

# Bedford High School

A Specialist Business and Enterprise College



To Care - To Learn - To Achieve

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## Personal Development Support Officer (PDSO)

Vacancy Information booklet

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# Personal Development Support Officer at Bedford High School

Bedford is looking for an experienced and dedicated Personal Development Support Officer within the Aspirations Centre.

The Aspirations Centre is a nurturing department within the school. Where individuals are celebrated and supported to develop their unique potential and are given a fresh start every day. The team deliver targeted and personalised interventions to individual students and whole groups, removing barriers to learning of vulnerable students to ensure that they make relevant progress.

We are looking to expand our experienced and child centred team, who are passionate about improving the lives of vulnerable young people with Social Emotional and Mental Health needs. To use personalised approaches to help pupils achieve their potential. To help us grow our whole school intervention approach.

The successful candidate will be joining the school at an exciting time. Bedford High School is a mixed comprehensive school, which was judged “good” by Ofsted in 2018. The school is now full throughout KS3 and KS4 with a waiting list of families.

Our school is based over 2 sites with excellent facilities which include our 3G pitch, beautiful green outside space, dedicated outside classroom and large Bistro food court area. Work will soon be underway which will provide our students and staff with an onsite gym and second food court area. We are also expanding our English classrooms which will be completed by Spring 2023. Our inclusive values drive our vision and ethos across all stakeholder groups. Positive student/staff relationships, which are based on mutual respect embedding our SPIRIT ethos of Strive, Perseverance, Independence, Respect, Integrity and Tolerance are a key strength of our school. Student and staff voice are used across our school to help inform decisions and shape our school development plans.

Dear Colleague

Thank you for your interest in working at Bedford High School.

At Bedford High School we are dedicated to offering our students a high quality education in a well ordered and purposeful school environment. Our values are: To Care, To Learn, To Achieve. We seek to develop happy and successful citizens who will make a valuable contribution to their community. We were judged to be a 'Good' school in May 2018. We are proud of what we have achieved but we are far from complacent and we are acutely aware that there is more to do to achieve our ambition to become an 'outstanding school'. To support our aim, we have extremely challenging data targets, underpinned by strong development planning and rigorous accountability. In return we offer you a committed staff and student body enjoying excellent relationships as well as dedicated, professional, hard-working Governors; you will be well supported.

If you feel you have the necessary skills and qualities to undertake this role, we will be delighted to receive your application. Please complete the application form (we do not accept CV's) which is available on our website at [www.bedfordhighschool.co.uk](http://www.bedfordhighschool.co.uk). Please return completed application forms to [recruitment@bedford.wigan.sch.uk](mailto:recruitment@bedford.wigan.sch.uk) or by post to Mrs Claire Taylor, HR Facilities & Communications Manager at the school address.

I very much look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink, appearing to read 'P. McCaffery', written in a cursive style.

Mr P McCaffery  
Headteacher

## Our School

Bedford High School was established in 1976 when it was formed by merging Leigh Boys' Grammar School and Manchester Road Secondary Modern School, which were located next to each other. The former grammar school buildings now form the U Block and the secondary modern buildings form the L Block.

## Our School Values

To Care, To Learn, To Achieve.

## Our School Vision

We relentlessly strive to help our students to discover, develop and demonstrate their potential. This is our core purpose. Our aim is for every 16-year-old student to leave us as a rounded individual, who feels excited about the opportunities the world has to offer and is equipped with the qualities, virtues, skills and knowledge to be happy and excel in life.

At Bedford High School we put staff first by developing, nurturing and retaining a high-quality workforce, where there is a high-quality teacher in every classroom delivering high quality lessons every hour, every day. There are many opportunities for staff across all departments to make an invaluable contribution to the success of the school, getting involved in different aspects of school life.

## Staff Wellbeing

Our fabulous surroundings provide an excellent working environment, which in turn can have a positive impact on our employees' well-being. However, this isn't the only benefit to working with us.

