



**Application Pack**

**For post Boarding Pastoral Manager (Residential)**



## **APPLICANT INFORMATION PACK**

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# Brymore

experience to last a lifetime

## BACKGROUND INFORMATION

Brymore is a state boarding academy for boys situated in its own beautiful grounds of 60 acres in Cannington, near Bridgwater. In 1951 Somerset County Council purchased the estate at Brymore for £6,600 and following extensive repairs and alterations it was opened as a Secondary Technical School in September 1952 for boys aged 13 - 16. Today, Brymore is a sponsored academy and is part of the Bridgwater and Taunton College Multi-Academy Trust. From September 2014, the academy extended its age range to admit boys from the age of 11 and we reached capacity in September 2015.

Brymore is at an exciting period in its history. There has been a rapid rise in examination results and Brymore has consistently added significant value for the past ten years. We are one of the highest achieving schools in Somerset with consistently strong progress 8 scores. Maths and English have consistently achieved value added scores placing them in the top 15% of the country with DT, Land based, engineering and science results also exceptionally high. There has been considerable investment with £7 million going into new buildings - £3 million into new boarding houses which opened in January 2009, over £1.5 million into new classrooms and laboratories which opened in September 2008, a further £2 million refurbishment project of the main boarding house and over £0.75 million in a new dining hall, kitchens and horticultural facilities which opened in April 2015. Last year a further £0.5 million has been invested in a new milking parlour and specialist agriculture classroom with a re-design of the farm itself. A further investment of £150,000 has seen an additional multi-purpose farm building which opened in October 2020. Finally, we have invested £300,000 in the refurbishment of the swimming pool which should re-open in April 2022. It is a delightful and special place to work, and we are now the most over-subscribed school locally.

The four corner stones of the Brymore experience are the farm, gardens, workshops, and sport - plus, of course, the fact that it is a boarding school. Brymore has excellent facilities. It has a 90-acre farm including its own dairy herd, beef, pigs, sheep and chickens. It has extensive horticultural facilities including a one acre walled garden, glasshouses and each boy has access to his own plot. We have three workshops, a forge, and a CAD/CAM room so that boys can work with a variety of materials. Boys enjoy a wide range of sports including the traditional rugby, hockey, cricket, and athletics. They also have access to an outdoor pool and mountain bike track both within the school grounds.

There are currently over 340 boys on roll, as of September 2024 and 150 of these are boarders. However, even the out-boarders board when on a "duty" week. This involves milking or feeding at 6.30 am, then school, then duties again at 4.00 pm. All the boys help on the farm and in the gardens. Around half of the boys come from a land-based background. As a State Boarding School parents pay modest boarding fees, and the state pays for the education. Our half terms are kept short (six weeks maximum) to ensure that boarders - and staff - get adequate rest and time at home. From September 2018, we have moved from a six to a five-day week, with lessons taught on a Monday to Friday, with six Saturdays a year, for 'special' events such as the Harvest Festival. Teaching time is concentrated over 34 weeks, giving eighteen weeks holiday a year, in line with many independent schools and three weeks longer than other state schools. This pattern of short, focused terms, with longer holidays works well for families.

The pastoral system at Brymore comprises three houses, Galsworthy, Taylor, and Walker. Each has a Head of House and tutors who lead vertical tutor groups. The rewards system is well established and is of great importance to the ethos of the school. We have an assembly three days a week, with two tutorials and the Friday gathering is chiefly given over to the embodiment of the reward system. Certificates and awards are presented along with sports results and items of good news. Each term the results of inter-house fixtures are added to merits, commendations, attendance, and other data to

produce the result for the FoBSA Trophy (Friends of Brymore School Association). Through this and other means, we actively seek to reward each boy for their endeavour and skill. We do not give rewards for the sake of it, but the system is remarkably good at finding something to celebrate in each boy.

Brymore is also about student development as well as academic success, so the context is one of encouraging the best in boys who frequently, have not thought of themselves as successful at school. We change that by finding out what they are good at, by building self-esteem and confidence and by encouraging them to live by our own three Rs - Resilience, Resourcefulness and Responsibility. We expect boys to be polite, courteous, to be able to hold a conversation and to mix well with people they do not know.

