



WESTCOUNTRY
SCHOOLS TRUST



Hele's School



Pastoral Support Manager (Maternity Cover) Candidate Pack


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Principal: Emma Clapham

 @HelesSchool



Hele's School is committed to safeguarding and promoting welfare of children and young people and expect all staff and volunteers to share this commitment; therefore, all posts will be subject to a satisfactory DBS Enhanced Disclosure.

Welcome from the Westcountry Schools Trust



Welcome to Westcountry Schools Trust (WeST) and thank you for considering a career with **Westcountry Schools Trust (WeST)**. This is an exciting time to join us. Our Trust brings together **31 schools across South Devon, Plymouth and Cornwall**, with plans for further growth in the years ahead.

Each school proudly retains its local identity, yet we are united by one mission: **Empowering ALL children to make a positive impact on society**. Our vision is simple but powerful: **Every child achieving in a great school**.

Why Work With Us?

At WeST, we strive for **academic excellence** because we know that great outcomes create life chances and opportunities for young people. High expectations are at the heart of our work, and inclusivity remains central to everything we do.

We are moving towards a **clustering model**, enabling schools to retain their autonomy and distinctiveness while benefiting from the collective strength and support of a wider family. This interconnectedness is the backbone of how we work: quietly providing essential support so schools can focus on what matters most—**enabling teachers to be excellent in the classroom**.

Our Values

What binds us together is not uniformity, but a shared set of values:

Collaboration, Aspiration, Integrity, Compassion, and Respect — showing due consideration for the thoughts, feelings and beliefs of others.

What We Offer

- A strong central school improvement team to support colleagues at the chalk face.
- Shared services that lift the heavy load of background activity, allowing schools to focus on teaching and learning.
- Opportunities for collaboration across teaching, curriculum design, staff development, finance, HR, estates, governance, and wider school improvement.
- Partnerships beyond our boundaries with the South West Regions Group Director, Teaching School Hub Council, Higher Education Institutions, Local Authorities, and employers.

Join Our Community

As part of WeST, you will help shape the Trust's future direction, work alongside expert colleagues, and join a cross-phase family committed to giving children the very best start in life. There can be no greater privilege than working with such wonderful pupils and dedicated staff, whose passion drives everything we do.

This post presents a fantastic opportunity to work at Hele's School; a dynamic, ambitious school and a tight-knit team of dedicated staff, governors and trustees committed to providing the very best experiences and support for the young people in our care. The Pupil Admission Number at Hele's increased from 210 to 240 students in September 2019, and each intake since has been over-subscribed at that number with a waiting list, such is the popularity of the school.

Nat Parnell
Chief Executive Officer, WeST



A message from Emma Clapham, Principal



I take great pleasure in welcoming you to Hele's School! We are a school with a tradition of academic excellence, high aspirations and a big heart. A school that students and staff are proud to attend. A school where we never compromise our insistence that everyone is valued, learns, enjoys and achieves. Expectations for staff and students are unapologetically high, and very simple; be kind and work hard, both to do things right and to do the right thing...*even when no one is looking!*

Our mission is to support and challenge everyone, adult or child, to continually get better. We have a 'no excuses' philosophy which reinforces our belief that all of us can improve and nothing is impossible. Quite simply, it isn't about being 'the best' at something, as being 'the best' is temporary. Instead, we seek to ensure we get better each day – that's permanent growth and ensures we never stop aspiring. It is for this reason that recognising and celebrating endeavour, as well as achievement, is something we hold dear, for staff and students alike.

We work hard at providing an inclusive, calm, and purposeful learning environment, with students committed to excellence, and aim to ensure all students have opportunities to enrich their learning and discover new skills and interests through a breadth of curricular and extra-curricular opportunities to excite and engage young people. In short, we are what we believe school should be.

Having been a Senior Leader at Hele's for the past decade, I am extremely proud to now lead the dedicated and enthusiastic team of staff who are passionate about working with young people and are committed to ensuring that those entrusted in our care get the best life chances possible. Everything we do is shaped by our determination to ensure that each and every child has a positive and memorable experience of school and leaves with every opportunity open to them to ensure they can choose their path through life. We look to shape young people who thrive, flourish and, crucially, are happy.

