



# **JOHN KYRLE HIGH SCHOOL & SIXTH FORM CENTRE**

**Vacancy  
Information  
pack**

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**Pastoral Support  
Officer**

# Headteacher's Welcome

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Thank you for the interest in our school and the advertised post. I hope you find the information you require, but please contact us if not.

All roles in our school are important and I pledge personal support for each and every member of our fantastic community. I am privileged to lead this school and we all work hard to ensure that we succeed as a team. "Together we are mighty".

Our key priorities as a school are simple and we all work towards our "TEACH" goals:

- T** Teaching and Learning
- E** Engagement
- A** Academic Outcomes
- C** Community
- H** High Quality Leadership

I look forward to receiving your application.

Kind regards



**JULIAN MORGAN**  
Headteacher



# Welcome

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The school is fortunate to have hugely-committed staff who give their all, take Public Service seriously and are keen to provide extra-curricular activities in a multitude of areas. John Kyrle aims to provide all students with a life-enhancing secondary school experience where students feel happy and secure yet challenged.

John Kyrle is a popular and oversubscribed high school with over 1400 students who are drawn from the town of Ross and the surrounding rural areas. The school is located on the Ledbury Road about half a mile from the Market house and adjoining the dual carriageway. John Kyrle High School is organised on a year basis with form tutors and a head of year responsible for the pastoral care and monitoring of students. We also have a team of highly experienced Pastoral Support Assistants. Form tutors stay with their tutor groups from Years 7 to 11. A head of sixth form oversees Years 12 and 13.

The sixth form is accommodated in a purpose-built block which contains a common room, kitchen, study rooms and superb ICT facilities. Admission to the sixth form courses is open but preference is given to those students who achieve two grade 5s in subjects including English and Maths. Those who achieve grade 4s may still be admitted but this will be in consultation with staff. Sixth form courses include a wide range of A levels. Students show good progress and attainment at KS4. Progress in the sixth form places us in the top 2% of schools nationally for A level.

John Kyrle High School encourages students to participate in the many societies. Out-of-school activities and clubs exist to suit a wide variety of students' interests. Overseas study visits to Europe, Africa and North America and a large number of sports teams which represents the school at rugby, soccer, hockey, netball, athletics, cricket, tennis and rounders, are just some of the activities offered.

The school has excellent facilities, including sports fields, an all-weather sports surface, tennis courts, a specialist drama studio, a purpose-built art and ceramics facility, and a modern library. There are also technology workshops, a music-technology suite and practice rooms, computer and business rooms, language lab, a gymnasium and an on-site sports hall which are used extensively. Our tennis and netball courts have just been refurbished and are a fantastic addition.

There is a strong tradition of music, drama and art at the school. A recent increase in student numbers has led to the installation of additional classrooms. A new Maths Centre of Excellence has been opened with 10 specialist Maths classrooms and a shared study facility for A-level students and staff. Our latest development, a new science block with six large specialist laboratories, was opened recently.

Partnerships with parents and the wider community are high on our list of priorities in order to help every student achieve his or her potential.

Our school motto is **'Carpe Diem' - seize the day!**

We try to live up this motto.



# The Role

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From April 2025, or earlier, we are seeking a dedicated and suitably qualified individual to support pastoral care across all year groups. The successful candidate will play a key role in maintaining a positive and orderly school environment, assisting with behaviour management, and promoting the well-being of our students.

This is a full-time position of **37 hours per week**, with working hours from 8:30 am to 4:30 pm Monday to Thursday and 8:30 am to 4:00 pm on Friday, for **39 weeks** (during term time plus TED days).

Pro Rata Salary: **£23,476 - £26,727 Per Annum** (£27,269 - £31,067 FTE)

Candidates should complete the application form in full (black or typewritten please).

Your application letter should address the following:

- Your motivation for applying for this role
- How your skills and experience make you a strong candidate
- The personal qualities you believe are essential for success in this position

Open testimonials are not required and should not be submitted.

The closing date for receipt of application is **Monday 10th March 2025 - 12 noon**.