At present there are three classes in each Year Group of approximately 70 students, giving class sizes of 24-28 boys. Most boys study Land based studies and Resistant Materials/Engineering at Key Stage 4. However, we will also allow boys to meet the requirements of the English Baccalaureate and to follow a more academic pathway should they wish. Results have traditionally been high in value added terms, with several departments performing in the top five in Somerset.

The school comprises of three boarding houses, each holding up to 50 students. Two staff are assigned to, and live in each house, with duty staff and Assistant Houseparents running activities and Prep in the evenings. A senior member of staff is always on call, including overnight. The Head of Boarding and Deputy Head of Boarding oversee the school's boarding facility. Many activities are run in the evenings which are managed by the Extra-curricular Coordinator, so that boys are occupied at all times. Friday afternoons are taken up with activities, including rugby, hockey, farm, gardens, mountain biking and hill walking. Many boys go home on Friday evening, usually leaving a maximum of 10-20 boys who remain in at the weekend, before all boys return Sunday night/Monday morning.

The School has an established and stable Senior Leadership Team who have worked together for over seven years and have made significant changes to improve the attainment of the boys. The focus is very much on raising achievement and we are proud of the consistently high value added scores produced by the boys. In 2024 Ofsted rated the school as 'good' in all areas and highlighted leadership as a strength, in recognition of the rapid progress and pace of change and the sustained strong ethos of the school. Results at the academy have improved exponentially, with good data and in many areas, outstanding achievement. Meanwhile, the support of parents is exceptional, with 96% recommending the school in a recent Ofsted survey. As a member of staff you will get to know parents well through many of our functions held throughout the years such as the Harvest festival service, Christmas carol service, sports day and swimming gala.

### **Brymore Academy and Bridgwater and Taunton College Trust**

Brymore converted to an Academy in September 2013. This formed part of our drive to continually improve the future of the school, which opened in 1952 as one of the first 'Technical Schools' in the country. Our aim is to be a centre of excellence, both vocationally and academically, building on the legacy of the past, whilst delivering the innovative education of the future.

Brymore is part of the Bridgwater and Taunton College Trust which consists of a group of schools, both primary and secondary, sponsored by Bridgwater and Taunton College, who are working together to maximise student achievement and opportunity. The Bridgwater and Taunton College Trust plays a key role in challenging and supporting each Academy and consists of Bridgwater College Academy, Hamp Academy, Otterhampton Primary School, West Somerset College, Stanchester Academy and Maiden Beech School. It provides financial stability, direction, and accountability, whilst enabling Brymore to play to its strengths. Our emphasis on traditional values and the development of resilience, resourcefulness and responsibility continues to be at the heart of all that we do. At the same time, the Academy structure provides us with an opportunity to work in partnership with Bridgwater and Taunton College and other schools, share resources and expertise and strive to get the best for all our boys. The School and College already have a working relationship and the Trust is enhancing the synergy between them. The distance between the School and the Cannington Centre means that there is huge potential to ensure best use of all resources. The College can provide support to develop teaching and learning, extend curriculum opportunities for the students and build partnerships for staff development.

Academy status gives Brymore the freedom to be innovative and creative with the curriculum, timetabling, staffing and governance. We have the freedom to focus teaching and resources where improvements are really needed. Thus, we set the highest aspirations for student achievement providing a curriculum that is challenging, relevant, innovative, and sufficiently flexible to engage pupils of all abilities. The Academy is responsible to the Academy Trust which ultimately answers to the Secretary of State for Education. The Trust provides a structural solution that helps to build capacity, providing opportunities for both staff and students. It is building on the improvements already made by strengthening governance, broadening leadership and management, and providing a framework for long-term support.

Together we aim to build a Centre of Excellence, specialising in academic achievement, innovative technology, and Land Based Studies.

