



BLAISE HIGH SCHOOL

RECRUITMENT PACK



Part of the
GREENSHAW
LEARNING TRUST



Blaise High School,
Station Road,
Henbury,
Bristol,
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Dear candidate,

Thank you for your interest in the role of Pastoral Support Assistant at Blaise High School. We are proud members of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing our own distinctive character.

The Trust is a vibrant and forward-thinking community of teachers, support staff and learners committed to educating the 'whole child' to improve life chances, whilst securing the best possible outcomes for students. We encourage all young people to work hard and make the most of the opportunities they are given. Our amazing team of teachers and support staff themselves demonstrate and encourage a lifelong love of learning, both within and beyond our curriculum.

As one of the highest performing multi-academy trusts in the country, we currently have schools across South London, Berkshire, Surrey, Gloucestershire and South Gloucestershire, and Plymouth. We are continuing to grow and have further schools joining us on a regular basis.

We strive to be an inclusive and diverse employer and we encourage applications from underrepresented demographics. We recognise the need to achieve a good work-life balance and encourage discussions regarding flexible working across our schools and Shared Service teams. We aim to create the conditions under which our colleagues are able to thrive and to deliver exceptional work for the young people and communities which we serve. To get a feel of life at Greenshaw Learning Trust, please download our 'Why you should work for GLT' recruitment brochure on our jobs portal.

Blaise High School is committed to safeguarding and promoting the welfare of children and young people, therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

The school website provides a clear picture of our aspirations and our vision: however, please do not hesitate to contact us to seek further information from our School HR Manager, Jade Bristow: bristowj@blaisehighschool.co.uk. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

Yours sincerely,

Nat Nabarro, Headteacher and Josie Shelton, Head of School



ABOUT OUR SCHOOL

At Blaise High School, we have built our ethos on a strong set of core values which underpin everything that we do. Our aim is to give students at Blaise High School a better chance of success than if they attended any other school in the country. We are very clear on our core values and beliefs in the primary areas of our school and we are then deliberate in how we enact these in our school.

Ambition, excellence and pride run through all aspects of school life.

Ambition

We have a strong desire and determination to achieve success. We believe there are no limits to what can be achieved. We do what it takes for as long as it takes. In other words, we go for it every day!

Excellence

We strive for greatness in everything we set our minds to. We endeavour to do our very best and excel in all aspects of school life.

Pride

We are 'fiercely' proud of ourselves, our school, our community and our Trust. We hold our heads high and feel a sense of togetherness and joy in our school.

Curriculum

We teach a knowledge rich curriculum, not a knowledge heavy curriculum. Our resources are centrally planned, allowing our teachers to intellectually prepare, not spend time making powerpoints. We focus on the teaching of powerful knowledge, enabling students to move out of their lived experiences, and access the best universities or careers of their choosing. Our curriculum sequencing is underpinned by our knowledge organisers. These form the backbone of our curriculum and homework. The curriculum in each subject area is underpinned by big ideas; the progression through which enable children to access that discipline in higher education.

Behaviour

The SLT own behaviour at this school. Teachers use a set of microscripts to implement a centrally administered policy. SLT and non - teaching staff run the referral room, detentions and all parent contact regarding behaviour. Teachers at Blaise High School are able to teach in a disruption free environment. Every classroom is consistent and staff have the complete support of SLT when challenging behaviour. We emphasise personal responsibility on behalf of children when we discuss their behaviour.

Character Development

We believe outcomes are the most important function of a school, however we are also committed to the development of children's characters. We do this through explicit teaching of our values; 'Aspiration, Integrity and Pride' We have a series of mantras which we use to give children practical steps in being successful, for example 'Work Hard. Be Kind' Our character programme equips every child with the necessary character to achieve excellent outcomes and to succeed at one of the country's very best Universities or careers of their choosing.