**Please note the closing date is given as a guide only, we may close this vacancy sooner should enough suitable applications be received.**

Shortlisted candidates will be invited to attend interview on **Friday 14th March 2025** (provisional date)

John Kyrle High School & Sixth Form Centre proud to be part of the Heart of Mercia MAT

Registered office: Hereford Sixth Form College, Folly Lane, Hereford, HR1 1LU. Company Number: 10499174

All employees of JKHS are employed by the trust.

# Job Description

**Responsible to:** Headteacher/assistant Headteacher/DSL/DDSL

## Main Purpose of the role

This is a high-profile role within the school dealing with pastoral issues across all year groups. The post holder will contribute to overall good order within the school, including behaviour management, and promote the well-being of students through:

- continuing to improve safeguarding for all groups of students in order to meet the targets set by the school and nationally
- providing support to students on pastoral issues
- assisting with the transition of students
- providing attendance, behaviour and educational support to students
- providing assistance and support to the designated safeguarding lead (DSL) and deputy designated safeguarding lead (DDSL) on safeguarding matters.

## Job Activities

### Pastoral and academic support

- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students.
- Awareness of, and support, diversity and ensure all students have equal opportunities.
- Deliver pastoral support which provides a bridge between students and those engaged with them through liaison with the head of year and senior leadership team.
- Respond to telephone calls and unannounced visits from parents/carers who are at times angry, upset, confrontational, threatening and intimidating.
- Support heads of year in relation to well-being, behaviour and progress of students in the year groups.
- Liaise directly with students and their parents/carers to resolve pastoral issues and refer to head of year if necessary.
- Communicate and liaise with parents/cares/outside agencies/visitors to the school.
- Mentor looked-after children and record progress and maintain records and evidence.
- Awareness of the specific needs of children-in-need, those with special educational needs and young carers.
- Monitor and take appropriate action in relation to attendance and punctuality (to include home visits when necessary).
- Investigate patterns of attendance of individual students, alongside head of year, and take appropriate action to support them in improving their attendance.
- Collect, update and maintain student records relevant to safeguarding and other safeguarding information including the manual updating of records as required.
- Support teachers in reinforcing the school's behaviour policy.
- Act as a mediator in situations of conflict between teachers and students/groups of students.
- Undertake and resolve investigations into incidents.
- Take appropriate action and provide support to students, and also referring on to agencies such as the multi-agency safeguarding hub (MASH), counselling and school nurse etc
- Understand the assessment process for providing early help and intervention.
- Identify students who may require early help or further intervention.
- Prepare and lead on Early Help Assessments.
- Assist with the supervision of students unable to work to the normal timetable (occasionally in the Haven/Hive).
- Challenge and motivate students, and promote and reinforce self-esteem.
- Meet with students and agree targets to promote learning for students to achieve their personal best.
- Provide cover for the assistant headteacher and other pastoral colleagues in their absence.

# Job Description

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## **Safeguarding**

- Support the safeguarding and child protection systems within the school and nationally.
- Assist the designated safeguarding lead and school teams in aspects of safeguarding and child protection including meetings with students, parents/carers and external agencies.
- Attend a weekly safeguarding meeting with the DSL to discuss individual issues that are a cause for concern and ensure timely and effective action is taken.
- Monitor safeguarding and child protection across the school and provide reports as required.
- Collate information after a disclosure and refer suspected cases of abuse to the local authority children's social care.
- Support staff who make referrals to the local authority children's social care.
- Refer cases where a crime may have been committed to the police.
- Prepare multi-agency referral forms (MARF).
- Liaise with social services on students who are subject to child protection matters.
- Assist the DSL to provide safeguarding reports to trustees.

## **Working with other agencies**

- Ensure the DSL and DDSL are informed of safeguarding issues, especially ongoing enquiries into whether a child is at risk of harm, and police investigations.
- Liaise with staff on matters of safety, safeguarding and when deciding to make a referral.
- Act as a source of support, advice and expertise for staff.
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference.
- Prepare reports for outside agencies, including safeguarding information, reports, transfer materials etc. for other schools, including Fair Access Appeals, further education and co-ordinate final references.
- Attend and actively contribute to make key decisions, representing the school at child protection conferences/core group/strategy/Child-in-Need meetings for any student in designated year groups, and liaise with external agencies as necessary.
- Prepare monitoring information for individual looked-after children including Personal Education Plan Reviews.
- Establish constructive relationships and communication with other agencies/professionals to support achievement and progress of students.
- Where students leave the school, securely transfer their child protection file/records to their new school as soon as possible and separately from the main student file.