- Membership to Greater Manchester Pension Fund or Teachers' Pension fund
- Employee Assistant Programme confidential advice and support service available by telephone, website and App supporting you and immediate family members 24/7 with legal information for issues that can cause anxiety and distress including debt management, consumer, property or neighbour disputes, bereavement support, medical information, online CBT and counselling sessions along with a Wellbeing portal which offers a virtual library of wellbeing information
- Committed Wellbeing Team with 9 fully trained Mental Wellbeing First Aiders
- Cycle to work scheme
- Family friendly policies
- Staff rewards
- Continued professional development

Feedback from our staff wellbeing survey tell us that our staff...

There are many, many things that this school does better than many others that I have worked in.

I'm very happy here and feel respected and looked after.

Bedford is a great place to work.

Since arriving at Bedford I have found the staff to be friendly, welcoming, supportive and are a credit to the school.

## Job Description

<b>Role title:</b>	<b>Personal Development Support Officer</b>		
<b>Job purpose:</b>	<p>To manage the pastoral care function within the school and to lead and manage systems to support personal development.</p> <p>To monitor, support and improve the overall progress and development of students.</p> <p>To be available to support the personal welfare of all members of the school community with regard to spiritual, moral, social and cultural values and to promote the ethos of the school.</p>		
<b>Reporting to:</b>	Headteacher, Deputy Headteacher		
<b>Responsible for - Staff</b>			
<b>Liaising with:</b>	Headteacher, Senior Leadership Team, School Governors, other members of staff – teaching and non-teaching, LA, parent/guardians		
<b>Grade of post/salary:</b>	G7 pro rata Actual salary £23,940 to £27,019 pa	<b>Gauge ref:</b>	A23318
<b>Hours:</b>	37 hours per week, term time plus 3 inset days		
<b>Contract:</b>	Permanent		
<b>Disclosure level:</b>	<p>All offers of employment are conditional subject to an enhanced disclosure with child barred list, appropriate overseas checks, medical clearance, relevant qualification certificates and references satisfactory to the school. In line with recommendations from Keeping Children Safe in Education Guidance (2022) (para 220) we will carry out an online search as part of our due diligence for all shortlisted candidates. At Bedford High School safeguarding is everyone's responsibility. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment and to adhere to the school's safeguarding policies and procedures.</p>		
<b>Base:</b>	Bedford High School		
<b>Date:</b>	January 2023		

<b>Job Outline</b>
<ul style="list-style-type: none"> <li>• To manage the school pastoral care function and effectively formulate aims and objectives which are relevant to the needs of the school and students.</li> <li>• To develop, monitor and implement appropriate strategies for the pastoral care function within the school.</li> <li>• To identify, monitor and evaluate appropriate strategies for student progress tracking, target setting and mentoring and supervise students when required and liaising regularly with parents/guardians.</li> <li>• Work with the relevant senior leader to identify students who are vulnerable and to formulate appropriate plans to achieve aims.</li> <li>• Provide informal counselling/mentoring where appropriate.</li> <li>• To plan and deliver workshop sessions on a range of issues and to plan, lead and deliver extra-curricular opportunities.</li> <li>• To liaise with and work in conjunction with the multi-agency team.</li> <li>• To be responsible for the day-to-day management of area of specialism.</li> </ul>

## Job Outline

- To develop, maintain and implement robust systems in order to record relevant information and to have responsibility for child protection documentation.
- To develop and implement relevant school policies and procedures.
- To monitor and evaluate student attendance and behaviour management systems.
- To deliver nurture sessions, and monitor effectiveness of these.
- To support with supervising the school's internal isolation unit.
- To teach students basic skills in a range of lessons.
- To contribute to the development of effective links with partner schools, alternative provision providers and the community.
- To undertake one or more of the following:
  1. Responsibility for monitoring centralised detention and the running of the Aspirations Centre.
  2. Responsibility for smooth running of Inclusion, rigour of work and reduction in suspensions by using off site placements when needed.
  3. Responsibility for monitoring and evaluating nurture work and monitoring/development of the All About Me system.
  4. Responsibility to deliver and review learning of students who are at risk of exclusion and gatekeep the referral and exit procedures, putting necessary documentation in place.

