



Hazel Wood
High School



Pastoral Support Assistant Candidate Pack



Part of the

Oak



Learning Partnership

Pastoral Support Assistant

Welcome from the Headteacher

Dear Candidate,

I am privileged to be the Headteacher of Hazel Wood High School. This is a truly inclusive and diverse community where we foster a culture of mutual respect, responsibility and aspiration.

I am immensely proud of our most recent Ofsted inspection, which graded Hazel Wood High School as "Good" in all areas. This outstanding achievement is a testament to the dedication, hard work, and commitment of our exceptional staff, students, and parents/carers who collectively contribute to our school's success. The Ofsted report commends our school for its calm and purposeful learning environment, carefully thought-out programme that promotes personal development, good student progress, and positive school ethos. Our talented and passionate teaching staff consistently go above and beyond to provide stimulating and engaging lessons, having high expectations and fostering a love for learning within our students. The report highlights the outstanding support and guidance our staff provide to every student, ensuring they receive the tailored attention they deserve.

The cumulative impact of all our school improvement work has resulted in us being the most improved school in our area. Attainment and progress indicators at Key Stage 4 have dramatically improved and our Progress 8 score is now above average; student numbers are healthy across all year groups, attendance levels have dramatically improved, and exclusions are falling. Our school has a good reputation for being caring and inclusive and is highly regarded by its local community.

We have high expectations of our staff and a great emphasis on pupil care, which includes a particular focus on outstanding quality teaching and learning, with the aim of achieving excellent outcomes for all students. At Hazel Wood, we place emphasis on effective behaviour management and high-quality teaching, and we support staff to actively apply these within the classroom every day. This, in turn, facilitates the students' ability to understand and meet our expectations.



Pastoral Support Assistant

Welcome from the Headteacher

We believe that all our students deserve the very best education that we can provide, and our teaching staff aspire to raise the standards and quality of teaching and learning. This is encouraged through inspiring, and supporting, colleagues with bespoke CPD; and by ensuring that best practice is shared and embedded. Having the right team in place is essential to this. Therefore, we are seeking to appoint a Pastoral Support Assistant to join our dedicated pastoral team, playing a crucial role in supporting students' emotional well-being, behaviour, and personal development.

As a part of the Oak Learning Partnership, we are proud of what we have achieved so far and excited by the continuous improvements and changes here at Hazel Wood High. This is an exciting opportunity to work in a forward thinking school, to make a contribution towards shaping its future and build on its successes. This appointment will form a key element in the next phase on our journey to outstanding. If you would like to join our excellent team, then we would like to hear more about you.

Visits to the school, prior to application, are both welcomed and encouraged. Please contact the school on **0161 797 6543** or by e-mailing Tim Spencer, School Business Manager at **spencer.t@hazelwood.oaklp.co.uk** to arrange an appointment.

We ask that you do not send CV's, please complete and send your application form and a personal statement to hr@oaklp.co.uk

We encourage you to visit our website to discover more about our values, ethos, and the amazing work we do at Hazel Wood. **www.hazelwoodhigh.co.uk**

I hope that when you have read the information enclosed, you will be encouraged to apply for this important post. We look forward to receiving your application.

Adele Hulton
Headteacher at Hazel Wood High School



Hazel Wood
High School



"Pupils are happy to attend this school. They wear their uniform with pride. Leaders have high expectations of pupils' behaviour. In the main, this ensures a calm and purposeful learning environment for pupils. Pupils benefit from being part of a diverse and respectful school community".

**Ofsted Report,
March 2023.**

Inclusion is at the
heart of our trust

Introduction to Our Trust

Dear Candidate,

Thank you for your interest in this post at Hazel Wood High School, part of Oak Learning Partnership.

Our trust is cross phase and consists of primary, special, and secondary schools. We have a vision to transform lives through a highly inclusive approach. 'Inclusion is at the heart of our trust'. Which means we are compassionately rigorous and support all of pupils to reach their full potential, we have unconditional positive regard, leave no one behind and everyone is welcome.

Our schools work closely with one another; they collaborate with purpose, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We make sure we focus on impact and ensure clarity and consistency from our leaders, always making sure common sense is at the heart of our decision making.

Our people matter; we understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need in order to allow them to flourish and be the best they can be. Whatever role an individual undertakes within our organisation, they are contributing to our collective aim of transforming lives. We invest heavily in our people ensuring they feel valued, and their well-being is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.

We are laying strong foundations for growing the Trust and have a clear vision, this role is a key part of our growth strategy and could be an excellent opportunity for the right candidate ready for their next step. We are a values driven organisation, are highly ambitious, passionate about doing things with integrity and have a healthy sense of humour.

If you want to make a difference to young people and join a trust at an exciting part of its journey, we would love to hear from you.

