



Inspire Learning Trust

Pastoral Support Assistants x 4

Closing Date: Thursday, 14th May 2026 at 9.00am

Interview Date: Wednesday, 20th May 2026

Start Date: September 2026

Responsible to:	Head of Year
Responsible for:	Implement targeted interventions for individuals and groups both inside and outside of the classroom.
Salary:	Band F, Actual Salary - £26,824 to £28,516 Per annum (FTE Salary - £30,515 to £32,046) depending on experience
Working hours:	Full Time permanent at 37 hours a week, term time only at 192 days plus 5 directed days.
Working Patten	Monday to Thursday; 8.15am to 4.15pm & Fridays; 8.15am to 3.45pm with 30 minutes lunch break.

Inspire Learning Trust is a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School, Thomas Rotherham College and Winterhill School.

Oakwood High School is an over-subscribed 11-16 High School with a strong emphasis on respect for all; we are a 'well led', 'good' school where 'students enjoy attending' and 'the vast majority of parents would recommend'.

We are looking to appoint FOUR well-qualified candidates to join an enthusiastic, supportive and successful school as Pastoral Support Assistants.

- You will work under the direction of a Head of Year to implement agreed work and support for individuals and groups in and out of the classroom.
- The Successful candidates will be truly committed to supporting and championing a culture of positive behaviour, high attendance and consistent progress.
- You will be a collaborative and resilient practitioner who thoroughly enjoys their work with young people and understands the

importance in contributing to our students' wider development.

We Offer:

- A supportive and successful school where staff work in a way that encourages a positive work environment that is solution focused and proactive for all.
- A positive working environment, we care about our learners, and we care about our staff, all of whom know and appreciate that.

The successful candidates will have the opportunity to be part of this, contributing to this culture and developing it further.

Applicants are required to apply via our online application form which is available on our website: <https://www.inspirelearningtrust.uk/vacancies/all-vacancies/>

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.



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Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities employer, and we undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre

interview. Employees will be subject to a comprehensive vetting process including references from current and previous employers, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website: <https://www.inspiretrust.uk/page-template/statutory-documents/>



Inspire Learning Trust

Why work for us?

Gym and Exercise Classes



Gym membership and exercise classes at only £20 per academic year.

Free Parking



Free car parking at all sites.

Accredited Living Wage



We are committed to ensuring staff rates of pay exceed the national minimum wage.

Sports Facility Hire



Reduced rates on our sports facilities and pitch hire.

Evening Language Classes



Access to modern foreign languages classes at a 25% discounted rate.

Specsavers Eye Care Voucher Scheme



Obtain a free eye test and discounts on glasses.

Blue Light Card Eligibility



Purchase a card giving access to a wide range of discounts online & on the high street.

Pension Contributions



Access Teachers and Local Government pension schemes, with employer contributions between 19.9% and 28.68%.

Cycle to Work Scheme



Salary sacrifice scheme on a brandnew bike with Cyclescheme.co.uk

Support Staff Holiday Entitlement



Generous annual entitlement for all our professional support staff.

Urban Yoga



Access free yoga classes at Oakwood High School.

Employee Referral Scheme



You could earn £500 for recommending an appointed friend or family member.

Student Admissions to Secondary School



Priority placing for children of staff, subject to length of service.

Westfield Health Scheme



A salary sacrifice scheme that gives quality health cover.

Onboarding for New Starters



Bespoke onboarding process for all new starters, including an additional day's pay.

Flu Jobs



Flu jab vouchers available on an annual basis.

Employee Assistance Programme



24/7 confidential help covering counselling and practical and emotional help.



We envision Inspire Learning Trust thriving by boosting our resourcefulness, promoting a culture of sharing within the Trust, showing respect to the planet and the communities we serve, and nurturing resilience in our stakeholders for sustained economic, environmental, and social wellbeing.



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Job Description and Person Specification

Main Purpose of Job

As a Pastoral Support Assistant at Oakwood High School, you will play a pivotal role in bridging the gap between wellbeing and academic success. Under the guidance of the Heads of Year, you will implement targeted interventions for individuals and groups both inside and outside the classroom. You will champion a culture of positive behaviour, high attendance, and consistent progress, providing the nurture and structure required to ensure every student is supported, empowered, and *ready* to learn.

All post holders at Oakwood High School and the Trust are required to work at their designated level to support the implementation of all policies and procedures to achieve key targets. These targets are reviewed annually and adapted to meet the needs of our students.

The post holder will be a key member of the team in the school and will work positively and proactively.

The post holder will work in collaboration with a range of staff across the school in the discharge of their duties and will at all times work within and contribute to the legal, regulatory and policy frameworks of the school and wider Trust.

**Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community.
We build upon our strengths – together!**

For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



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Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1.	Behaviour and Wellbeing Support	A	L	O
1.1	Act as a first point of contact for students requiring emotional or behavioural regulation during the school day.			✓
1.2	Assist with the development and implementation of Pastoral Support Plans.	✓		✓
1.3	Establish productive working relationships with students, acting as a role model and setting high expectations.	✓		✓
1.4	Provide a visible presence around the school site to maintain high expectations and a calm environment. Also undertaking aspects of Active Patrol.	✓		✓
1.5	Support students consistently whilst recognising and responding to their individual needs.	✓		✓
1.6	Encourage students to interact and work cooperatively with others and engage all students in activities.			✓
1.7	Promote independence and employ strategies to recognise and reward achievement			✓
1.8	Provide feedback to students in relation to progress and achievement.			✓
1.9	Deliver intervention strategies to support student progress with regards to their emotional health and wellbeing.	✓		✓
1.10	Use suitable systems (SIMS/Go4Schools) and liaise with Attendance and relevant staff to identify students with persistent low attendance or under-achievement.	✓		✓
1.11	Facilitate restorative conversations between students to resolve conflicts and rebuild relationships.			✓
1.12	Work as a learning mentor to provide pastoral support around emotional health and wellbeing and academic issues.			✓
1.13	Provide weekly staffing for the internal and triage room, including administration tasks to maintain this valuable pastoral area.			✓



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2.	Attendance and Engagement Support	A	L	O
2.1	Work with "persistent absentees" to identify the root causes of non-attendance and create reintegration plans.	✓		✓
2.2	Meet and greet high-priority students at the student entrance to ensure a positive start to their day.	✓		✓
2.3	Act as a consistent point of contact for parents/carers regarding pastoral concerns, ensuring a unified approach.	✓		✓
2.4	Help students to access learning activities through specialist support.	✓		✓
2.5	Be responsible for keeping and updating records, as agreed with the Head of Year, contributing to reviews of systems / records as requested.	✓		✓
2.6	Liaise sensitively and effectively with Parents / Carers as agreed with the Head of Year within your role / responsibility and participate in feedback sessions / meetings with Parents / Carers	✓		✓

3.	Progress and Classroom Support	A	L	O
3.1	Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with school policy and encourage students to take responsibility for their own behaviour.	✓		✓
3.2	Work with the Teacher to establish an appropriate learning environment.	✓	✓	✓
3.3	Monitor and evaluate students' responses to learning activities through observation and planned recording of achievements against pre-determined learning activities.	✓		✓
3.4	Provide objective and accurate feedback and reports, as required, to the SENDCO, on student achievement, progress and other matters, ensuring the availability of appropriate evidence.	✓		✓
3.5	Maintain accurate, confidential records of student interactions using school systems (e.g., SIMS or CPOMS) to track the impact of pastoral interventions.	✓		✓
3.6	Work with Heads of Year to analyse data and identify students "at risk" of underachievement.	✓		✓
3.7	Provide general clerical / administrative support,	✓	✓	✓



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4	Generic Duties and Responsibilities
4.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
4.2	All employees will be asked to work at their level on student interventions to meet the needs and targets of the Trust. For support staff this will include Basic First Aid (training will be provided).
4.3	Break-time, dinner and after school duties (on a rota basis).
4.4	Be aware of and support differences and ensure all students and staff have equal access to opportunities to learn and develop.
4.5	Participate and contribute to Talent Development and Service Frameworks and other plans.
4.6	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
4.7	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
4.8	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
4.9	Establish constructive relationships and communicate with others (inside and external to the Trust).
4.10	Organise and support school/college and Trust events as requested.
4.11	Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.
4.12	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.



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Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1.	Qualifications and Experience	Essential	MoA
1.1	Teamwork, working with young people in a relevant capacity; including supporting withdrawal groups and whole class groups.	✓	AF
1.2	Ability to relate well to children and adults and an understanding of learning and development.	✓	AF
1.3	Evidence the use of specialist skills to support students who have additional needs with regards to SEMH difficulties.	Desirable	AF/CQ
1.4	GCSE A*-C or 9 - 4 in Mathematics, English (and preferably Science) or equivalent.	✓	AF
1.5	Experience in managing "challenging" behaviour or supporting mental health needs.	Desirable	AF
1.6	ICT skills including Microsoft/ Google packages at an appropriate level.	✓	AF/CQ
1.7	Working knowledge of relevant policies/ codes of practice/legislation.	Desirable	AF
2.	Support for Pastoral Care	Essential	MoA
2.1	Use of CPR to provide a "warm/strict" approach with a genuine belief in the potential of all students.	✓	I / R
2.2	Knowledge of recent educational developments.	Desirable	I
2.3	Ability to organise and supervise the work of students so as to ensure that they make good progress.	✓	AF/I/ R
2.4	Exceptional communication and the ability to remain calm under pressure.	✓	AF/I/ R
2.5	Experience of using IT to support learning.	✓	AF/I
2.6	Knowledge of restorative practice or de-escalation techniques (e.g., Team Teach).	Desirable	AF/I/ R
3.	Personal Qualities	Essential	MoA
3.1	Conscientious, honest and reliable.	✓	I / R



