

Application Pack

Job Title: Pastoral Coordinator



**Welcome to the school**

Dear Potential Colleague

Thank you for expressing an interest in joining Harper Green School. Within this pack, you will find information about the school, job role of Pastoral Coordinator and the application process.

We are looking to appoint an enthusiastic and reliable individual to work within our team of dedicated staff and welcome applications from candidates with the relevant skills and experiences. The ability to interact positively with our students and staff is essential to fulfil the role we are advertising.

Harper Green School is a dynamic secondary school situated in the South of Bolton and serves a varied community catering for students of all abilities and backgrounds. We seek not only to enable students to achieve their academic potential but also to develop the character, skills and values needed to be successful in life and make a positive contribution to society as a whole.

To these ends, we have excellent facilities, alongside a talented and highly committed staff, both teaching and associate. This allows us to provide a broad and balanced curriculum as well as the diverse opportunities in extra-curricular learning which are so crucial to developing wider skills and confidence in students.

Our vision is to ensure that all our students achieve the highest possible standards in all they do. We aspire to promote independence, together with a sense of responsibility whilst striving for academic excellence. We seek to encourage and motivate our students to achieve their full potential within a vibrant and purposeful environment which respects the rights and needs of all individuals so that they are able to acquire the necessary skills for successful adult lives.

We continuously strive to improve outcomes for students. The hard work of both staff and students in embedding excellent subject pedagogy is a credit to their commitment to achieving the highest standards for all. Harper Green School is on a new and exciting journey as an integral part of the Leverhulme Academy Trust.

This is an exciting opportunity to be part of the drive to make Harper Green School a place which delivers high quality teaching and learning together with positive pastoral support and guidance.

Thank you in advance for the interest you have shown.

Yours faithfully

Michelle Jefferies

Director of Resources



**Our Mission Statement**

To give equal value and importance to the education of each individual child regardless of ability, to encourage curiosity and promote a love of learning and pride in themselves, their school and community.

To give each student the opportunity to fulfil his or her potential, personally, socially and academically within a rewarding and stimulating school environment which provides qualifications where possible to assist progression in life and learning.

To provide each student with the appropriate care, information, advice and guidance to help them achieve their potential and lead happy and fulfilling lives.

To provide each student with a broad education which balances practical skills and knowledge, with creativity and enterprise.

To develop characteristics of independence, a strong work ethic and the transferable knowledge & skills to adapt in a fast-changing environment and thrive in the world of work.

To promote within the child an understanding of social, moral, cultural and spiritual values and to develop a caring community based upon mutual respect and consideration for all individuals and cultures.

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**JOB TITLE: Pastoral Coordinator**

**RESPONSIBLE TO: Director of Resources**

**Deputy Head – Pastoral**

**Head of Year**

**JOB DESCRIPTION**

**Year Team Responsibilities**

1. To be responsible in the first instance to the relevant Head of Year to co-ordinate the activities of the year team members, including form tutors;
2. Ensuring the highest possible standards of behaviour within the year group and developing a system of positive rewards in recognition of this.
3. Ensuring the effective supervision of attendance, punctuality, behaviour, dress and the general welfare of each individual child.
4. Co-ordinating year group activities.
5. Highlighting areas to improve and sharing best practice across the year group.
6. To identify and remove barriers to effective learning, thereby helping to foster the highest possible academic standards throughout the year group. This will include;
7. Providing support, advice and guidance to students, relating to their social, hygiene, health and emotional needs.
8. Identifying the need for additional support in school and with external agencies.
9. Referring students for support, sharing appropriate information with colleagues, parents/carers and external agencies.
10. Having a positive impact on all students within the year group, acting as a role-model to staff and students alike.
11. Developing a sound understanding of the school curriculum.
12. To monitor the progress of individuals at regular intervals and to review and set new targets as and when appropriate.
13. To work in conjunction with the data team, utilising referral information to identify students at risk of disengagement (attendance, behaviour, academic under-achieving). To work with these challenging students to increase motivation, change negative behaviour patterns and improve attainment.
14. To monitor and contribute to the development of associated pastoral care policies and practices, including evaluating and benchmarking whole school policies and their impact upon the year group, suggesting and implementing change as appropriate.
15. To develop close working relationships with Head of Department and the Head of BSC in order to;
16. Identify, monitor and review successful learning strategies for individuals, challenging students.
17. Establish effective structures and processes for dealing with behaviour issues, including redirecting students as appropriate
18. Promote effective teaching/learning processes, sharing best practice across the school for individual students.

