



Briefing Pack for Applicants

Barnsley Academy

Pastoral Support & Intervention Officer

April 2025

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Section 1 - Post Advertisement



Job title:	Pastoral Support & Intervention Officer
Location:	Barnsley Academy, Farm Road, Kendray Barnsley S70 3DL
Starting salary:	FTE £27,000 to £30,000 gross per annum pro rata dependent upon experience (actual of £23,297.88 to £25,886.54 gross per annum)
Start Date:	As soon as possible
Contract:	Permanent, Full-Time, 39 working weeks (term-time only)
Hours of Work:	08:00 – 16:00 Monday – Friday

Barnsley Academy is seeking to appoint a dynamic and enthusiastic Pastoral Support & Intervention Officer to join their established team.

The academy is part of United Learning, a national group of schools and academies. Barnsley Academy is an 11-16 secondary. As part of United Learning our aim is to bring out 'the Best in Everyone' and we continuously strive to ensure that students and staff have every opportunity to succeed, with their potential developed to the utmost. Please watch our Welcome Video to find out how our values of Ambition, Determination and Respect underpin everything that staff and students do here at Barnsley Academy: [Barnsley Academy > Video](#)

United Learning is one of the largest and most successful Trusts in the country who offers unrivalled Continuing Professional Development (CPD) and training, including opportunities for nationwide networking.

We are looking for someone who:

- Is both authoritative, approachable and has excellent people and organisational skills.
- Is a team player.
- Has sound knowledge of Microsoft Office packages.
- Will be resilient in following the academy's behaviour policy.
- Has experience of working with young people to address barriers to success.
- Has a fundamental belief in the power of education to enable students to achieve anything they set their minds to.

Main duties will include:

- Working under the direction of the Senior Vice Principal, to provide a range of interventions to support identified students in addressing barriers to learning and engagement (typically relating to social, emotional and mental health needs).
- Working with identified students to develop stronger self-regulation and an increased sense of belonging within school to allow them to realise their potential personally and academically.
- Supporting students with day-to-day behaviour and welfare issues to reinforce intervention work.
- Supporting teaching staff to minimise disruption to lessons.
- To build positive relationships with all stakeholders including students, staff and parents/carers.

- Working closely with colleagues in the Safeguarding, Pastoral support, Inclusion and Attendance Teams and other relevant staff to ensure that the needs of students are met so they can develop a positive and purposeful character as well as their behaviours for learning.

We will offer you:

- Highly competitive salary. We pay an average of 5% above national scales, the best rates of pay in the sector.
- Excellent facilities and resources.
- Access to an outstanding professional development programme.
- At least one personal leave day a year.
- Polite, respectful and dedicated students who want to learn and fulfil their potential.
- Colleagues who are supportive, friendly and who are committed to each other's professional development.
- A chance to become part of one of the largest groups of academies in the country.
- Opportunities to work collaboratively with colleagues in other schools within the Yorkshire cluster and across United Learning.
- Excellent employee benefits which include a highly sought-after pension scheme with high employer contributions.
- Access to training through the Apprenticeship Levy.
- Generous staff discount scheme.
- We are open to requests for flexible or part-time working; and we encourage open and regular conversations about work-life balance.

If you possess these qualities and share the academy's vision, then we will be delighted to hear from you. Please refer to the job description and person specification for further details.

To apply, please click the 'Apply Now' button at the top of the advert on our website using the following link to our vacancies page: [Barnsley Academy > About Us > Vacancies](#) and complete our online application form. Please note that CVs are not accepted. **The closing date for this post is midnight Tuesday 22 April 2025. Interviews will take place soon after.**

If you would like to discuss this exciting opportunity, please contact hr@unitedlearningyorks.org.uk

United Learning is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Employees will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers, health, right to work in the UK, an Enhanced DBS check and a further check against the appropriate barred list.

Section 2 – United Learning

Barnsley Academy is part of United Learning which is a large and growing group of schools aiming to offer a life changing education to children and young people across England.

Our schools work as a team and achieve more by sharing than any single school could. Our Subject Specialists, Group-wide Intranet, our own curriculum and online learning portal all help us share knowledge and resource, which supports simplifying work processes and managing workloads for an improved work-life balance.