April 2026

Dear Applicant

Thank you for your interest in the position of Boarding Pastoral Manager at Brymore Academy. It really is a fantastic and unique place to work and I hope having read all of the information, and maybe visited us, you will feel it is the right school for you. If not, then I wish you luck in any future applications.

Brymore has consistently delivered high value added/progress results for the past eight years. We are a thriving school and are proud to have become one of the most successful academies in the county. The boys themselves make the Academy what it is, and you will find them polite, well-mannered, and motivated to do well. I am also lucky to have loyal and hard-working staff. The grounds, purpose-built teaching block and boarding accommodation, 90-acre farm, one acre walled garden, workshops, forge, outdoor pool and the excellent views of the Quantocks are all added bonuses.

I took over as Headteacher at Brymore in 2024, following a period of financial investment that created excellent facilities. Within the Brymore leadership team I am supported by Jayne Taylor Lane who is the Deputy Headteacher, in charge of teaching and learning/curriculum. Rob Watts joined the school in April 2012 and is Head of Boarding, with Kim Hartley as Assistant Head teacher and SENDCO. The Pastoral support for all students is overseen by Harriet Featherstone as Assistant Head / DSL, and Assistant Headteachers Oliver Walby. Staff describe the 'buzz' of Brymore, the sense that we are moving forward and building our own future. In the last nine years the school has moved from the 96<sup>th</sup> percentile for pupil progress to the top 15% of schools nationally. English consistently has the best progress in Somerset and has regularly been in the top 5% of schools nationally, with Maths also having been in the top 5%. Results in Land based, Technology, Science and Engineering and have also been consistently outstanding.

In September 2014, the academy admitted Year 7 boys for the first time, reaching our capacity in September 2015. In fact, we are now heavily oversubscribed, with three applicants for every place. This is a unique opportunity to join a successful team of staff with a proven track record of school improvement. I am looking for people with drive and determination, who demand high standards from themselves and others and who share my vision that there is no ceiling to the success that the boys at Brymore can achieve.

We are looking for a passionate, well-organised, practical and understanding individual to join the Academy as Boarding Pastoral Manager. The post consists of supporting the Deputy Head of Boarding in leading, developing and monitoring all aspects of the pastoral boarding provision and support we offer to our students within the boarding environment. We are looking for a Pastoral Manager to join our well-established boarding team to work alongside and lead boarding staff on the management and coordination of all aspects of pastoral support required from providing one-to-one or group intervention, support, and guidance to improve outcomes for students. Developing good working relationships with students, parents, carers and a range of external agencies such as social care and agencies dealing with mental health is also vital. You will also work with other colleagues in school such as tutors, teachers and support staff, ensuring all boarders are well supported to enable them to achieve successfully alongside their peers. Other responsibilities include managing files for students on specific support plans, tracking student progress and attending meetings when appropriate. You will need to be prepared to give up your time in and out of school if required, to focus on student welfare and wellbeing. You will be expected to take a lead alongside other boarding staff in ensuring all boys are in the best possible position to succeed and prosper throughout their time at Brymore. You

should also have the potential to be an outstanding practitioner who consistently adds value to the students you care for, with a pupil-centred approach.

It is a chance to have a significant impact and a strong voice in driving a successful future at Brymore.

A full job description is enclosed with the pack. If you wish to apply for this exciting post then please complete the application form, accompanied by a letter of application. The closing date for applications is 11:59pm on Monday 4<sup>th</sup> May and interviews will take place on Tuesday 12<sup>th</sup> May 2026.

Should you wish to visit the school at any time then please contact Mrs Julie Vearncombe at the School who can arrange a visit however please note the office is closed for part of the school holidays. Should you wish to discuss this post further, you can contact Rob Watts (Head of Boarding) on 07912180117 or [Robert.watts@brymoreacademy.co.uk](mailto:Robert.watts@brymoreacademy.co.uk)

Yours sincerely

**Stefan McHale**  
**Headteacher**

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## JOB DESCRIPTION

Post: Boarding Pastoral Manager

Grade: Band 6 point 10-12.

