



Pastoral Year Lead Application Pack



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Welcome from the Principal

Thank you for your interest in this post. Choosing the right school in which to work is a very important decision, and the aim of this application pack is to provide you with sufficient information to support your consideration of whether you would be happy and motivated working with us over the coming years, to shape the future of our school and inspire our students to make academic progress that is within the top 20% of all schools nationally.

Chipping Campden School is indeed a very special place – unlike any other. What makes our school so special is its culture and ethos; something that has been grown since the school's formation in c.1440, enabling students to feel empowered in their learning and inspired to excel. The school has a very special place in my heart, having served at the school between 2003 and 2011 as a Teacher of mathematics, Head of Year and latterly Assistant Headteacher. Without doubt, having the opportunity to return to the school as Principal in 2023 is the proudest moment of my career. Having taught and led in a variety of other schools across the country, when I drive to Chipping Campden School each day, I know that I am very privileged to be coming to such a special place, with so many amazing people.



When you take a walk around our school, it is impossible not to feel a palpable buzz of excitement. There are so many opportunities for students to flourish, whether that be representing our school on the sports field, performing on stage in our state-of-the-art Performing Arts Centre, leading one of our Student Parliament Ministries or completing the Duke of Edinburgh Gold Award; our offering of co-curricular and extra-curricular activities is enormous.

We are unashamedly ambitious for all our students, enabling them to develop high aspirations and chase goals that perhaps at first, may seem a little daunting. It is only when we relentlessly pursue these high aspirations and settle for nothing less than our very best, do we enable our students to leave our school being able to successfully compete with their global counterparts, in whatever they choose to do at the end of, what for most, will be a seven-year partnership with us. As staff at the school, I believe it is our job to provide the expertise and environment to enable our students to do just that, supporting and challenging along the way.

I am also acutely aware of the current pressures on staff workload and the impact this can have on their wellbeing. I encourage you to take a read through the range of staff benefits that we offer at our school (pages 5-6), including our tangible commitment to supporting staff in achieving an effective work/life balance.

If you decide to apply to support me in leading our school, you will be committed to working to high standards and will ensure these are replicated. Moreover, you will be joining a committed team of staff who make it their business to provide students with the very best opportunities and environment to be successful. The Pastoral Year Lead (PYL) works closely with a teaching Pastoral Director of Learning who is responsible for one of the main school phases; Lower, Middle and Upper School. Each PYL works with a student year group between years 7 and 11 and moves with them through each year.

To explore the vacancy in more detail prior to applying, a conversation can be arranged with the Dan Clarkson Vice Principal: Designated Safeguarding Lead. Please contact Lorna Thompson Administrator at ltompson@campden.school. Alternatively, please contact the school by telephone on (01386) 840216. In addition to this, a wealth of information about our school can be found on our website.

If you would like to apply for the post, please do so by completing both parts of our application form, which can be found on our website, by clicking [here](#). Part 1 of the form (pages 3 and 4) provides a space for you to write about the relevant skills and experience that make you a suitable candidate for this post. This section is restricted to two pages (min. font 11) and should outline how your skills set and experiences to date are suited to the requirements of the person specification. Deadline for applications is Monday 17th June 2024.



I look forward to hearing from you.

A handwritten signature in black ink, appearing to read 'Gareth Burton'.

Gareth Burton
Principal

Staff benefits

Every school is unique and ours is no exception. One of our unique selling points is the relatively high average length of service of our staff, and relatively low rate of staff turnover. Neither of these are by chance and are the product of staff feeling trusted, empowered and recognised for leading the roles they do. We feel that a mark of the outstanding school we are is symbolised by the number of staff who choose to send their children to be educated with us.



Below is a list of just some of the 'pull factors' that contribute to making our school a great place to work:

- An allocation of three, paid staff wellbeing days, where employees are not required to be in school.
- An average of 17.4 students per teacher (full-time equivalent)
- Access to a beautiful property at below market rent situated a short distance from our school (subject to availability/waiting list)
- An iPad to use in school and at home, to enable seamless remote working, using cloud-based technology.
- Commitment to staff wellbeing through a variety of internal practices, designed to recruit and retain the very best staff.

- Work-life balance – three paid staff wellbeing days each year, where employees are not required to be in school
- Complimentary use of the school sports facilities, including gymnasium, swimming pool and fitness equipment.
- Comprehensive range of staff social events throughout the year.
- Cycle to Work scheme
- Freshly prepared and cooked food available on site
- Health and wellbeing support including access to an Employee Assistance Programme (including partners and dependents), confidential counselling services and support from our Staff Wellbeing Group, who meet regularly to ensure that our staff wellbeing is prioritised.