In terms of curriculum, we offer a traditional and broad offer across Key Stages 3, 4 and 5. We focus on opportunities to develop teaching and learning at every turn and, importantly, teachers at Hele's have a resolve to be the best they can be in the classroom. Our extended pastoral team ensure our core purpose to keep children safe and remove barriers to learning is fulfilled so that young people can be inspired, can aspire and can achieve. In return we expect a buy in to our belief that we all have an active role to play in making our school a great place to be, which manifests itself in every child displaying the highest standards of commitment to learning, pride and care.

Hele's is a community committed to personal and professional growth of all, with dedicated staff, supportive families and committed students. I have no doubt that the right candidate will be happy, supported and fulfilled being part of Team Hele's and will take great pride in what we can achieve together for our community and for each other. I do hope you are inspired to apply for this post, and I look forward to reading your application.

Thank you in advance for the time and emotional investment that I know you will commit to this process.

With very best wishes,

Emma Clapham
Principal

About Hele's School

Hele's School is a larger than average 11-18 comprehensive school in Plympton, Plymouth. Plympton sits at the northeastern edge of the city, bordering the South Hams area of outstanding natural beauty.

The school makes use of the closeness of Devon's countryside and moors and Plymouth's waterfront with a thriving Cadet Corps and Duke of Edinburgh Scheme. Our Combined Cadet Force (CCF), incorporating Army, Royal Navy and Royal Air Force corps, is one of our unique selling points, providing a visible presence both in the school and the wider community and opening countless opportunities for our students around leadership, teamwork and personal presentation, outdoor pursuits, to name just a few.

In recent years, the Pupil Admission Number has increased to 240 in each year group and a period of capital investment to meet this growth is being planned. There are 1350 students in the school, which includes a thriving Sixth Form of 210, based in specialist accommodation.

Hele's has a proud and long history as a caring school with a strong reputation for excellence and providing opportunity. It enjoys the support of an active parent body, who share our determination to provide the highest quality of education and pastoral care for their children. Students' attitudes to learning are good; they are well behaved, and attendance and punctuality are excellent. In short, the young people entrusted to our care want to learn and are delightful to teach.

Our pastoral system is organised around year groups with an 8-form entry and leadership from a teaching Head of Year and a non-teaching Pastoral Support Manager for each year group. There is a 30-minute tutor period each morning with a Guided Reading Programme and a strong programme of Personal Development in this time, supported by weekly assemblies. The pastoral leadership team and tutors remain with the tutor group and take them through from Year 8 to Year 11 so that the relationship between tutor and students is deep and sustained, and family connections with school become trusted and embedded. Year 7 remains as a separate year team of specialist tutors and Head of Year so that we can ensure an exceptional start to secondary school for every child.

Post-16 has a mix of Year 12 and Year 13 students in each Tutor group. We use every opportunity to harness the expertise and interest of our Post-16 learners to act as leaders and mentors to younger students in all manner of ways, including having a visible Junior Leadership Team (JLT) to act as an important conduit for student voice and school improvement.

An excellent professional body of teachers and a hardworking and effective team of associate staff is a hallmark of the school and Hele's is fully staffed in all areas with specialist teachers. Middle Leaders form an active and effective Joint Leadership Group (JLG) with Senior Leaders, and the JLG is the driving force behind school improvement.

The curriculum structure is currently based around a 2-year KS4, with GCSE options ordinarily taken in the spring term of Year 9. We operate a 2-week timetable with 50 lessons a fortnight, each of 1-hour duration. The school day runs from 8.40am to 3.10pm, allowing plenty of time for the well-developed and rich extra-curricular provision, which includes a mix of academic, sporting, performance and personal development opportunities, as well as a newly-implemented Guided Reading Programme that runs for all year groups (except for Year 11 and Year, which have an intervention programme) in Tutor time.

Hele's plays its part fully in the Westcountry Schools Trust, in Plymouth and beyond; the Principal has a passion and commitment for Hele's to be outward-facing, and the school and trust regularly contribute to national, regional and city-wide initiatives on a range of fronts, maintaining a strong relationship with the Local Authority, the Regional Directors, and other organisations across the country.