Teaching

We teach in a traditional style. At Blaise High School teachers are the experts in the room. Our lessons utilise an I, We, You structure and there are visualisers in every classroom to enable effective guided practice. All of our staff take part in weekly, 15 minute CPD that is generally based on techniques from Teach Like A Champion. This is supplemented by fortnightly practice sessions, and regular departmental intellectual preparation opportunities. We keep the main thing, and focus on enabling teachers to teach great lessons.

Department/team information

We make a promise to the entire school community that we will provide a disruption free environment for every child in the school. This means that every child will be able to learn, without interruption, every minute, of every day. We are unapologetic about this, and we will always follow through on what we promise. Within lessons this means that students receive one warning for their first instance of disruptive behaviour. If their behaviour is repeated they are removed from the lesson until they have completed a day's worth of work. Students are removed to the 'RfL (Ready for Learning Room) The room is set up so that students are able to genuinely reflect on their behaviour and are not able to disrupt other lessons. Working together with the Behaviour Manager, the pastoral Support assistant's role is central to ensuring that this room enables students out of lessons to continue to engage in the curriculum; reflect on their behaviour and recognise how they can improve. We want students to return, ready for learning, and ready to succeed.

TERMS AND CONDITIONS

CONTRACT

Permanent

SALARY

- Salary calculated in line with BG9 pay scale, points <17-21>, £32,061 - £34,434 per annum (£27,765 - £29,820.61 per annum pro-rated). Starting salary and pay points will be aligned with relevant regional NJC spine on appointment, dependent on the location of the postholder.

HOURS OF WORK

Term Time only plus all inset days - Monday to Thursday- 8.00am to 3.45pm and 8.00pm to 3.30pm on a Friday
- 36 hours per week

PLACE OF WORK

Blaise High School, Station Road, Henbury, Bristol, BS10 7QH.

PENSION SCHEME

- Under the Social Security Act 1986 the post holder has the right to make their own pension arrangements. They may choose to contribute to the Local Government Pension Scheme (LGPS) or a Personal Pension Scheme. Details of the Local Government Pension Scheme are available at: <https://www.lgpsmember.org> [

HOLIDAY ENTITLEMENT

- The postholder will be paid an enhancement for holiday pay, which is included in the salary details above

PROBATION PERIOD

New employees are required to complete a six-month probationary period.

STATUTORY CHECKS

All employment offers are made subject to checks in line with Government guidance (some of which are dependent upon the role/individual). These include: online checks, evidence of identity and right to work in the UK, an enhanced Disclosure and Barring Service check, overseas criminal record check if the successful candidate has worked or resided overseas in the last five years, confirmation of a satisfactory medical report, satisfactory references, evidence of qualifications, DfE teaching/management barred list check.

JOB DESCRIPTION

Post:	Pastoral Support Assistant
Responsible to:	Deputy Headteacher
Responsible for:	N/A

ROLE OVERVIEW

To work with the Behaviour Manager to ensure that our promise of disruption free learning for the entire community is delivered. This will involve, but won't be limited to, supervising the Ready for Learning room, working closely with parents, working closely with students who are repeatedly referred from lessons, providing support to individual children, supporting readmission meetings, and ensuring that all of our students are supported on their climb up their own personal mountain to the very best universities in the country or careers of their choosing.

- Demonstrate a passion for education and a desire to improve the life chances of all students;
- Have the temperament to remain calm under pressure
- Have an unrelenting belief in a child's ability to be successful
- Be completely aligned to the school's vision
- Be proficient in using data to inform decisions, or be willing to learn

MAIN DUTIES AND RESPONSIBILITIES

- Supervise the Ready for Learning Space, ensuring work is completed and students don't fall behind their peers
- Support children to understand how their behaviour was wrong, and how they can correct it
- Support student behaviour and attendance by communicating effectively with families, including reasons for referrals and how they can support the child at home
- Ensure that connections are made between behaviour, attendance, safeguarding and family support
- Ensure all pastoral record keeping is accurate, rigorous and up to date
- Support with home visits if required
- Take an active role in the safeguarding of the children in school
- Work tirelessly to ensure that every student is able to climb their own personal mountain to the very best universities or careers of their choosing, regardless of barriers