6) To assist with the control and smooth running of year group assemblies, taking responsibility for the preparation and delivery as and when necessary

7) To plan and organise reward trips and other year group activities. To take responsibility for the collation of payments for regular school events such as Celebration Evening, school photographs and trips, keeping accurate records of payments received and passing all monies to the school Finance Team.

8) To work alongside the Attendance Officer in identifying barriers to full attendance/punctuality and developing strategies to improve and encourage whole school attendance.

9) To complete administrative tasks associated with the year group. This will include;

1. Taking/typing/distributing meeting minutes.
2. Updating student records (paper files and via the relevant IT systems)
3. Collating information and producing reports to support/inform decision-making (e.g. regarding attendance, behaviour, exclusion etc)
4. Following up ‘unauthorised absences’ in conjunction with the Attendance Officer, highlighting any need for further intervention.
5. To prepare information for meetings with parents and carers (including Parents’ Evenings), accessing paper student file and data for the school’s ICT systems.
6. Co-ordinating work for students who are absent/on home study.

10) To take responsibility for the creation, development, communication and implementation of Pastoral Support Plans for individual students. This will include liaising with other agencies, monitoring progress, keeping accurate records and highlighting on-going challenges to the appropriate colleagues.

11) To attend meetings and complete appropriate induction for new students, welcoming them into school and distributing relevant information to the appropriate staff;

12) To establish and maintain open, constructive communication with parents and carers – often being the first point of contact within the school, fostering strong relationships between home and school;

13) To support the transition of KS2 students into Year 7, liaising with primary school and external agencies and ensuring relevant data is received, recorded and distributed to appropriate staff;

14) To lead year team meetings/discussions around pastoral activities and behaviour, ensuring a common, best practice approach across the year group.

**Behaviour Support Responsibilities**

15) To be the first point of contact in the agreed referral chain/behaviour policy where the behaviour of individual/groups of students warrant this, utilising one’s own initiative and independence. This will include;

1. Contacting parents and carers, meeting with them to secure their on-going support.
2. Identifying and applying appropriate sanctions.
3. Representing the year group at Intervention Meetings – highlighting students causing on-going challenges regarding behaviour and applying appropriate sanctions.
4. Monitoring on-going behaviour – identifying trends and implementing solutions.
5. Escalating concerns to the appropriate Assistant Headteacher/Deputy Headteacher.
6. Negotiating with and counselling students, parents and colleagues.
7. To support the training and coaching of staff in working with challenging students and appropriate interventions and approaches.

16) To investigate losses, offences, vandalism and poor behaviour of students within the year. Following up where necessary with appropriate sanctions and contact with parents/carers;

17) To respond to teacher concerns regarding student behaviour and to proactively walk the school to ensure good behaviour of the year group;

18) To make effective use of available data to identify behavioural issues and manage them appropriately – this will include designing/creating reports, sharing best practice within the Pastoral Team and both long term and short term planning;

19) To implement, monitor and evaluate relevant strategies to promote positive behaviour

**Whole School Responsibilities**

20) To play an active part in safeguarding students, following school/Children’s Services established procedures and guidance. This will include;

1. To be responsible in the first instance for all child protection concerns within a given year group.
2. Identifying/responding to concerns and assessing risk to a young person.
3. Investigating allegations and concerns, taking statements and making informed decisions regarding disclosures.
4. Liaising with relevant external agencies/Child Protection Officer when advice or agency involvement is required.
5. Representing the school when attending meetings, reviews and conference related to child protection (such as Child Action, Strategy meetings etc).
6. Home visits.
7. Sharing relevant information with parents/carers, external agencies and within school, whilst maintaining appropriate levels of confidentiality.
8. Meeting parents and carers, taking responsibility for the accurate completion of CAFs, Passports and other agency referral forms.

