



# RECRUITMENT PACK

## IBSTOCK SCHOOL

### Pastoral Manager

**37 hours per week – 39 weeks per year (0.8559 fte) – permanent**

**Grade 8, Point 15-18: £27,717 - £30,066 FTE per annum**

**Actual salary: £23,722.20 - £25,732.64 per annum**

**Commencing 24 February 2025**



**i**nspiration **i**nnovation **i**ntegrity

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## **PASTORAL MANAGER**

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**Commencing 24 February 2025**

We are seeking to appoint a flexible and supportive person, who enjoys the challenges and rewards of working with young people, to join our pastoral team. Your primary role will be to support the aims and objectives of the school to ensure that students make outstanding progress, by removing barriers to learning. Key areas of responsibility will include coordinating and administering all aspects of pastoral care and providing first line support to students on pastoral issues. You will work in partnership with teachers, parents/carers, support staff and outside agencies when necessary, to manage the behaviour, welfare and personal development of our students, ensuring they get the best from their time at school.

A relevant NVQ level 3 (or equivalent qualification) is essential, or a proven ability of working at this level in a similar position in either an education or health and social care setting. Teamwork is also an essential aspect of this role and the successful candidate will have excellent communication skills and the ability to work with a range of school professionals.

With over 700 students on roll, the school is at the heart of the local community, serving families in Ibstock and the surrounding villages of North-West Leicestershire.

*LiFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.*

*All offers of employment will be subject to a DBS check and an online search*

January 2025

Dear applicant

## **PASTORAL MANAGER**

Thank you for your interest in the post of pastoral manager at Ibstock School. We are looking to recruit a committed and enthusiastic person, who enjoys the challenges and rewards of working with young people, to join our pastoral team. This is a key post in our continuing development and is available after the February half term break (Monday 24 February 2025), subject to all necessary pre-employment checks being completed etc.

### **Context**

With over 700 students on roll, the school is at the heart of the local community, serving families in Ibstock and the surrounding villages of North-West Leicestershire. Having joined LiFE Multi Academy Trust in July 2021, we are now at an exciting stage in our development, having just completed the process of age-range change to become an 11-16 school and receiving our first set of GCSE results.

### **About the role and you**

The role involves coordinating and administering all aspects of pastoral care, including managing the behaviour, welfare and personal development of our students, so that they get the most out of their time at the school. You will need to have a relevant qualification, or the proven ability of working at this level in a similar role in either an education or health and social care setting. It is important that you are a team player with excellent communication skills and have the ability to work in partnership with a range of professionals.

### **How to apply**

We encourage you to visit our website for more detailed information about the school and further information about the vacancy. Informal enquiries are welcomed by emailing [jobs@ibstockschool.co.uk](mailto:jobs@ibstockschool.co.uk) or by calling 01530 260705.

Applications should be made via our Eteach portal by clicking on the link below and should be received no later than **12 noon on Thursday 30 January 2025**.

<https://www.eteach.com/careers/lifemultiacademytrust/>

It is anticipated that interviews for shortlisted candidates will take place shortly afterwards.

### **The application process**

#### **Safeguarding**

We are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to behave in such a way that supports this commitment. Appointment to this post will be subject to satisfactory pre-employment checks, including an online check.

#### Data Protection

Should you be unsuccessful with your application, the school will confidentially destroy your application form after six months of its submission. If you are successful in your application, this information will be kept securely as part of your personal employment record.

#### References

Applicants must provide the details of two referees. One reference should be from your current employer or if unemployed, your last employer. Where possible, references should be from separate sources and not from the same organisation or employer. All referees should have known you for at least one year or more and cannot be from a spouse, partner, friend or relation or from someone with whom you live. The school will contact referees for verification. Please ensure that you have permission to provide their details on the application form and note that references will be sought prior to interview for all shortlisted candidates.

#### Equal Opportunities

We are determined to ensure that no applicant or employee receives less favourable treatment on the grounds of gender, age, disability, religion, belief, sexual orientation, marital status, or race, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

We look forward to receiving your application. Thank you in advance for your interest in working with us and for the effort that you have made with your application. If you wish to discuss or clarify anything arising from the information attached, please do not hesitate to contact us.