STUDENTS

- Promote high standards of work and behaviour amongst students
- Recognise and rewarding student achievement in line with school policy
- Monitor student progress and feedback to relevant staff
- Liaise, where required, with the parents of students
- Ensure that students can access and successfully complete their homework

DIMENSIONS

The postholder will be required to determine their own weekly work schedule alongside their line manager, paying due attention to: balancing support for different personnel, and addressing the identified support needs for different students

- The role will require the following personal qualities:
a high level of personal motivation; integrity and reliability; ability to cope with pressure; courtesy, sympathy and patience
- Primary role involves considerable personal interaction with staff, pupils, parents and the general public
- Responsibilities are undertaken in an accessible area and are subject to changing circumstances and priorities throughout the day
- Personal ICT capability and telephone skills are essential
- All tasks require very close attention to detail

GENERAL

- To participate fully in the school ethos and expectations
- To give and receive feedback as part of a regular developmental cycle
- To play a full part in the life of the school community, supporting its distinctive mission and ethos, and encouraging and ensuring staff, pupils and students adhere to school expectations
- Such other duties may be reasonably allocated by your line manager or Headteacher

KEY CONTACTS

Daily involvement with the pastoral team, the senior team, and the attendance team. Regular contact with parents and families to support improvements in behaviour.

SAFEGUARDING

- Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding Policy within the school
- Comply with the school's Safeguarding Policy to ensure the welfare of children and young persons
- Greenshaw Learning Trust is committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure

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

The duties and responsibilities in this job description are not restrictive and you may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

PERSON SPECIFICATION

The successful candidate will meet the following person specification. Please note that the listed criteria will form the basis of the selection process. Applicants should address all elements of the Person Specification, demonstrating experience and where appropriate citing supporting examples, within their application.

	Essential	Desirable
Qualifications and training		
GCSE 9-4 or equivalent in English and Maths or relevant professional qualification	x	
Experience in Pastoral Support with young people in one range of fields such as education, youth work, health and social work.	x	
Evidence of wider professional development		x
Skills and experience		
Experience of working with young people or any other voluntary setting involving young people	x	
Knowledge of how to work with children with challenging behaviours	x	
Knowledge of the current landscape and the importance of qualifications	x	
Ability to work on own initiative with minimum supervision		
Outstanding organisational skills to ensure efficient and effective implementation of the role	x	
Knowledge of strategies to recognise and reward efforts and achievements and the ability to encourage students to become self-reliant and independent learners	x	
An awareness of the wider community and its perceived challenges		x
Understanding of systems that record attendance data and pastoral record keeping		x
Personal attributes		
Able to establish good working relationships with a wide range of people - students, colleagues and parents	x	
Commitment to improving the life chances of students	x	
Commitment to establishing high and rigorous standards of discipline	x	
A belief that all children are capable of academic success and attending the best universities in the country.	x	
Experience and a love for working with children.	x	
A willingness to become involved in all aspects of school life	x	
Committed to the safeguarding of children	x	

THE RECRUITMENT PROCESS

APPLICATION

To apply for a vacancy, please register for an online account and complete the online application form on the GLT website. In the application form you should demonstrate how you meet the requirements set out in the person specification. Include specific examples which support your application. You will have the opportunity to upload additional documents in support of your application if required.

Please ensure you enter your correct email address when registering for your online account. This is the email address we will use to contact you about your application.

Applications must be received no later than 11.59pm on Wednesday 8th July 2026. Applications received after this date will not be considered. We reserve the right to interview candidates as applications are received and close the advert prior to the closing date should an appointment be made.

INTERVIEW PROCESS

Interviews will be held on Tuesday 14th July 2026. Shortlisted applicants will be invited by email to attend an interview. References may be taken up after shortlisting. Please indicate on your application form if you are happy for us to do so. As part of your interview, you may be asked to undertake a practical test related to the knowledge and abilities in the person specification.

TAKING UP POST

The successful applicant will take up the post on 3rd September 2026



GREENSHAW LEARNING TRUST



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