21) To be an advocate for LAC (looked after children) within school including;

1. To be aware and build relationships with all LAC in school and ensure the availability of all relevant details/records from school record-keeping systems as required.
2. To act as the key liaison for other agencies and carers in relation to LAC, seeking advice from professionals as appropriate
3. To organise, attend and facilitate meetings as required
4. To complete all necessary administration in relation to LAC

22) To work with all students and staff promoting a positive ethos and sharing is good practice with colleagues and other relevant professionals;

23) To complete one morning break duty per week and one lunch time duty per day, this is to include the organisation of the common room;

24) To support events such as Impact, Out-take, Induction and Parents’ Evenings throughout the year;

25) To ensure the Sims system is updated accurately and swiftly when new information is received;

26) To review, evaluate and adapt the responsibilities as the role develops;

27) To assist in exam invigilation as required;

28) To actively participate in relevant CPD;

29) To give students first aid treatment as and when required.

29) Any other duties commensurate with the post.

The school is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. The post is subject to Disclosure Barring Services clearance. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.



**PERSON SPECIFICATION – PASTORAL COORDINATOR**

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| **Please use the following criteria when demonstrating your suitability for the post. Your supporting statement showing relevant skills, knowledge and experience should be no longer than two pages.** |

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| **ESSENTIAL** | **DESIRABLE** | **TO BE MEASURED BY** |
| **SKILLS AND KNOWLEDGE** | | |
| Knowledge of managing challenging behaviour across the Secondary age range | Knowledge and proven skills of managing challenging behaviour across the Secondary age range | Application form/Interview |
| Ability to identify potential barriers to learning | ICT skills to an advanced level including working knowledge of school based ICT systems | Application form/Interview |
| Ability to work jointly with students to devise Action Plans with clear goal setting and strategies to overcome barriers to learning | Experience working children/young people and their families in a relevant secondary school environment | Application form/Interview |
| Time management and organisational skills to deal effectively with the conflicting needs of a large year group and allowing for prioritisation of workload | Counselling qualifications | Application form/Interview |
| Highly developed interpersonal skills to form constructive relationships with disaffected students and their parents/carers in a potential conflict and challenging situation |  | Application form/Interview |
| ICT skills to at least intermediate level – effective use of ICT to support learning, to interpret data |  | Application form/Interview |
| Ability to work under own initiative and independence in a positive and solution-focused manner without constant referral back. The judgement of when child protection issues require immediate referral however is essential. |  | Application form/Interview |
| Ability to promote a positive ethos and act as a role model |  | Application form/Interview |
| Effective and excellent communication skills both in writing and verbally |  | Application form/Interview |
| An understanding of the need for dealing with parents, students and outside agencies in a professional manner and to treat the information they provide as confidential |  | Application form/Interview |
| Ability to work on own initiative and as part of a team |  | Application form/Interview |
| Ability to follow procedures |  | Application form/Interview |
| Ability to work and liaise with a wide cross-section of people, specifically young people |  | Application form/Interview |
| Ability to adapt own approaches in order to meet the needs of vulnerable or challenging young people |  | Application form/Interview |
| **CUSTOMER CARE** | | |
| Valuing diversity – listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour.  Recognise people’s strengths, aspirations and abilities and help to  develop their potential. Understand how valuing diversity can improve our ability to deliver better services and reduce disadvantage |  | Application form/Interview |
| **EXPERIENCE/QUALIFICATIONS/TRAINING ETC** | | |
| At least a level 2 qualification in Maths and English (GCSE grade C or above or equivalent) | Recognised behaviour management qualification | Application form/Interview |
| 2 – 3 years’ experience of working with children/young people (and their families) demonstrating high quality effective support. |  | Application form/Interview |
| A comprehensive knowledge and experience of delivering a range of intervention techniques |  | Application form/Interview |
| Understanding of inclusion within a school setting |  |  |
| Working knowledge of relevant policies/codes of practice/legislation |  |  |
| Willing to take part in own PDP and any identified training |  | Application form/Interview |
| **WORK-RELATED CIRCUMSTANCES** | | |
| The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk |  | Interview |
| A policy of no smoking will apply |  | Interview |