- Outstanding, tailored CPD
- Pension Scheme membership (Teachers Pensions or Local Government Pensions Scheme)
- The school is located within the beautiful Cotswold town of Chipping Campden, with friendly businesses, including a wide range of coffee shops, restaurants and pubs.

Job description

Post Title:	Pastoral Year Lead
Responsible to:	Director of Learning Pastoral
Grade:	7, points 21 – 25 £30,825 - £33,945 p.a. FTE salary
Contract and hours:	Permanent, term time, 40 hours, Monday to Friday

Section A: Main purpose

- Support and enhance the work of Chipping Campden School through the promotion of its vision, mission and values.
- Support the Director of Learning in promoting and maintaining an orderly, safe and caring learning environment for the year group to which you are attached.
- Promote and support the success and wellbeing, excellent behaviour and attendance of students by working closely with, and under the direction of, the Director of Learning.

Section B: Key responsibilities

- Lead a year group by being a figure head and advocate for the young people in their year group.
- Celebrate the successes within the year group at every opportunity.
- Be a parental contact for the year group to which they are attached, where an issue is beyond that managed at tutor level.
- Lead on restorative work within their year group.
- Liaise with tutors and attend tutor briefings, and other events for their year group.
- Endeavour to attend school events in which their year group is involved.
- Be the Aim High champion for their year group.
- Lead, or contribute to, My Plans (as appropriate) and with SEN department.
- Liaise with outside agencies to support and improve welfare outcomes for children and their families
- Undertake home visits, in liaison with the Attendance and Welfare officer, as required
- Contribute to attendance meetings – including Aim strategies
- Form relationships with their year group and making every effort to know each child.
- Lead on the investigation and follow up of incidents, including notification to parents and staff and co-ordinate in- house sanctions.

- Attend re- integration meetings following a suspension and co-ordinate any strategic support and intervention arising from the meeting.
- Support the induction of in-year admissions and students returning after prolonged absence or suspension.
- Contribute in lesson callout, for any classes which are 'behaviour hotspots' for their year group and other incidents as required.
- Compile and discuss behaviour report with the relevant DOL and devise action plans
- Maintain internal vulnerable pupil chronologies/CPOMS for the students in their designated year group
- Maintain a weekly timetable (which is commensurate to the expectations of the role) that includes protected time as directed by the relevant DoL.
- To maintain personal and professional development to meet the changing demands of the job and appropriate training activities.
- To undertake health and safety duties commensurate with the post and/or as detailed in the School's Health and Safety Policy.
- To share the School's commitment to safeguarding and promoting the welfare of children and young people and undertake relevant training as required.
- To comply with all other relevant School policies and procedures at all times.

Section C: Additional

- Undertake any other appropriate and reasonable duties that may be required at the request of the Principal.

Person specification

Education and qualifications	Essential (E) or Desirable (D)	Application (A), Interview (I) or Reference (R)
GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Math's	E	A
Qualification relating to managing/counselling and or supporting children/young adults	D	A
Safeguarding training	D	A
Professional knowledge and experience	Essential (E) or Desirable (D)	Application (A), Interview (I) or Reference (R)
Experience working with children / young people	E	A/I/R
Able to build effective professional working relationships with students, parents/carers, staff and outside agencies	E	I/R
Willingness to learn, able to adapt and work within established team embracing restorative approaches to behaviour management	E	A/I
Good organisational skills, able to manage and prioritise tasks effectively	E	I
Good problem solver, able to work towards solutions	E	A/I
The ability to remain calm in stressful situations	E	A/I/R
Experience working in a school environment or other educational setting	D	A/I
Knowledge and understanding of the concepts of personalised learning and intervention	D	A/I
Understanding of roles and responsibilities within the classroom and whole school context	D	I
Traits and competencies	Essential (E) or Desirable (D)	Application (A), Interview (I) or Reference (R)
Committed to and good understanding of Safeguarding and Child Protection practice and procedure	E	A/I
A positive role model, promoting the school's values	E	I
Professional, enterprising, tenacious and assertive	E	I
Sensitive, fair, tactful and able to use discretion	E	A/I
A 'self-starter' with the ability to motivate self, prioritise effectively and meet deadlines	E	I/R

A confident communicator with excellent written and verbal skills and active listening skills	E	I/R
Someone who is: <ul style="list-style-type: none"> • Willing to work outside of normal hours if required • Flexible and adaptable to changing circumstances Enthusiastic, approachable and team spirited	E	I
A commitment to getting the best outcomes for all students in all aspects of their learning, behaviour and well-being.	E	A/I
Team orientated	E	I
Resilient, positive, forward looking and enthusiastic about making a difference	E	I
Capacity to inspire, motivate and challenge children and young people	E	I
Willing to be involved in and contribute to the development of the department and extra-curricular activity	D	I



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