As a Group we can reward our staff better, we provide good career opportunities, better pay, employee benefits and ultimately, the satisfaction of helping children to succeed. We invest in our staff wellbeing. Our academies each have at least eight INSET/training days per year (with three of those solely dedicated to planning) and an ongoing group-wide wellbeing programme. It is an ethos we call 'the Best in Everyone'.

We are working hard to become a more diverse organisation, which is key to our commitment to bringing out 'the Best in Everyone'. We welcome applications from everyone committed to this ethos and would particularly welcome applications from black and minority ethnic candidates who are currently under-represented in the Group as a whole. We always appoint on merit. We are open to discussing flexible working options.

<https://unitedlearning.org.uk/>

Section 3 – Letter from the Regional Director

Dear Candidate

Thank you very much for your interest in the role within the Yorkshire United Learning Cluster. The cluster itself is a close-knit group of three Secondary Academies: Barnsley Academy, Sheffield Park Academy and Sheffield Springs Academy, who work alongside a number of local Primary Academies; all from within the United Learning Trust.

The cluster is well-established and has excellent support from locally based cluster central services. These cover Business Management, HR, IT and Site/Estate Facilities. They are led by an Executive Business Manager. This provides our Academies with excellent trained advice and support in these areas; this benefits the leadership and wider staff of every Academy.

United Learning Trust is a national organisation serving Primary and Secondary Academies, all-through Academies and Independent Schools. Our ethos is, “the Best in Everyone”. This is a useful phrase that sums up the work and focus of the organisation. Every decision taken is done with this aim in mind: for staff, for students and for the community. The Trust values of Respect, Determination and Ambition are driven through the Character Programme, which each Academy has carefully interpreted in their own way. The Trust attributes of Creativity, Confidence and Enthusiasm are demonstrated at every level.

United Learning, and Academies within the Yorkshire Cluster, demonstrate a strong commitment to staff CPD and staff wellbeing. If you join our schools you will be inducted, supported and developed in a deliberate way from before you even take up post. Our status as an Academy Trust enables highly competitive rates of pay progression and our employee schemes, such as Perkbox, are an attractive feature of employment.

Above everything, we put young people first and seek to recruit adults who share this view. We work with students, parents and families to provide a structured, supportive experience that enables them to achieve as well as they possibly can and become excellent scholars and rounded individuals. We insist on classrooms and corridors that are respectful, orderly places where everyone is expected to display positive and mature attitudes.

Applying for a new job is a huge investment of time and emotional energy. The recruitment decision has to be right for employee and employer. I would encourage you to seek out any information you need in order to make the important decision to apply and we welcome visits to our schools in advance of applications wherever this might be helpful.

I do wish you the very best with your application and thank you again for considering us.

Best wishes,

Laura Moore
Regional Director
United Learning

Section 4 – Letter from the Principal of Barnsley Academy



Dear Candidate

Thank you very much for your interest in joining Barnsley Academy. I am delighted to introduce you to our school and I hope that this application pack provides you with an overview.

Barnsley Academy and the United Learning academy trust are committed to teaching a knowledge-rich curriculum and education with character to all of our students. We believe in explicit instruction led by expert teachers. Our approaches are greatly influenced by Doug Lemov's 'Teach Like A Champion', with our lesson sequences underpinned by Rosenshine's principles. We are an outward-facing school, learning from outstanding schools both within the group and beyond. We are unapologetic about our high standards and unashamedly ambitious for all of our students and we are on a journey to becoming a great school with excellence as standard. As part of this journey, we are creating an academic culture that is warm and strict, disciplined and joyful, and ensures impeccable behaviour, so that teachers can teach and students can develop both their knowledge and character.

To allow young people to thrive, we believe outstanding pastoral care is essential. We want all Barnsley Academy students to achieve and feel happy and successful at school, regardless of their starting points or their barriers to learning. The Pastoral Support and Intervention Officer will play a key role in supporting students who may face additional social, emotional or mental health challenges to address those barriers.

If you are aligned with our mission and values, we very much look forward to hearing from you.

Good luck with your application and thank you again for considering Barnsley Academy as the next stage in your career.