## Other Specific Duties

To carry out the duties in the most effective, efficient and economic manner available.

To continue personal development in the relevant area.

To participate in the staff review and development appraisal process.

To promote actively the school's corporate policies.

To supervise students as required.

To participate in personal and team reviews/meetings

To participate in annual appraisal and implement agreed targets

To be visible around school to support with attached year group. Daily morning, break, lunch and after school duties.

To work with partner primaries and support with transition.

Develop good working relations with other colleagues and students

To contribute to the overall ethos/work/aims of the school

To work flexibly in the interest of the school and to undertake such additional duties as are reasonably commensurate with the post and level of responsibility.

### Health and Safety Training

Effectively and proactively implement Health and Safety legislation and good practice, including office, individual and DSE risk assessments, taking into consideration disabilities and specialist equipment required to enable staff to undertake their daily duties.

To undertake Health and Safety Training on areas within the designated work area/remit.

To undertake First Aid Training

Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

All staff at Bedford High School, teaching and support, have a crucial role to play in setting

standards. Through professional, caring and sensitive approach based on mutual respect, we achieve a great deal.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date above but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

## Person Specification

### A. Experience

	Essential	Desirable	Source A = Application I = Interview R = References T = Task/Observation P = Presentation
Experience of working with young people aged 11 – 16 in a voluntary or other professional capacity	E		A, I, R, P
Has led or made a major contribution to a project or initiative (e.g. progression work with partner schools, extra-curricular activities)		D	A, I, R
Experience and understanding of KCSIE within a school setting	E		A, I
Supervisory experience		D	A, I

### B. Training and Qualifications

	Essential	Desirable	Source
Relevant degree		D	A, I, R
Relevant NVQ Level 4 qualification or equivalent level of experience	E		
Counselling or Mentoring qualification – level 2 or willingness to work toward within agreed timescales		D	A
Evidence of participation in regular professional development and further professional study	E		A, I

### C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

	Essential	Desirable	Source
Knowledge of the national curriculum requirements for the relevant Key Stage in order to give appropriate support and preparation to children	E		A, I
Understanding of relevant legislation	E		A, I
Understanding of inclusion, behaviour and attendance issues	E		A, I
Knowledge of how to deal with a range of different pupil behaviours	E		A, I



	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Understanding of the main challenges for pupils in the secondary sector	E		A, I
Understanding of teaching and learning strategies and how these impact on pastoral issues	E		A, I
Knowledge of monitoring, evaluation and review processes to raise standards	E		A, I

#### **D. Personal Skills, Abilities and Competencies**

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Ability to work sensitively and effectively with parents, students, staff, outside agencies and others to build effective relationships	E		A, I
Commitment to and ability to promote a positive ethos within the school	E		A, I
High quality people skills to deal with difficult situations	E		A, I
A clear understanding of the impact of school improvement and in particular high quality learning and teaching	E		A, I
Ability to use initiative to respond to and resolve problems in the short term	E		A, I
Commitment to collaboration and sharing of resources and expertise across all phases of learning	E		A, I
Ability to utilise a range of ICT functions	E		A, I
Very good organisational skills	E		A, I
Very high level of communication and interpersonal skills to deal with children and adults	E		A, I
High levels of commitment, enthusiasm, inspiration and motivation	E		A, I
Ability to encourage and influence parents/carers to work co-operatively with the school and involve them in their child's education	E		A, I
Excellent literacy and numeracy skills	E		A, I
Professional appearance and conduct	E		A, I
A committed lifelong learner willing to undertake further training to suit the needs of the role	E		A, I
Ability to support and motivate other team members		D	A, I
Very good communication skills to deal with both children and adults	E		I

