supportive parents and governors. We value the contributions that each person brings. We are passionate about making school life enjoyable and challenging, providing varied opportunities for learning and securing the highest possible levels of achievement for each and every student. We believe our students deserve every opportunity to flourish, not solely in academic pursuits, but emotionally, socially, spiritually and culturally. We seek to ensure that every student develops vital transferable skills for life and work that will allow them to become active, informed and responsible citizens of the 21st century.

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: [Stocksbridge High School](#)

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.

| | |
|--------------------------------|---|
| POST TITLE | Pastoral Manager |
| GRADE/SALARY | NJC Grade 5, point 15 to 20 |
| RESPONSIBLE TO | Assistant Headteacher |
| RESPONSIBLE FOR | Supporting student progress by working to erase barriers to learning. |
| PURPOSE OF THE JOB | <ul style="list-style-type: none">• To work alongside Phase Leader to develop impact reports to the senior team on the progress of the students in the Year group.• To work with Phase 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. |
| RELEVANT QUALIFICATIONS | <ul style="list-style-type: none">• Minimum GCSE or equivalent level 2 in literacy and numeracy.• Evidence of appropriate and recent professional development related to the nature of the post. |

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 Phase 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 student's personal development and well-being in collaboration with Phase 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 Inclusion Manager/SLT, 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 Inclusion Manager/SLT (On Call, WSDT, supervising lesson change over, supporting students in EWR/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 they have full knowledge 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 student's 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
 - Subject Leaders
 - Attendance team (weekly meetings)
 - Other Pastoral Leaders
 - Inclusion Manager
 - Safeguarding Manager
 - Inclusion team
 - Staff
 - Parents/carers

Quality Assurance

- To work alongside the Inclusion Manager to develop impact reports to the senior team on the progress of the students in the Year group.
- To work with Inclusion Manager 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.

Health and Safety

- To maintain equipment and via the Business Support Manager and ensure Health and Safety requirements are upheld within the curriculum and performance areas, for example, inspection of resources, etc.
- To maintain associated Health and Safety record.
- To carry out routine inspection and support the compliance process.

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



Minerva Learning Trust Person Specification



Post title: Pastoral Manager

| Minimum Essential Requirements | Method of Assessment |
|---|----------------------|
| QUALIFICATIONS AND TRAINING | |
| Minimum GCSE or equivalent level 2 literacy and numeracy. | AF/I |
| KNOWLEDGE AND EXPERIENCE | |
| 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 |
| PROFESSIONAL DEVELOPMENT | |
| Evidence of appropriate and recent professional development related to the nature of the post. | AF/I |
| SKILLS | |
| Knowledge and understanding of school or other education environment | AF/I |
| Knowledge of Schools Information Management Systems (e.g. SIMS) | AF/I |
| QUALITIES AND ATTRIBUTES | |
| 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 |
| EQUAL OPPORTUNITIES AND SAFEGUARDING | |
| An understanding of safeguarding issues and promoting the welfare of children and young people. | AF/I |
| A commitment to safeguarding students. | AF/I |

| | |
|---|------|
| Suitability to work with children. | AF/I |
| A commitment to equal opportunities. | AF/I |
| Ability to recognise discrimination and willingness to put Equality Policies into practice. | 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

You must complete the standard Minerva Learning Trust job 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

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

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. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA htaylor@stocksbridge-mlt.co.uk

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 htaylor@stocksbridge-mlt.co.uk by the closing date.