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3.2	Ability to work independently and manage a fluctuating daily workload.	✓	AF/I/ R
3.3	Able to make carefully considered decisions and assess risk.	✓	I / R
3.4	Ability to work on your own initiative.	✓	R
3.5	Ability to communicate with a range of adults and students.	✓	I / R
3.6	A commitment to self-improvement.	✓	AF / I
3.7	Capacity to motivate, inspire and challenge students, self and others.	✓	I / R
3.8	Ability to establish and maintain good relationships with a range of adults and students.	✓	I / R
3.9	Inclusive.	✓	AF / I / R
3.10	An understanding of and commitment to equal opportunities issues both within the workplace and the community in general.	✓	I
3.11	A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	✓	I

4.	3. Mandatory Requirements	Essential	MoA
4.1	A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust.	✓	AF/I/R
	Understanding of local safeguarding procedures and the "Keeping Children Safe in Education" framework	✓	AF/I/ R
4.2	Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF/R
4.3	References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF/R



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5.	Physical Requirements	Essential	MoA
5.1	Health and physical capacity for the role.	✓	AF/I/R
5.2	A good attendance record in current employment (not including absences resulting from disability).	✓	R

6. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

Seeing the Bigger Picture: Understand how your work and the work of your team supports wider Trust objectives and meets the diverse needs of stakeholders. Keep up to date with the issues that affect your work area. Take a keen interest in expanding knowledge in areas related to your work. Focus on overall goals and not just specific tasks to meet priorities.

Changing and Improving: Regularly review own and team's work and take the initiative to suggest ideas to make improvements. Give feedback on changes in a constructive manner. Take a positive, open approach to the possibility of change and encourage others to do the same. Help others to understand changes and the reasons they are being put in place. Identify and act on the effects changes are having on your role and that of the team. Look for ways to use technology to achieve efficient and effective results.

Making Effective Decisions: Take responsibility for making effective and fair decisions, in a timely manner. Analyse and research further information to support decisions. Talk to relevant people to get advice and information when unsure how to proceed. Explain how decisions have been reached in a clear and concise way, both verbally and in writing. Demonstrate the consideration of all options, costs, risks and wider implications.

Leadership: Show pride and passion for your work and positive, inclusive engagement with your team. Understand your areas of responsibility and display awareness of the wider impact of your actions. Proactively role model and promote an inclusive workplace, promptly dealing with inappropriate language and behaviours when they arise, including any instances of discrimination or misconduct. Give praise and credit to colleagues where appropriate.

Communicating and Influencing: Communicate clearly and concisely both orally and in writing. Take time to consider the best communication channel to use for the audience, including making the best of digital resources and considering value for money. Interact with others in an enthusiastic way. Express ideas clearly and with respect for others. Listen to and value different ideas, views and ways of working. Respond constructively and objectively to comments and questions. Handle challenging conversations with confidence and sensitivity.

Working Together: Develop relationships outside own team and identify opportunities to share knowledge, information and learning. Show genuine interest when listening to others. Contribute to an inclusive working environment where all opinions and challenges are listened to and all individual needs are taken into account. Ensure it is clear that bullying,



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harassment and discrimination are unacceptable. Offer support and help to colleagues when in need, including consideration of your own and their wellbeing. Change ways of working to aid cooperation within and between teams in order to achieve results

Developing Staff and Others: Identify gaps in own and team's skills and knowledge. Set and consistently meet development objectives. Seek learning opportunities. Support the development plans of all colleagues, recognising how diversity of experience/background can help to build an inclusive team culture. Consider the contributions of all team members and delegate work to aid the learning and development of all. Encourage and listen to developmental feedback from colleagues.

Managing a Quality Service: Work with students/students to understand their needs. Create clear plans and set priorities which meet the needs of both students/students and the Trust. Keep colleagues fully informed of plans, possibilities and progress. Identify common problems that affect service, report them and find possible solutions.

Delivering at Pace: Regularly review the success of activities in the team to identify barriers to progress or challenging objectives. Identify who and what is required to ensure success, set clear goals and areas of responsibility and continually assess workloads considering individual needs. Follow Trust policies and procedures and legislation to complete your work. Ensure colleagues have the correct tools and resources available to them to do their jobs. Have a positive and focused attitude to achieving outcomes, despite any setbacks. Regularly check performance against objectives, making suggestions for improvement or taking corrective action where necessary. Ensure that colleagues are supported where tasks are challenging.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Learning Trust is committed to providing a safe, secure, and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.



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**Inspire Learning Trust is committed to...
Educational Social Responsibility
We are committed to a value led educational provision**

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**
- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, students and trustees, these are;

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***