Ability to constantly improve own practice/knowledge through self-evaluation and learning from others	E		A, I
Ability to work under supervision and as a team member	E		A, I
Ability to organise self and others	E		A, I
Ability to deal with minor injuries, to be first aid trained	E		A, I
Flexibility working outside of normal school hours may be required	E		A, I
The willingness to be generous in time and spirit	E		A, I
A sense of humour and positive outlook	E		A, I
A determination to succeed	E		A, I
Energy, enthusiasm, adaptability and flexibility	E		A, I
A willingness to support the schools aim of strengthening links with the community	E		A, I
The ability to build and maintain effective relationships	E		A, I
The ability to develop effective teamwork	E		A, I
The ability to anticipate and solve problems creatively	E		A, I
The ability to demonstrate loyalty and confidentiality	E		A, I
The ability to prioritise and manage time effectively	E		A, I

## E. Legal Issues

	<b>Essential</b>	<b>Desirable</b>	<b>Source</b>
Legally entitled to work in the UK	E		A, I

## **What to expect**

If you feel you have the necessary skills and qualities to undertake this role, we will be delighted to receive your application form. Please complete the application form, we do not accept CV's and return to Mrs Claire Taylor, School Business Manager at the school address or by email to [recruitment@bedford.wigan.sch.uk](mailto:recruitment@bedford.wigan.sch.uk).

It is important that you tell us about your skills and experience relevant to the role. Please ensure you answer all the questions on the application form and explain any gaps in employment or educational history, as the information you provide will be used in our shortlisting process.

Once we have received your application it will be reviewed and evaluated. If we feel that you may be suitable for the vacancy that you have applied for you may be invited to attend an interview, the format of which will be confirmed as part of the invitation.

Due to the high volume of applications we receive, if you do not hear from us within 4 weeks of the closing date then on this particular occasion your application will have been unsuccessful. We are not able to provide feedback on applications that have not been shortlisted for interview.

Should you wish to visit school please email us at [recruitment@bedford.wigan.sch.uk](mailto:recruitment@bedford.wigan.sch.uk) and we will arrange a suitable time.

For more information on our school and to take our virtual tour please visit our website [www.bedfordhighschool.co.uk](http://www.bedfordhighschool.co.uk)

## **The interview process**

**Deadline: Friday 3<sup>rd</sup> February 2023**

**Interviews: to be confirmed**

**Start date: as soon as possible**

Due to the nature of different roles within Bedford High School, we operate two separate streams for selecting the very best candidates.

For support staff positions the interview process will consist of a formal interview with senior staff members, written and/or verbal tasks and tour of school.

For teaching positions, the interview process will consist of teaching an observed lesson, interacting with students, a formal interview with students, formal interview with senior staff members and tour of school.

All interviews at Bedford High School involve a member of staff appropriately trained in Safer Recruitment.

If you are successful in securing a position at Bedford High School, you will receive your conditional offer letter and relevant documents and information about the new starter process from our Human Resources team. All offers of employment are conditional upon all pre-employment checks satisfactory to the school. A start date will be confirmed in writing on completion of our safer recruitment process.

### **Our commitment to safeguarding**

All offers of employment are conditional subject to all satisfactory pre-employment checks which include an enhanced criminal record with child barred list through the Disclosure and Barring Service (DBS), appropriate overseas checks, medical clearance, references and verification of your qualifications satisfactory to the school. When completing application forms all candidates must provide a full employment history and any gaps to be clearly identified. At Bedford High School safeguarding is everyone's responsibility. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment and adhere to the school's child protection policies and procedures. All candidates must be legally entitled to work in the UK and comply with the Immigrations, Asylum and Nationality Act regulations. Applications from all sections of the community are welcome.

Shortlisted candidates will be notified by email of the interview arrangements. Please ensure your correct email address is provided on your application form.

In line with recommendations from Keeping Children Safe in Education Guidance (2022) (para 220) we will carry out an online search as part of our due diligence for all shortlisted candidates.

As we receive many applications for posts, we regret that we will only be able to contact those applicants who are shortlisted for interview. Therefore, if you have not heard from us within four weeks of the closing date, please assume you have not been shortlisted for interview on this particular occasion.