Hours: Monday – Thursday 2.30pm – 9.30pm  
Friday – 8.30am – 5.30pm

Accommodation: A two-bedroom first-floor flat is provided for this role, which is available all year round.

### Additional hours

- One weekend duty per half term (Saturday and Sunday) (following a weekend duty, a Monday night off duty is provided)
- Second staff member 'on call overnight' 10.00pm – 7am Monday -Thursday
- Occasional morning duties will be required 7am – 9am (in the absence of the House Parent)

### Core Purpose

To maintain the functional strategies for the students and within the boarding houses in all areas of pastoral care and support.

### Main Responsibilities

The responsibilities of this role could vary as a result of new legislation, changes in technology or policy changes. This job description is not an exhaustive list of tasks of the role.

#### Pastoral Manager Specific Responsibilities

- Establish referral procedures and criteria for pastoral support. Specify clearly cases that require highest and/or immediate priority.
- To have lead responsibility for identifying pupils needing pastoral support and for providing comprehensive assessments of their personal, social and emotional needs.
- To manage and be responsible for a caseload of individual pupils including those with complex and challenging needs. Innovate and deliver effective, alternative programmes to raise motivation, aspirations and develop positive behaviours. Review support and progress with the pupils.
- Act as key focal point for pupils needing additional care, guidance and support and those going through complex key transition stages in their lives e.g. family break-up, loss, bereavement, friendships and illness.
- Develop and implement individual plans that challenge inappropriate behaviour, build positive self-image, enhance educational achievement and reduce the likelihood of exclusion and early anti-social behaviour.

- Be responsible for clear communication with teachers, support staff, families and professionals.
- To monitor behavioural, emotional and social issues within all year groups and make positive interventions when necessary.
- To create and implement behaviour plans and monitor their success.
- To support students in boarding houses who are experiencing social and emotional difficulties.
- To provide support to students in integration issues within their wider social environment
- To be accountable for implementation of a positive ethos within all boarding houses and promote a positive behaviour code for students.
- To work to raise the self-esteem of all students in all year groups, where appropriate organising social intervention groups to raise the self-esteem of the most vulnerable students at the school.
- To act as a key worker for students as and when appropriate.
- To provide clear guiding principles and strategies for school boarding staff in order to manage students' behaviour and to minimise opportunities for poor behaviour during social time.
- To review, create and implement (with Governors' approval) improved school and pastoral policies
- To drive forward innovation within the boarding team
- To identify and adopt best practice across the school in all areas of pastoral care
- All parental correspondence that is not possible during normal working hours
- To attend all end of term/half term functions including Leavers' service, Open Day, Harvest Festival/Cross Country, Christmas Carol Service, Sports finals, Sports day, Swimming gala and both induction days and evenings for new Year 7s

#### **General & when covering House Parent Duties**

- To be responsible for the care, welfare and support of all students within the boarding houses
- With the assistance of Matron assist with the care of boys who require medical assistance.
- To take an active role in ensuring that students have a full, stimulating and regular programme of activities
- To prepare and supervise prep each evening for all students and offer assistance and support to students experiencing difficulties. Where necessary offer additional assistance outside of prep hours (particularly exam revision periods)
- Act in a parental role; as a disciplinarian; an intermediary for student disputes; deal with incidents; ensure order in the boarding house, prep room and at meal times; act as a confidant and also a spokesperson. Ensure individual attention to students is forthcoming, especially dealing with homesickness or family issues
- To instruct and communicate with students regularly on the day's issues, forthcoming events, reminders and matters relating to the School and the boarding house
- To be available to parents, especially at arrival and departure times. To provide a warm welcome and hospitality at these times
- To maintain regular contact with parents where necessary
- To liaise effectively and fully with Head of Boarding and Director of Boarding over any problems, concerns or issues arising
- To ensure that individual circumstances, needs, strengths and the areas of development of each boarder are identified and known by staff, so that the individual opportunities, talents and potential are developed and maximised
- To be completely familiar with all standards, regulations and rules governing the pastoral supervision of students resident at Brymore (Ofsted/Fire/Health & Safety/Safeguarding/LA/ National Minimum Standards, all school and school policies).
- To ensure that boarding and school policies are consistently adhered to by all boarding staff and students.
- To attend where appropriate meetings with parents, schools, visitors, services and with other members of staff to liaise on important issues
- To disseminate all relevant information relating to child welfare to the Head of Boarding and Director of Boarding or Assistant Headteacher responsible for safeguarding
- To ensure there is an appropriate level and culture of confidentiality within the boarding house and between the staff, working closely with Director of Boarding, and Senior Leadership Team at the School