History of Hele's School

Elize Hele was born in Brixton in about 1560 and although he lived most of his life at Fardell, Cornwood, on the outskirts of Plympton, his final resting place is in St Andrew's Chapel in Exeter Cathedral. Having no heirs, Elize left his wealth to be used for "pious uses". A number of schools in the South West were founded out of his estate by his trustees, including the grammar school at Plympton, which was, until its temporary closure at the end of last century, known as Hele's School, Plympton.

The old grammar school building, which still stands in Plympton St. Maurice, was completed in 1671. Next to it stood the Schoolmaster's house in which Sir Joshua Reynolds was born. It is a surprising fact that the old grammar school produced four distinguished artists: Sir Joshua Reynolds, the first President of the Royal Academy; James Northcote; Benjamin Haydon and Sir Charles Eastlake, President of the Royal Academy and the first Director of the National Gallery.

The school faced many difficulties in the latter part of the nineteenth century and was eventually forced to close in 1903, before it was reconstituted by Devon County Council as a co-educational grammar school in 1921 called Plympton Grammar. The school grew and prospered and moved to its present site on Seymour Road in 1937.

New extensions were opened from 1970, and in 1983 refurbishment took place in preparation for reorganisation into an 11 – 18 mixed comprehensive school and it reverted to its old name of Hele's School.

In the decade from 2000, Hele's benefited from three specialisms - Languages, Maths & Computing and Applied Learning - and enjoyed national acclaim as a Language College. This strength continues, despite the change to national policy and the subsequent removal of funding, and international links and internationalism remain important.

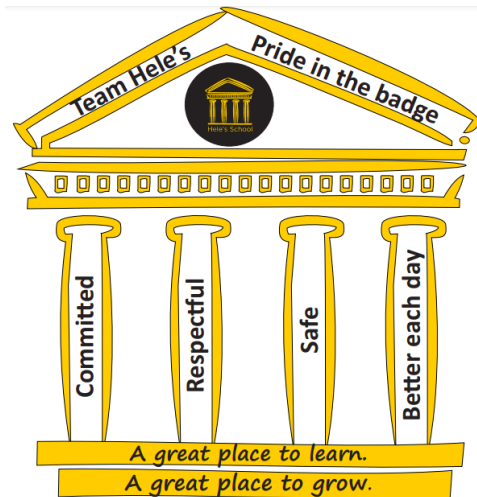
The school became a Converter Academy in April 2011 and operated as a Stand-Alone Academy Trust for the following 7 years. In September 2018, Hele's joined a Multi Academy Trust, the Westcountry Schools Trust (WeST), which it played a key part in co-constructing.

Stronger Together

A now 31-strong cross-phase MAT of 23 Primaries, 8 Secondaries, plus an Adult Training Provider, the Westcountry Schools Trust is geographically tight but spans Devon, Plymouth and Cornwall. With the strength of collaboration and ambition, the capacity for shared school improvement, leadership development and collaboration is limitless. The WeST aspiration of *'Every child in a great school'* sits well with the Hele's vision (and vice-versa) and the strap line *'Stronger together'* articulates our shared ambition to ensure that this aspiration becomes a reality.

There remains a strong commitment, professionalism and moral imperative amongst the Hele's staff and Local Governing Body to ensure we provide the young people in our care with an educational and pastoral support experience that is first class in every aspect. This is very much supported by the WeST Trust Board and strategic direction of the MAT. We have a burning ambition and determination to put Hele's firmly on the map locally, regionally and nationally and to be recognised as an outward-facing, aspirational and collegiate centre of excellence, which remains committed to continuous improvement.

HELE'S SCHOOL AMBITION



Our school's purpose:

To warm hearts and to light fires in minds. Our ambition is to inspire confident learners who will thrive in a changing world, never fearful of taking risks and learning from mistakes made as part of their growth. We hold dear the belief that 'people matter', and the quality of personal relationships at all levels is central to ensuring a safe, happy, caring, inclusive environment.

Vision:

We pride ourselves on being an outward-facing school community that delivers outstanding academic and personal outcomes for all.