Yours sincerely



Nicola Koncarevic

Executive Headteacher  
Ibstock School

# JOB DESCRIPTION

## **Pastoral Manager**

**Grade 8 (Point 15 to Point 18)**

**Line manager: Assistant Headteacher**

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### **Core purpose**

To develop everyone's potential academically, socially, morally, spiritually and emotionally in a stimulating and challenging environment in order to educate students who can think independently, behave responsibly and continue to learn successfully.

To support the development of the school through effective teamwork at all levels and through wholehearted and effective support of the school's key principles: to achieve excellence in learning, to create a sustainable learning community, to ensure integrity and innovation in what we do, to promote respect for all, and to promote opportunities for all.

### **Job purpose**

To ensure that the emotional health and well-being needs of the students are met

To co-ordinate interventions and be responsible for students' general welfare, behaviour, attendance and rewards

To ensure that students develop habits of employability, attendance and punctuality

To ensure that vulnerable students make good progress through appropriate integrated support and appropriate interventions

To liaise with all staff, students, parents, visitors, other schools and external companies and agencies

### **Main duties and responsibilities**

- to work closely with students, teachers, parents and support staff to ensure that all students flourish within the school and make excellent progress through the effective use of strategies for rewards, behaviour and attendance and through ensuring appropriate information, advice and guidance
- to use information systems effectively and efficiently to monitor the progress of all students in year group, particularly vulnerable students; to inform appropriate support and interventions; and to keep accurate records of these interventions
- to ensure accurate and reliable attendance data is recorded, working with the attendance and wider pastoral teams to ensure consistency of coding
- to ensure excellent attendance and support learners through intervention strategies and by developing appropriate habits and routines

- to work with school staff and outside agencies where appropriate to ensure that students receive general and/or targeted support, mentoring, advice and guidance,
- to ensure that day to day arrangements for students are managed to secure an ethos of learning, student responsibility and progress
- to supervise students in internal exclusion
- to liaise with other staff and outside agencies to provide integrated support and targeted interventions in order to ensure that vulnerable students make appropriate progress
- to support students in developing responsibility for their own learning and behaviour
- to ensure excellent behaviour across the school and, as appropriate, outside the school, supporting staff with behaviour management
- to contribute to assemblies and other activities across the school
- to ensure the smooth transition of students between years and between partnership schools
- to play an appropriate role in teaching and learning across the school
- to react appropriately to problems and unexpected situations, making rapid decisions and taking the initiative

### **Considerations**

- a. The nature of the work may involve the post holder carrying out work outside of normal working hours.
- b. Ibstock School is a member of LiFE Multi Academy Trust with a number of local schools and as such the post-holder may be required to attend training at, or work occasionally across other sites in the future.
- c. The post holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
- d. This post is subject to a check being carried out at an enhanced level by the Disclosure and Barring Service (DBS) regarding any previous criminal record.
- e. This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

# PERSON SPECIFICATION

## Pastoral Manager

QUALIFICATIONS AND EXPERIENCE	
Essential	Desirable
<ul style="list-style-type: none"> <li>– 5 GCSEs (A-C) including mathematics and English</li> <li>– Two years' experience of working in an education setting or health and social care</li> <li>– Experience of working effectively with young people</li> <li>– Experience of working effectively with parents / carers</li> </ul>	<ul style="list-style-type: none"> <li>– IT qualification e.g. ECDL / RSA / CLAIT</li> <li>– Experience of working collaboratively with other agencies</li> <li>– Experience of working with young people with complex emotional and behavioural needs</li> </ul>
KNOWLEDGE AND SKILLS	
Essential	Desirable
<ul style="list-style-type: none"> <li>– Good standard of literacy and numeracy</li> <li>– Knowledge of Microsoft Office</li> <li>– Excellent knowledge of safeguarding and child protection procedures</li> <li>– Good knowledge of effective ways of managing student behaviour and attendance, and highly effective at behaviour management.</li> <li>– Excellent communication and interpersonal skills.</li> <li>– Able to work effectively with young people with challenging behaviour.</li> <li>– Able to devise and monitor effective programmes for behaviour modification / intervention.</li> <li>– High level skills in counselling and mentoring.</li> <li>– Able to work well with groups of young people.</li> <li>– Highly effective team member.</li> <li>– Able to anticipate and defuse conflict.</li> <li>– Excellent ICT skills and ability to interpret data.</li> <li>– Ability to produce clear reports and keep concise accurate records.</li> <li>– Good organisational skills.</li> </ul>	<ul style="list-style-type: none"> <li>– Knowledge of the impact of special educational needs on behaviour</li> <li>– Knowledge of Arbor database</li> </ul>