For further information about the trust please visit our website:
www.oaklp.co.uk

James F-Smith

James Franklin-Smith
CEO of Oak Learning Partnership

Oak 
Learning Partnership

oaklp.co.uk





“Leaders have identified the important knowledge that they want pupils to know and remember. They have ordered learning carefully to allow pupils to build their knowledge logically over time. Teachers are experts in their subjects, and they use their subject knowledge well to devise appropriate learning activities for pupils. Teachers’ consistent application of leaders’ behaviour policy means that learning is rarely disrupted by poor behaviour”.

Ofsted Report,
March 2023.

Pastoral Support Assistant

Salary: Grade 6, SCP 6, actual salary pro rata salary £22,105

Hours: 37 hours per week, term time only plus 5 additional days.

Job Description

Normal place of work: Hazel Wood High School, although you may be asked to contribute towards trust wide projects.

Normal working hours: Monday – Thursday 8:15am to 4:15pm, Fridays 8:15am to 3:45pm.

The post is 37 hours per week, term time only plus 5 additional days to be worked during periods of school closure.

Responsible to: Deputy Headteacher – Pastoral.

PURPOSE OF THE POST

- To work under the instruction and guidance of senior staff. To provide specific support and guidance for students to enable them to fully engage with learning.
- Establishing productive working relationships with pupils and acting as a role model.
- To support the well-being, behaviour, and personal development of students, ensuring they feel safe, valued, and supported in their education.
- To provide pastoral care and guidance to students facing social, emotional, or behavioural challenges, helping them to overcome barriers to learning.
- To promote a positive and inclusive school culture, fostering respect, resilience, and high expectations for all students.

MAIN DUTIES AND RESPONSIBILITIES

- Provide levels of individual pastoral support to individual or groups of students both in class and otherwise.
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable or on correction.
- Assist the Pastoral Year Leaders with the development and implementation of individual behavioural/ support/ mentoring plans and behaviour management strategies.
- Provide information and advice to enable pupils to make choices about their own learning, behaviour and attendance.
- Develop one-on-one mentoring relationships to support and guide students through personal challenges.
- Support the challenge and motivation of pupils, promoting and reinforcing self-esteem.
- Provide feedback to pupils in relation to progress, achievements, behaviours and attendance.
- Assist with the gathering of information and updating of records and contribute to the review of systems or records.
- Develop good relationships with parents and carers, including undertaking home visits where appropriate or requested.

- Provide on-call support for students and class teachers.
- Provide appropriate administration support e.g. phones calls, dealing with correspondence.
- Be aware of, and appreciate, a range of activities, courses, organisations and individuals available to provide support for pupils to broaden and enrich their learning.
- Assist with the supervision of pupils on visits, trips and out of school activities as required.
- Supervise pupils in out of school hours activities, as required.
- Attend and participate in regular meetings, training and other learning activities as required, contributing to the overall ethos and aims of the school.
- Communicate effectively with other agencies/professionals.
- Be aware of, and comply with, policies and procedures relating to child protection; health and safety; confidentiality and data protection, reporting all concerns to the appropriate person.

Collaboration and Communication:

- Liaise with Pastoral Year Leaders, teachers, parents, and external agencies to support student development and address concerns.
- Participate in meetings and reviews, providing updates on student progress and well-being.
- Support with the organisation and delivery of year group assemblies and other school events.

Safeguarding and Inclusion:

- Promote the safety and well-being of students, adhering to safeguarding policies and procedures.
- Encourage the inclusion of all students in learning and extracurricular activities, fostering a supportive school environment.
- Work closely with the SENDCo and pastoral team to provide targeted support for students.

Administrative Duties:

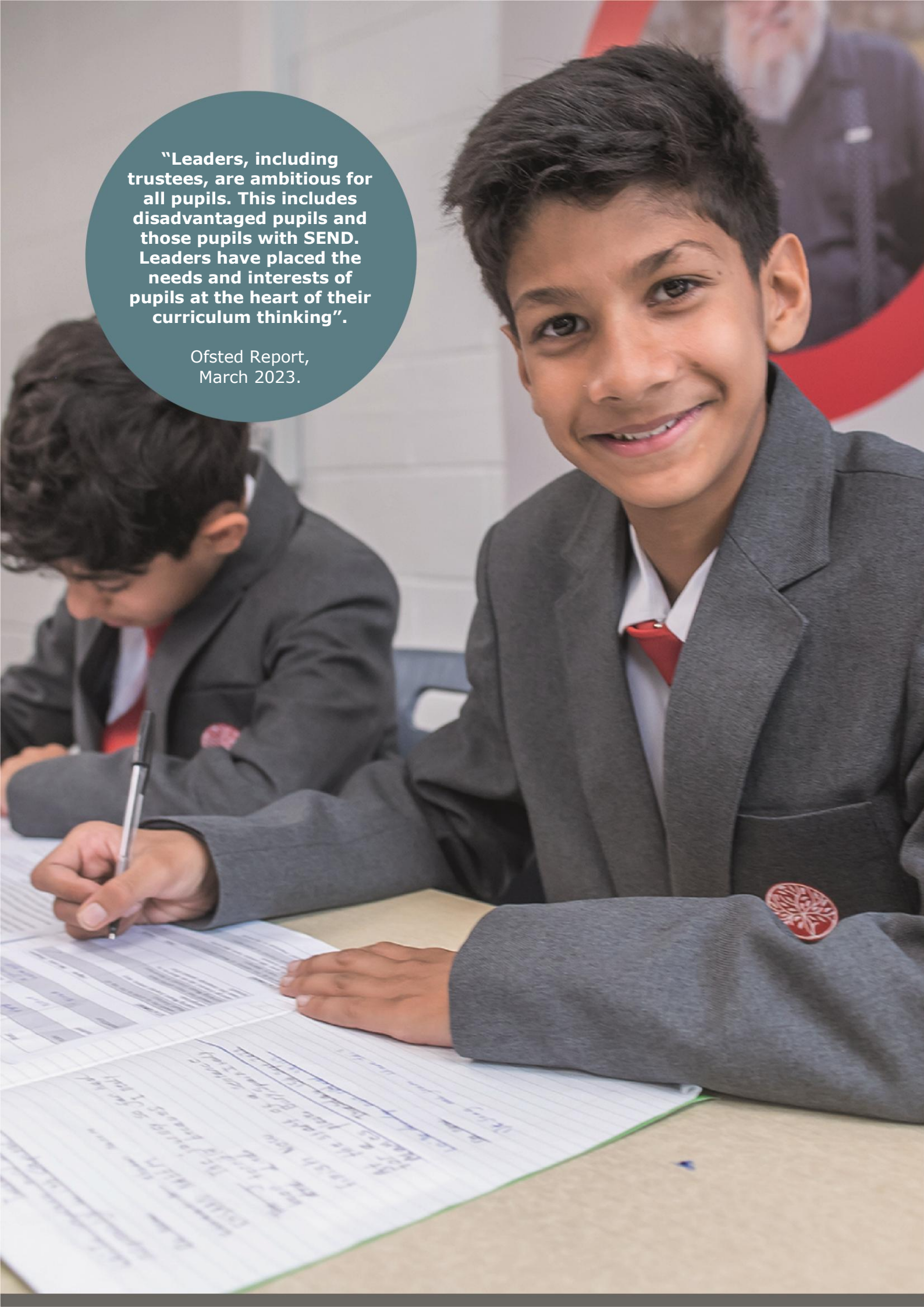
- Maintain accurate records of student interactions, interventions, and progress.
- Support the administration of behaviour management systems, tracking interventions and outcomes and following up as necessary.

Pastoral Support Assistant Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL	DESIRABLE	
<ul style="list-style-type: none"> • Experience of working with children in a secondary educational setting. • Grade C / 4 or above in GCSE (or equivalent) in English and Mathematics. 	<ul style="list-style-type: none"> • Knowledge of basic Microsoft packages: Word, Excel, Outlook and PowerPoint or similar. • Training in counselling/behaviour management and child protection • Experience of working in a similar role. 	
CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
ESSENTIAL	DESIRABLE	
<ul style="list-style-type: none"> • Ability to work effectively within a team environment, understanding classroom roles and responsibilities. • Ability to build and maintain effective working relationships with all pupils and colleagues. • Ability to promote a positive ethos and role model positive attributes. • Ability to work with children at all levels regardless of specific individual need and learning styles. • Ability to adapt own approach in accordance with pupil needs. • Ability to work successfully with pupils with challenging behaviour. • Able to recognise own training needs and willing to undergo relevant training. • Good oral and written communication with students and adults. • Strong problem solving skills. • Good interpersonal skills. • Able to work independently. • Able to work in a calm, efficient and safe manner. 	<ul style="list-style-type: none"> • Experience of working with and supporting parents/carers of young people with challenging behaviours. • Understanding and working knowledge of national curriculum. 	
CRITERIA	Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:	
ESSENTIAL		
<p>Must be able to demonstrate the following:</p> <ul style="list-style-type: none"> • High expectations of all pupils, respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements. • Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners. • Demonstrate and promote the positive value, attributes, attitudes and behaviour they expect from the pupils with whom they work. • Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning. • Able to improve you're own practice through observations, evaluation and discussion with colleagues. 		

“Leaders, including trustees, are ambitious for all pupils. This includes disadvantaged pupils and those pupils with SEND. Leaders have placed the needs and interests of pupils at the heart of their curriculum thinking”.

Ofsted Report,
March 2023.





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