With best wishes,

Stephen Pitcher
Principal
Barnsley Academy

Section 5 – Job Description



Job Description

Post title	Pastoral Support & Intervention Officer
Salary	Band 2
Responsible to	Senior Vice Principal
Responsible for	There are no direct line management responsibilities associated with this role.
Role purpose	To provide intervention support to identified groups of students with the aim of removing barriers to their personal character development and their learning. This will be done in coordination with, and with support from, the Behaviour, Inclusion, Attendance and Safeguarding Teams.
Relevant qualifications	<ul style="list-style-type: none">• Minimum GCSE or equivalent Level 2 in literacy and numeracy.• Training and experience of relevant learning strategies.• Experience of working with and supervising young people.

The postholder must, at all times, carry out their duties and responsibilities within the spirit of United Learning Trust and academy policies and procedures, and within the legislative framework applicable to academies.

Role Summary

To work with students who have been identified as requiring additional intervention with the aim of removing barriers to their development. These barriers may be linked to their personal growth and development and/or may be linked to their academic development. As an Intervention Support Officer, you would receive a weekly timetable of students with whom you will meet and complete interventions on a 1-1 or small group basis. The interventions that you will offer, with training and resources provided where necessary, will have a wide range of foci including but not limited to; emotional regulation, attendance and truancy, classroom conduct, mental health, raising aspirations and managing trauma. You will maintain record keeping for all students receiving such intervention and, occasionally, complete reports to summarise

progress made and areas of improvement. You will attend a weekly Inclusion meeting and will support with daily duties during student social and transition times.

Key Responsibilities

Key Tasks and Activities

- To support in removing the barriers to learning and personal character development of vulnerable students to ensure that they make relevant progress.
- To work with teachers and other relevant staff to assist with the planning and preparation of intervention plans.
- As directed by the Senior Vice Principal, to deliver intervention sessions for individual students or small groups.
- Attend regular staff meetings including a weekly Inclusion meeting.
- To complete written reports, as requested.
- To maintain records of intervention completed and the impact of this intervention.
- Where appropriate, to provide support to other relevant support staff and teachers.
- To provide support for students and where appropriate for SEND pupils providing particular help for those students with learning difficulties and/or behavioural, social or physical disabilities, as required.
- To assist and provide support to the teacher and other relevant support staff under an agreed system of supervision, working with children with behaviour and learning difficulties.
- To assist with the development and implementation of education/behaviour/support/mentoring plans/ILPs for students and monitor, assess, record and report pupils' achievement, progress and development against action plans, through observation and planned recording and to provide objective and accurate feedback and reports as required.
- To provide specialist, planned support to students with barriers to learning on a one to one basis or in a small group, with a key focus on SEMH and behavioural development programmes.
- To provide objective and accurate feedback and reports as required on pupil's progress.
- To assist with the production of session plans and resources as required.
- To contribute to the development of relevant policies and procedures.
- To undertake administrative tasks, manage and maintain record systems and processes including the use of Arbor, CPOMS and Edukey.
- To liaise with and work in conjunction with appropriate agencies.
- To monitor and implement appropriate strategies for supporting the learning and attendance of those students not in mainstream lessons.
- To contribute to the development and implement relevant school policies and procedures.

- To attend weekly inclusion meetings.
- To oversee the administration of Alternative Pathways (AP and PT).

General

- Develop excellent working relationships with colleagues internally, centrally and externally.
- Be an effective and flexible member of the staff team.
- Perform daily duties during student social and transition times.
- Ensure any documentation produced is to a high standard and is in line with the in-house style.
- Participate in training and other learning activities as required.
- Participate in the Performance Management process.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- To represent the academy at events as appropriate.
- To support and promote the academy and United Learning's ethos, playing a part in strengthening relationships between academies in the cluster and between the cluster and central office.
- To be aware of, and comply with, United Learning's policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To actively participate in continuous professional development and act as a positive role model across the academies and Trust.
- The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal and Human Resources.
- This job description will be kept under review and may be amended via consultation with the individual, Principal and Human Resources as required. Trade Union representatives will be welcome in any such discussions.

Information

This post may require the post-holder to have a degree of flexibility and willingness to work outside of normal working hours.

The information contained above is to help staff understand and appreciate the work content of their post and the role they are to play in the organisation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings have therefore, been used in which case all the usual associated duties are included in this job description.

This job description will be reviewed annually as part of the performance management process and may be subject to amendment or modification at any time after consultation with the post-holder.