## **Training**

- Be fully cognisant of, and up to date with, the requirements of Keeping Children Safe in Education.
- Undergo training to develop and maintain the knowledge and skills required to carry out the role and be able to support and advise others to optimum impact.
- Undergo safeguarding training.
- Undergo Prevent training to support the school in meeting the requirements of the Prevent duty and provide advice and support to staff on protecting students from radicalisation.
- Undergo training on female genital mutilation (FGM) to provide advice and support to staff on protecting and identifying students at risk of FGM and report known cases to the police and help others to do so.
- Undergo training on child sexual exploitation (CSE) and provide advice and support to staff on protecting and identifying students at risk of CSE and report known cases to the police and help others to do so.
- Undergo training on e-safety and provide advice and support to staff and students on keeping themselves and others safe online.
- Be cognisant of general data protection regulations (GDPR).
- Refresh knowledge and skills annually to remain up to date with any developments relevant to the role.
- Obtain access to relevant resources.

# Job Description

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## Working environment

- Work demands – impact of deadline and changing and conflicting priorities. Administrative duties never cease by the unprecedented demands made by parents/carers and students means that the work demand can be significant and busy
- Working conditions – expose to disagreeable or unpleasant conditions. Well-lit and well-ventilated general office environment. However, might be required to deal with student conflict and aggression, subject to abusive language and swearing, deal with an injured child or an aggressive parent/carer.
- Emotional demands – demands can vary from low-level to extremely sensitive subjects involving child protection issues which are upsetting and can be distressing. Dealing with difficult parents/carers and students.

## General

- Model best practice and uphold the principles of confidentiality and data protection at all times.
- Work with the DSL to ensure the school's child protection and safeguarding policy is reviewed annually (as a minimum), that related procedures, protocols and implementation requirements are updated and reviewed regularly, and that the school's safeguarding audit is reviewed, evaluated and updated annually, prior to ratification by trustees and submission to the local authority by the deadline.
- Liaise with the DSL and headteacher with responsibility for e-learning, safe use of ICT and data protection to subsequently draw up an annual safeguarding improvement plan.
- Link with the local safeguarding children's board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Encourage a culture of listening to students among all staff, ensuring that students' feelings are heard where the school puts measures in place to protect them.
- Clearly convey a belief in, an approach of, 'it could happen here' to inform all safeguarding actions.
- Contribute to the overall ethos/work/aims of the school.
- Communicate with parents/carers, staff and other agencies.
- Ensure appropriate student records are fully maintained.
- Use SIMS effectively.
- Respond to requests from teaching staff to deal with challenging students and/or exit from the department.
- Assist in re-integrating students who have been absent

## General information

The post holder will be required to comply with the school's policies and procedures. The school has a no-smoking or vaping policy. Staff are not permitted to smoke or vape on any of the school's premises nor in any vehicle used on school business. The post holder will promote the school's health and safety at work policies and ensure that they are implemented efficiently within their areas of responsibility.

Employees have a duty to safeguard and promote the welfare of the children, young people and vulnerable adults. It is an essential requirement that staff are aware of the school's safeguarding procedures for sharing information about the welfare of any person whom they have safeguarding concerns. Staff have a duty to ensure that they attend training to enable them to recognise the indicators for concerning behaviour and receive safeguarding supervision as appropriate.

This job description covers the main duties and responsibilities of the job and will be subject to review and amendment in consultation with the post holder, to meet the changing needs of the school. Other activities commensurate with this job description may, at any time, be undertaken by the post holder.