- To work within professional boundaries with children and young people and to communicate effectively whilst in the vicinity of students
- To attend appropriate training sessions for the purposes of maintaining quality, safe practice in the boarding environment, to understand the needs and legal obligations of boarding schools, and for potentially developing new working practices. To appreciate that these training sessions may need to take place on rare occasions out of term time or duty time
- To oblige where possible with any other duties as might reasonably be requested by the Director of Boarding or Senior Leadership Team

#### Other Duties

- Attend mandatory training courses, e.g., Child Protection, Equal Opportunities and Health and Safety related courses
- Promote and celebrate an approach of equality, diversity and inclusion for all colleagues, students and external stakeholders.
- Responsible for the health and safety of themselves and others
- Responsible for the safeguarding of and promotion of wellbeing for both children and colleagues
- Be a team player and contribute towards the vision, culture and ethos of the Trust
- From time to time, you may be required to carry out other duties commensurate with the role.

#### Person Specification

Area to be assessed	Essential criteria	Desirable criteria
<b>Safeguarding</b>	Must be able to demonstrate a commitment to the safeguarding and well-being of children and young people.	
<b>Qualifications/Experience</b>	<p>Must have at least 5 GCSEs at Grade C/Grade 4 (or equivalent) or above, to include English and maths.</p> <p>Holds relevant professional qualification in education, youth or social work at Specialist/Advance level</p> <p>Has a thorough understanding of child protection legislation and trained in child protection issues</p> <p>Good working knowledge and understanding of IT and ability to use word-processing, spreadsheet, database software.</p>	<p>Behaviour management leadership training</p> <p>Has attended a range of relevant specialist training courses to develop own knowledge of issues affecting young people and best practice in the management of these issues.</p> <p>Holds First Aid at work qualification or willingness to undergo first aid training.</p> <p>Holds qualification to drive a minibus or willingness to undergo minibus training. (Desirable)</p> <p>Experience of using Arbor software</p>
<b>Knowledge/Skills</b>	<p>Demonstrable experience of working with young people and families</p> <p>Experience of working in a school setting</p>	Experience of leading the implementation of a new initiative, from producing action plans to evaluation of impact.

	<p>Experience of leadership working with young people in a pastoral role</p> <p>Ability to hold others to account and challenge under-performance</p> <p>An understanding of the specialist support services available to young people in Somerset</p> <p>Ability to communicate with young people, both individually and in a group setting.</p> <p>Ability to motivate and engage young people to address the difficulties they are experiencing at home/school that affect their ability/willingness to learn / interact with others.</p> <p>Able to gather information and produce reports</p> <p>Good planning and organisational skills and a flexible approach to the management of work.</p> <p>Excellent communication skills both written and oral and the ability to communicate effectively with staff and students.</p> <p>Ability to work as part of a team and on own initiative and with resilience.</p> <p>Self-motivating with the ability to multi-task</p> <p>Willing and able to deal with disruptive or disenfranchised pupils</p> <p>Good interpersonal skills, and the ability to enthuse and motivate others.</p> <p>Flexible and adaptable, able to work evenings and some weekends when required.</p>	<p>Experience of working in a multi-agency setting</p> <p>Proven specialist experience of promoting social integration for SEN children</p> <p>Experience of trouble-shooting school-wide pastoral issues in a high profile setting</p> <p>Experience of working within a boarding school setting.</p> <p>Ability to assess the needs of young people and their families and to work with other agencies to formulate and deliver packages of support.</p> <p>Able to build constructive relationships with parents and carers</p> <p>Counselling skills</p>
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