Elements of this job description and changes to it may be negotiated at the request of either the post-holder or the incumbent of the post.

I accept my job description and job title as detailed above.

Name (print)	
Sign	
Date	

Section 6 – Person Specification



Person Specification

Post title	Pastoral Support and Intervention Officer		
Salary	Band 2		
Education and Qualifications		Essential	Desirable
GCSE Grade C (or equivalent) or above in English and Maths.		X	
Training and experience of relevant learning strategies.		X	
Experience of working with and supervising young people.		X	
ICT – ability to use various software systems.		X	
First Aid qualified or willingness to work toward.			X
Relevant training for working with young people aged between 11-16.			X
NVQ accreditation in a relevant subject or area.			X
Experience		Essential	Desirable
Ability to work on own initiative and under the direction of the Senior Vice Principal or other members of the Senior Leadership Team.		X	
Experience of working as a team.		X	
Experience of working with young people with challenging behaviour or SEMH barriers and evidence of ability to manage this successfully.		X	
Prior experience supporting young people in an educational setting.			X
Knowledge and Skills		Essential	Desirable
Ability to deal with emotional and difficult situations.		X	
Excellent communication and listening skills.		X	
Respond well to pressured situations.		X	
Non-judgemental.		X	
Organised and able to manage time effectively.		X	
Ability to write reports and maintain accurate records.		X	
Ability to follow set systems and procedures.		X	
Good interpersonal skills.		X	
Ability to communicate effectively both verbally and in writing.		X	
Ability to maintain efficient record keeping systems.		X	
Knowledge and understanding of education curriculum.			X
Good awareness of safeguarding children/child protection legislation.		X	
Excellent word processing skills (Microsoft Word).		X	
Experience in the use of electronic communications, for example, e-mail.		X	

Ability to establish and maintain supporting professional relationships with young people and their families.	X	
Understanding of the educational sector.	X	
Ability to be creative to respond to a fast-paced environment.	X	
Personal Attributes	Essential	Desirable
Commitment to an ethos of high standards, personal fulfilment and academic success.	X	
To maintain confidentiality.	X	
Willingness to learn.	X	
Ability to demonstrate commitment to equal opportunities.	X	
Able to make connection between their work and the benefits to students.	X	
Good written and verbal communication skills.	X	
Ability to prioritise and manage workload while maintaining a flexible response to urgent requests.	X	
Good interpersonal skills and ability to work with staff and stakeholders at all levels.	X	
A pleasant disposition and ability to stay calm under pressure.	X	
Demonstrate a positive team approach to work.	X	
Methodical approach to work tasks with key emphasis on accuracy.	X	
To have a willingness to participate in the whole school approach to mentoring students and play an active role as directed by line manager.	X	

Section 7 – The Appointment Process

These notes are intended to guide you when making an application.

The Application Form

The application form is accessible via the 'Apply' link on the job advertisement. Please complete the application form neatly, fully and accurately, including exact dates. You are requested to submit a concise application. CVs are not accepted.

Education and Training

State your qualifications and any training you have undertaken relevant to the post.

Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

Previous Appointment

When completing this section it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. Reference will be taken if the candidate is successfully short-listed for interview. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

The Supporting Statement

The supporting statement is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post.

Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website/s prior to attending the interview.

The Interview

Candidates will be invited to interview at the school during which time they will have the opportunity to meet staff and students and see the school at work. Candidates may also complete additional tasks as part of the interview process.

Feedback

Feedback is offered to those candidates who are shortlisted, interviewed and not recommended for appointment. It is hoped that this information will help you with future applications.

Section 8 – Visitors/Contacts for Barnsley Academy

The academy is located in a thriving town close to the beautiful Peak District



®

Barnsley Academy
The best in everyone™

Part of United Learning

Barnsley Academy

Farm Road

Kendray

Barnsley

South Yorkshire

S70 3DL

Website: www.barnsley-academy.org

Email: enquiries@barnsley-academy.org

Telephone: 01226 284606

Barnsley Academy is an 11-16 secondary and is Ofsted rated 'Good'. As part of United Learning our aim is to bring out 'the Best in Everyone' and we continuously strive to ensure that students and staff have every opportunity to succeed, with their potential developed to the utmost.