Mission:

We instil a passion for learning - for child and adult alike.

We allow everyone a chance to shine.

We provide a safe, happy community, where we are all supported and challenged to be the best we can be.

We believe there is no ceiling to aspiration.

We ensure a growth mindset culture pervades all we do.

We celebrate endeavour at every opportunity.

We grow 'future fit' young people.

We are a school in the heart of the community and with the community in our heart.

We develop and maintain a reputation for excellence - locally, regionally and nationally.

We remain restless for continuous improvement, always striving to be better.

Values:

We dream big, aim high and work hard.

We have pride in all we do and all we are.

We respect each other, our environment, and ourselves.

We ensure outstanding learning is at the core of our provision.

We do things right, and we do the right things.

We have high expectations of and for every person.

We strive to be better each day – as adults and as young people.

There are no excuses – all can achieve no matter their starting point.

We 'walk the talk' and all play our part in ensuring Hele's is a great school to be part of.



**WESTCOUNTRY SCHOOLS TRUST
JOB DESCRIPTION**

Title of Post:	Pastoral Support Manager
Location:	Across the Trust (based at Hele's School currently)
Salary Scale:	Dependent on experience NJC Grade D (SCP 8 - 14)
Hours:	32.5 hours per week x 39 weeks per year
Responsible to:	Head of Year

Job Purpose

Our team of pastoral support managers will support the Heads of Year and wider pastoral team by working in a responsive and proactive manner to provide high quality student care that supports learning, promotes student wellbeing and maximises student outcomes for the individual.

Pastoral Support Managers will be deployed to support a specific year group but will also work across the cohorts enabling timely and appropriate responses supporting students on a priority basis.

The Pastoral Support Manager will remain with the same cohort of students from year 8-11 where practicable or fulfil the Year 7 static role.

Duties and Responsibilities

1) Attendance:

- Support the Head of Year in the promotion of good attendance by taking a lead role on identifying and deciding on appropriate intervention when attendance is flagged as a concern
- Establish a triage system to track attendance and identify students with poor attendance patterns.
- Meet with EWO on a weekly basis, agreeing and logging next steps
- Meet with individual students and parents to agree Attendance Action Plans and monitoring progress towards these
- Identify and rewarding excellent attendance in liaison with Head of Year.
- Use appropriate systems to clear outstanding unexplained absences.
- Report on students for whom attendance is a concern at Support Panel meetings.
- Create, with the Head of Year, an Attendance Action Plan which is updated on a half-termly basis
- Promote punctuality by identifying students with poor punctuality, monitoring, informing parents, identifying and removing barriers and issuing sanctions as appropriate.

2) Communication:

- Deal with parental telephone enquiries.
- Organise and attend 'face to face' meetings with Tutors/ Head of Year as appropriate.
- Respond to parental concerns
- Liaise with Tutors and teaching staff regarding student concerns

3) Promotion of student welfare:

- Provide a 'listening ear' for students with difficulties who want to talk in the initial instance.
- Work with students as directed by Head of Year who have been identified as requiring pastoral support.

- Liaise and refer, in conjunction with the Head of Year, to appropriate agencies (internal and external).
- Be available at breaktimes and lunchtimes, before and after school.
- Take the lead on a specific area of student wellbeing, supported by relevant training, and delivering small group interventions across year groups

4) Safeguarding:

- Undertake level 3 safeguarding training
- Be fully conversant with CPOMS and organise transfer of CP files when a student moves to a new school
- Record all safeguarding concerns on CPOMS
- Make referrals to the Gateway in consultation with DSL/DDSL
- Attend appropriate multi agency meetings including CAMHS triangulations and CIN meetings.