<b>PERSONAL ATTRIBUTES</b>	
<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>– An enthusiasm for working with young people</li> <li>– Flexible with a ‘can-do’ approach</li> <li>– Integrity, empathy and patience</li> <li>– Able to manage sensitive and confidential situations</li> <li>– Able to work under sustained pressure while remaining cheerful and resilient</li> <li>– Able to react appropriately to problems and unexpected situations, making rapid decisions and taking the initiative</li> <li>– Able to operate effectively as a member of a team with minimum supervision</li> <li>– Self-motivated</li> <li>– Loyal and dependable</li> </ul>	

## Vision, Values and Ethos

### LiFE Multi Academy Trust

#### Bringing Learning to LiFE

#### Vision:

We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence, we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each of our schools needs to be seen as a leader of, and vital to, its local community; each school is regarded as fundamental to the identity of its surrounding community. In this capacity we will relentlessly promote the values of inclusion and the celebration of diversity, alongside personal responsibility and respect.

#### Values:

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond the school gate
- **The relentless pursuit of excellence by;** expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world
- Valuing and promoting the celebration and understanding of diversity and qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies
- Ensuring our curricula are agents for the promotion of our values

## Our Trust consists of

The LiFE Multi Academy Trust currently consists of 10 Schools. Our lead school is Bosworth Academy with the other schools in the Trust being Ashby School, Braunstone Frith Academy, Countesthorpe Academy, Desford Community Primary School, Dovebank Primary School, Kingsway Primary School, Ibstock Community College, Ivanhoe School and the The Winstanley School.

## Our offer for all staff joining the LiFE Multi-Academy Trust and our schools

Professional Capital: *'we believe in getting the right people, getting them to work together and getting them to stay'*

STRATEGY	DESCRIPTION
Putting Your Trust in Our Trust	We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.
Coaching	Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.
Personal Improvement Plan versus Performance Management	Instead of the usual performance management, we encourage our staff to identify aspirational targets through our 'Personal Improvement Plan' (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.
Health and Wellbeing Strategies	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> <li>providing employees with a safe, healthy and supportive environment in which to work</li> <li>recognising that the health and wellbeing of our employees is important</li> <li>providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged</li> </ul> <p>We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the work place. To show our commitment to this we have publicly signed up to 'Mindful Employer' and the 'Charter for Employers who are Positive about Mental Health'.</p> <p>We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.</p>
Equality and Equal Opportunities	Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages,

	discrimination and inequalities of opportunity, and promote diversity in terms of its students, workforce and our wider communities we serve.
Presumed Professionalism	We have a 'Presumed Professionalism' ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young people and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.
Development of Professional Capital and Excellence	<p>As a Trust we always look to invest in our staff and pride ourselves on our 'home grown talent'. We pride ourselves on this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people.</p> <p>Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital.</p> <p>Examples of the many opportunities we encourage staff to take up externally include:</p> <p>The National Professional Qualification for Senior Leadership (NPQSL)</p> <p>The National Professional Qualification for Headship (NPQH)</p> <p>The National Professional Qualification for Middle Leadership (NPQML)</p> <p>The Outstanding Teacher Programme (OTP)</p> <p>Initial Teacher Training (ITT)</p> <p>Pathways are available at apprenticeship level, NQT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are led by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school.</p> <p>Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development.</p> <p>Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.</p>
Great Access to Progression and	Further evidence of our investment in 'home grown talent' is that 86% of our TLR holders have been internal appointments. We have clear professional

Leadership Responsibility	progression pathways within the CPD offered throughout the year at all levels within the Trust.
Collaboration Across all Schools	We are developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.
Sabbatical and Flexible Working Policies	<p>We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details.</p> <p>Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.</p>
Strong Induction Process	It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.
ECT Support	Where possible we try to ensure that ECTs have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.
3D Networks	3D Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3D Learning and Teaching model.
Attendance of Staff	Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all staff and well above national averages in the education sector and beyond.

We are always looking for highly quality teachers and support staff who buy into our values across the LiFE Multi Academy Trust and our school