# Person Specification

<b>Post Title:</b> Pastoral Support Officer	
Essential	Evidence
<p><b><u>Experience</u></b>            Experience of working in a school or other relevant organisation            Experience of safeguarding in a school or other relevant organisation            Experience of working with young people, including those who may have sensitive issues, be angry, difficult or upset            Experience of working with parents/carers and outside agencies            Experience of dealing with members of the public            Experience of dealing confidently with challenging behaviour            Experience of developing and implementing strategies to help students and their families            Experience of handling large amounts of sensitive data and upholding the principles of confidentiality            Experience of working on own initiative and making decisions</p>	<p><b>Experience and Knowledge</b></p> <p>Application</p> <p>Interview</p>
<p><b>Qualifications</b>            GCSE (or equivalent) English and maths grade C or above (9-4)            Level 3 safeguarding training            Willingness to undertake further training as required</p>	<p><b>Qualifications</b></p> <p>Application</p> <p>Interview</p>
<p><b>Skills and abilities</b>            Understanding of young people’s emotional and educational needs            Expert knowledge of legislation and guidance on safeguarding and working with young people, including the knowledge of the responsibilities of schools and other agencies            Understanding the framework for assessment of children in need and their families            Working knowledge of KCSIE and safeguarding procedures in secondary schools.            Knowledge and understanding of youth culture            Understanding of behaviour management strategies and dealing with confrontational behaviour            Recognising and understanding the importance of partnership working with parents/carers and other agencies            An understanding of, and the ability to negotiate and set targets            Ability to mediate in fraught situations to effect a calm resolution between parents/carers/students/staff</p>	<p>Application</p> <p>References</p> <p>Interview</p>



# Person Specification

<b>Post Title:</b> Pastoral Support Officer	
Essential	Evidence
<p>Ability to take responsibility and work with autonomy within set boundaries</p> <p>Ability to work effectively as part of a team</p> <p>Ability to use ICT, including SIMS for recording, monitoring and reporting</p> <p>Ability to work on own initiative with little or no supervision</p> <p>High-level interpersonal skills with students, parents/carers and professionals/agencies</p> <p>Ability to draft effective and accurate letters on behalf of the head of year</p> <p>Ability to take minutes and transcribe accurately</p> <p>Organisational skills</p> <p>Communication skills</p> <p>Administration skills</p>	<p>Application</p> <p>Interview</p>
<p><b>Other</b></p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people</p> <p>A belief that students' needs come first</p> <p>Non-judgemental disposition</p> <p>A confident approach to working with young people</p> <p>Flexibility</p> <p>Initiative</p> <p>Clear understanding of equal opportunities</p> <p>A strong belief in the value of diversity and inclusion</p> <p>Enhanced DBS clearance</p>	<p>Application</p> <p>Interview</p>

# Recruitment of Ex-Offenders Statement

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John Kyrle High School is required to publish a copy of its policy on the recruitment of ex-offenders which outlines the following:

The school fully complies with the 'DBS Code of Practice' and will not discriminate unfairly against any subject of a disclosure on the basis of conviction or other information revealed.

All applicants are subject to an enhanced DBS check before the job appointment is confirmed; this includes details of convictions, cautions and reprimands, as well as spent and unspent convictions. A positive disclosure will not necessarily prohibit a candidate from being offered a position.

The school is committed to the fair treatment of all applicants, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical or mental disability or offending background.

The school promotes equal opportunity and welcomes applicants from a wide range of backgrounds, including those with criminal records.

Candidates are selected for interview based on their skills, qualifications and expertise.

All application forms and recruitment notices contain a statement that disclosure will be requested if a position is offered.

All applicants are encouraged to provide details of their criminal record at the earliest stage possible. This may be sent under a separate and confidential cover letter.

All applicants will be made aware of the 'DBS Code of Practice' and will be provided with a copy on request.

The school is committed to ensuring all disclosure information will only be seen by those who require access as part of their duties.

The assistant headteacher (personnel) will discuss any matters revealed on a DBS certificate with the applicant before withdrawing a conditional offer of employment.

At the interview, or in subsequent discussion, opened and measured discussion will take place on the subject of the offences.

Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of any offer made.

Where the role involves engaging in regulated activity with children, it is a criminal offence for an individual:

- to seek to engage in regulated activity from which he/she is barred;
- to offer to engage in regulated activity from which he/she is barred; and
- to engage in regulated activity from which he/she is barred.