5) Team contribution:

- Play an active role in working with the wider Student Services team
- On a rota system, help with transporting students to External Isolation in other WeST schools
- Undertake appropriate CPD which enhances the skill base within Student Services
- Maintain a welcoming and supportive presence in Student Services and around the school site
- Contribute to a rota of corridor presence and triage system within Student Services

6) Contribution to the efficient running of Student Services:

- Organise of resources/lunch for students in Isolation.
- Organisation of work for student attending External Isolation
- Oversee students working in Student Services
- Undertake clerical work as appropriate to the year group
- Collate individual student information from subject teachers for reporting purposes
- Complete Student Referral Forms for counselling etc
- Organise work for students not able to attend school for a period of time
- Support school events as appropriate: Year 6 Transfer, Year 11 Prom, Careers Events, school photographs, vaccination programme etc.
- Provide appropriate resources to support student learning
- Organise the loan and return of items of school uniform
- Log sanctions, achievements and detentions on ClassCharts
- Promote the school ethos by supporting students to attend lessons
- Conduct investigations of behaviour incidents including the collection of student witness statements

Other

- To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
- To participate in Continuing Professional Development (CPD relevant to the role and to engage in Performance Development Reviews (PDRs).
- Preparing and contributing to Trust wide development by sharing best practice and delivering/receiving professional feedback.
- To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

PERSON SPECIFICATION – Pastoral Support Manager

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
Qualifications:			
A good level of education to include GCSE (or equivalent) Grade C or above in Maths and English	E	✓	✓
NVQ Level 3 qualification	E		
A recognised First Aid qualification for example St John’s Ambulance First Aid at Work (4-day course) or training will be provided	E		
Experience:			
Experience of working in a school or similar establishment	D	✓	
Computer literate with working knowledge of MS office and other software packages	E	✓	✓
A working knowledge of educational databases, such as SIMS	D	✓	
An interest in student mental health	E	✓	✓
Experience of working with young people of relevant age	E	✓	
Experience of multi-agency working	D		
Experience of counselling or mentoring young people	D		
Knowledge, Skills and Abilities:			
Effective oral/written communication skills	E	✓	✓
Methodical and organised, ability to prioritise and complete tasks within tight deadlines	E	✓	
Ability to work to high standards of accuracy and attention to detail	E	✓	✓
Self-motivated with the ability to follow instructions and direction. While also able to use initiative to identify and raise concerns/risks.	E	✓	✓
Ability to prioritise and manage own workload.	E	✓	✓
Creativity and problem-solving skills.	E		✓
Good time keeping	E	✓	✓
Able to relate to academic staff, students, and other stakeholders	D		✓
An understanding of the potential barriers to learning and attending faced by young people and how they can be overcome	E	✓	✓
Knowledge of safeguarding legislation and procedures.	E	✓	✓
Knowledge of the different transition periods of a student and how to offer support	E	✓	✓
Knowledge of behavioural management techniques	E	✓	✓
Knowledge of the school’s policies and procedures	E	✓	✓
An understanding of child development	E	✓	✓

Excellent interpersonal communication skills and the ability to influence, engage and motivate young people	E	✓	✓
Analytical skills to assess the challenges faced by students	E	✓	✓
Ability to relate well to young people	E	✓	✓
Flexible	E	✓	✓
Sensitivity and caring skills	E	✓	✓
Ability to co-ordinate and disseminate information	E	✓	✓
To be committed to the school's policies, procedures and ethos	E	✓	✓
To be committed to Continuing Professional Development	E	✓	✓
Motivation to work with children and young people	E	✓	✓
Ability to form and maintain appropriate relationships with personal boundaries with children and young people	E	✓	✓
Emotional resilience in working with challenging behaviours and attitudes	E	✓	✓
Ability to use authority and maintaining discipline	E	✓	✓
Knowledge of Health & Safety regulations	E	✓	✓
Further Requirements:			
Discrete and able to maintain the confidentiality of information	E	✓	✓
Knowledge and foundation understanding of Safeguarding and the welfare of children and young persons.	E	✓	✓
Willingness to undertake development and training relevant to the role, when required.	D	✓	✓
VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:			
Compassion:			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	E	✓	✓
Aspiration:			
Works to high expectations, modelling the delivery of high-quality outcomes	E	✓	✓
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	E	✓	✓
Integrity:			
Acting always in the interests of children and young people,	E	✓	✓
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	E	✓	✓
Communicating with transparency and respect, creating a working environment based on trust and honesty	E	✓	✓
Collaboration:			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	E	✓	✓