



Trinity Academy

Pastoral Support Lead

Job description

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| Job title | Pastoral Support Lead |
| Location | Trinity Academy |
| Salary | N14 - N20 Before Sept '26 uplift FTE £29,540 - £32,597 Actual £27,331 - £30,159 |
| Role Summary | To embrace the values of Trinity Academy ensuring that every child achieves their absolute best by providing support for students' academic achievement and all aspects of their pastoral care. |
| Working pattern | 37.5 hours per week |
| Responsibilities | <p>At Trinity Academy, pastoral support for students is provided by Pastoral Support Leaders (PSL) and Heads of Year. The PSL supports students' academic achievement and all aspects of their pastoral care. They are forward-thinking, seek to actively 'add value' and use their initiative to improve the provision we have to support students. The role will involve working with Year Group leaders and subject teachers to determine the best support and intervention strategy, evaluate the impact of such provision for vulnerable students, lead meetings with parents/carers, students and outside agencies etc.</p> <p>You will be instrumental in ensuring students in your year group successfully adhere to the school's behavior procedures and through careful monitoring, work most closely with students who find this difficult.</p> <p>There is an expectation to work after school in meetings with students, parents/carers or other vital tasks which will be negotiated with your line manager.</p> <p>This job is suitable for someone who is looking for a career in education or working with young people. While experience working in a similar field</p> |



or role is preferable, it is not essential. In all cases, training is available for the right candidate who wishes to develop their skill set. What is essential is the drive and determination that **every** student shall receive the support they need to be given the best chance to succeed; a person who is confident enough to evaluate current provision, identify areas we can improve and then implement the required improvement will be successful in the position. Fundamentally, you have to really care about **all** students realising their potential.

Specific Responsibilities

- To be the first point of contact for students and their families within your year group(s), providing appropriate information as required to relevant Academy staff, students and parents
- To be the 'go to' person to support students behaviour
- To support students through key points of transition
- To maintain positive and regular Academy – Parent – Student communication
- To respond to any “routine” duty referrals for students within your Year group(s), to manage and investigate an issues arising and ensure that appropriate actions are followed through
- To coordinate Restorative Justice interventions
- To work with individual students and their families when issues from home are affecting or likely to affect their performance/attendance/behaviour at the Academy
- To analyse data from a variety of sources to inform, implement and monitor systems and practice which secure good patterns of attendance and punctuality in your Year group(s)
- To carry out the statutory responsibilities in relation to attendance across your Year group(s) by using a variety of strategies and following a case management system
- Ensure maintenance of accurate student records in a variety of formats (spreadsheets, databases etc.) and full compliance with Data Protection and Freedom of Information regulations.
- Ensure that all liaisons with external agencies are appropriate to need and effective to support the personal and educational development of learners, including those students considered being “at risk”.
- Any other such duties as may, from time to time, be reasonably required by the Principal

Note: The duties outlined in this job description may be modified, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. This document does not form part of your contract of employment with the school.



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| Reporting to | Head of Year |
| Safeguarding | <i>We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Cathedral Schools Trust are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.</i> |



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Head of Year

Person Specification

We are committed to creating an inclusive working environment. If you are excited about this role and can demonstrate many but not all of the areas below, we would encourage you to apply as you may just be the person we are looking for.

The listed criteria will be reviewed across the stages of our recruitment process, including application form, personal statement (within the application form), interview, references and certificates.

Skills and personal attributes:

(Personal competencies, qualities, attitude and behaviours that will allow you to perform effectively in the role, ensuring the safeguarding and welfare of children and young people)

Essential for this role:

- Ability to manage time effectively, organise & prioritise workloads and work proactively to ensure objectives are fulfilled.
- Ability and willingness to work cooperatively as part of a team
- Ability to help us build on the breadth of the educational experiences we offer both in and out of the classroom.
- Respect for the professional expertise of others.
- To be a person filled with hope and possessing an unshakable belief in students' entitlement to a world class education, whatever their circumstances and ability.
- Excellent communication skills, both orally and in writing
- Enthusiastic, perceptive and fair.
- Ability to provide guidance, advice, instruction and support and challenge students and staff.
- Ability to communicate with care and respect to students, staff, parents and carer
- A personal commitment to quality and excellence that will take the Academy forward.
- Genuine care for all students, especially the disadvantaged and vulnerable

You are likely to have:

- Good sense of humour
- Ability to handle information securely and confidentially.



- Record of developing and maintaining good relationships with students and wider school community.
- An understanding of the needs and values of different communities, in particular the different cultures the Academy serves.

You may have:

- Evidence of innovative and effective pastoral interventions to improve student engagement
- Ability to think and lead strategically
- Knowledge and expertise in how people learn.
- A clear vision on the position of student welfare and inclusion in the Academy over the next 5 years.

Knowledge and qualifications:

(Professional, technical or academic qualifications that you have achieved relevant to this role)

Essential for this role:

- Good GCSE English and Maths

You are likely to have:

- Degree or equivalent

You may have:

- Relevant further qualifications around pastoral care

Experience:

(Please draw upon experience and achievements gained through paid employment, voluntary work or personal life experience relevant to this role)

Essential for this role:

- A track record of high level pastoral care in a school
- High standard of written and verbal communication skills.

You are likely to have:

- Experience of working with young people in challenging circumstances
- Current successful school experience with a responsibility for student welfare / raising achievement.
- Experience of safeguarding and pastoral roles in schools.

You may have:



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- Experience of using a Management Information System preferably Arbor
- Experience of leading meetings
- Experience of leading or line managing others
- Experience of maintaining and manipulating computerised and/or paper based data/information.
- Experience of liaising with a range of stakeholders to find effective solutions

Cathedral Schools Trust is an equal opportunities employer and recognises the strength in diversity. Our schools have a wide range of cultural, socio economic and religious influences and we use this to ensure that we broaden our understanding of each other and the world. Applications are welcome from all suitably qualified candidates regardless of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, gender reassignment, disability or age, and maternity, marital or civil partner status. We particularly encourage applications from under-represented groups.

As part of our commitment to equal opportunities, we ask that all applications are made using our application form and are accompanied by an equal opportunities form. The equal opportunities form is anonymous and is not shared with the shortlisting panel.