Application Process

Please download, complete and return the application form by the closing date specified. Candidates are asked to complete all the relevant sections of the application form and to submit a supporting statement, addressing the criteria listed on the person specification. This should be no longer than 1 side of A4 paper. You may include examples from previous paid, unpaid or voluntary experience.

Please ensure that you provide an up to date email address with your application as we contact candidates electronically rather than by post. The completed application form should be emailed to: [vacancies@harpergreen.net](mailto:vacancies@harpergreen.net)

For further details, please contact the school office on 01204 572941 or for additional information about the school please visit the website www.harpergreen.net. This job description will be reviewed as and when necessary and may be amended at any time following consultation with the Headteacher.

**The closing date for receipt of application is 3rd November 2020 (10am).**

**Interviews will be held w/c 9th November 2020 at Harper Green School.**

Background Checks and Safeguarding Students

Harper Green School is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an Enhanced Disclosure and Barring Service check, medical clearance, satisfactory references, qualification checks and eligibility to work checks under the Asylum and Immigration Act.

The school is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to enhanced Disclosure Barring Services clearance. The school is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment

Thank you for considering Harper Green School and we look forward to receiving your application.

General Data Protection Regulation

As part of your application to join us we will gather and use information relating to you. Information that we hold in relation to individuals is known as their personal data. This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold an individual’s personal data for a period of time after the recruitment process, even if you are unsuccessful. For further information please see the Recruitment Privacy Notice within the application form.



**Map & Directions**

Harper Green School

Harper Green Road

Farnworth

Bolton

BL4 0DH

01204 572941/574991

**Via the M61**

Exit M61 at J4, heading west towards Farnworth on B6199 (Plodder Lane)

After 1.7 miles, turn left at Harper Green Road

Harper Green School is on the right

**Via the A666 (south bound)**

Exit the A666 onto the A575 (Manchester Road) towards Little Lever and Farnworth

After 1 mile, turn right at A575 (Gladstone Road)

Turn right at the B6199 (Glynne Street)

After 0.5 miles, turn right at Harper Green Road

Harper Green School is on the right

**Via the A666 (north bound)**

Exit the A666 heading towards Farnworth onto A6053 (Bolton Road)

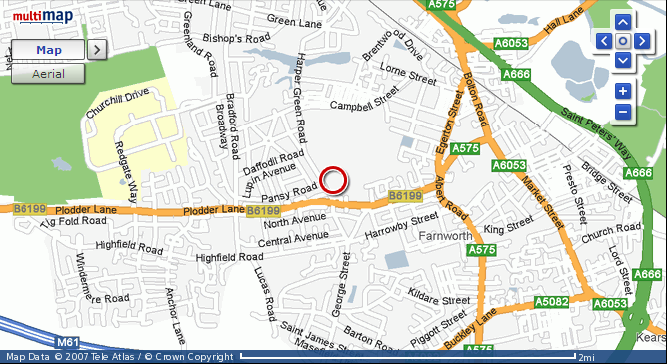
Take a slight left onto A5082 (Longcauseway)

Turn right after 0.5 miles onto A575 (Albert Road)

After 0.5 miles, turn left on B6199 (Glynne Street)

Take a right onto Harper Green Road after 0.5 miles

Harper Green School is on the right



Please use the school car park. There are parking bays designated for visitors.