

Arnold Academy
Pastoral Support Co-ordinator
Recruitment Pack



Welcome to the Pyramid Schools Trust

At Pyramid Schools Trust, our uniqueness lies in our unwavering commitment to collaborative excellence.

We're not just educators; we're partners in shaping futures. What sets us apart is our genuine belief in the power of community and collaboration.

In every aspect of our practice, from curriculum development to pastoral care, we place a premium on inclusivity and belonging. Our familial approach ensures that every partner, whether student, parent, or staff member, has a voice that is not just heard but valued.

This sense of belonging fosters a supportive environment where everyone can thrive. We achieve this through our ability to seamlessly integrate all-through education, spanning from early years to post-16, while staying true to our core beliefs of achievement, integrity, and enjoyment.

By providing a consistent framework for teaching and assessment across the trust, we ensure that every pupil has equal opportunities to excel. But what truly sets us apart is our relentless pursuit of excellence. Our vision is not just to provide education; it's to provide world-class opportunities that empower our learners to flourish in life. From our innovative curriculum to our dedicated staff, everything we do is geared towards achieving the best outcomes for all.

At Pyramid Schools Trust, we're not just building a brighter future; we're building a community where every individual can **achieve, belong, and contribute**. Together, we shape the future generation for success.

Steve Kelly, CEO





Welcome from the Headteacher at Arnold Academy

Dear Applicant,

Thank you for your interest in the post of Pastoral Support Co-ordinator at Arnold Academy – a middle school, and part of the Pyramid Schools Trust. This role offers an excellent opportunity for someone looking to develop their career as part of a strong and supportive team. You will be joining a dedicated team of Heads of Year, Safeguarding Leads, and Pastoral Support Co-ordinators who work tirelessly to champion our students' well-being.

Arnold is a wonderful school where everyone works together to achieve the very best for all its pupils and truly reflects our motto 'The best we can be in all that we do'. In staff we appoint, we look for someone with a love of learning, who is flexible, and is able to help our pupils achieve their goals.

We are situated on the edge of a thriving and popular village. Barton le Clay lies between the M1 and the A1, and many commute to Luton or Milton Keynes, or to London, but it retains a village feel, and there is a strong connection to the school.

This is a fast-growing area of the country, with challenges ahead as new housing is planned both in the village and in the wider area. We are also just five miles from Luton – one of the most diverse towns in the country - and many pupils make the journey from there each day.

Arnold was one of the prime movers towards forming the Pyramid Schools Trust, and continues to play a key role. The successful candidate will find our school governing body committed to supporting staff, but also not afraid to challenge. Staff at Arnold are dedicated, parents are supportive, and the school is full of talented, caring pupils.

We strongly recommend tours of the Academy and a chance for you to meet us prior to application, although this is not essential. Please email admin@aa.pstrust.co.uk in order to arrange a tour.

May I thank you for your interest and wish you good luck in the future if you are not successful on this occasion.

Kind regards

Pete Roberts - Headteacher

School Vision

At Arnold Academy, we aim to make every day enjoyable and successful for our children. We commit to ensuring our pupils have the best environment in which to flourish and nurture their talents and qualities. In addition to high academic achievement, we want our pupils to have a strong moral purpose, underpinned by positive values. By focusing on this, we aim to ensure that Arnold pupils understand their responsibilities and play an active and positive role in their community, both now and in their future lives.

Our aims reflect our commitment to high standards in a happy and purposeful atmosphere of high expectation.

Our aims are:

- To attain high standards of achievement, and ensure that every child fulfils their potential.
- To provide a high quality and stimulating curriculum.
- To provide a secure, challenging and happy environment in which our pupils enjoy learning.
- To extend children's understanding of themselves, of the world in which they live, and of the school and wider community.
- To engender positive values such as respect, tolerance and care so that our pupils have an understanding of others and the diverse society in which we live.
- To work in active partnership with parents and carers.
- To promote the highest standards of behaviour, good relationships and positive attitudes.
- To achieve confidence, independence, perseverance, co-operation and adaptability.
- To ensure equality of opportunity for all at Arnold Academy.

At Arnold Academy we have four CORE school values that underpin the culture of our school. They are:

- Community
- Opportunity
- Respect
- Environment

Pupils are reminded regularly of expectations at regular points throughout the day. Staff use assemblies, community time and opportunities within lessons to refer to our school culture and the values. We use a restorative approach to educating our young people around respect and kindness to others.



Job description:

Pastoral Support Co-ordinator

Job details

Pay Scale: Grade 3D (Points 7 – 11) £20600 - £21956 pa (actual – pay award pending), term time only plus 5 training days

Hours: 33.75 hours per week – Monday to Friday: 8.15am – 3.30pm

Job Purpose

To provide professional and administrative support to the wider pastoral team and pupils within a designated section of the school. To provide pastoral support and intervention for vulnerable pupils. To be a member of the academy safeguarding team.

Key Responsibilities

- Respond in a timely manner to safeguarding concerns to ensure pupils are kept safe from harm.
- Pro-actively work with parents/carers and other agencies through joint planning and monitoring of their arrangements for the safeguarding of children.
- Work with class teachers and other agencies to secure good outcomes for children and families especially those pupils who are deemed vulnerable including those with a formal plan (Child Protection or CiN or are LAC)
- Report to the Safeguarding Lead on all safeguarding concerns to ensure they retain oversight of Safeguarding within the school.
- Contribute to the overall work and ethos of the Academy.
- Work as part of a team and support the role of others in the Academy.

Main Responsibilities

Pastoral Care: Supporting Students

- Act as a point of contact for students, on a daily basis, to resolve any issues that they may have and support the Form Tutor in doing so.
- Provide pastoral support and care when students present themselves at the Hub office.
- Review and investigate incidents that occur in and out of school and ensure accurate records are kept and stored appropriately. Ensure that accurate records are created and ensure that all behaviours are appropriately communicated and discussed with students and parents, and other staff.
- Work with other professionals such as School Nursing Team and local authority specialists when relevant.
- Support students with behavioural problems and help develop their social skills.
- Provide feedback to pupils in relation to behaviour, both positive and negative. Promote self-reflection which allows pupils to understand the consequences of their actions through the Restorative Practice process.
- Support and manage students on report at the appropriate level. Work with Form Tutors, Heads of Year and pupils to identify, set and monitor appropriate targets.
- Establish and maintain productive working relationships with specific individual students, acting as a role model and mentor – providing support outside the classroom to enable them to succeed. Use specialist knowledge and skills to support positive pupil behaviour choices.

- Contributing and assisting in the preparation and implementation of individual pupil risk assessments and/or individual behaviour plans (including reintegration plans) to monitor their progress.
- Make sure each member of staff has access to, understands and can apply consistently, the school's pastoral procedures and strategies, especially new staff.
- Identify strategies to help overcome individual students' barriers to learning.
- Work with the Attendance Team to support students' attendance and punctuality. Where necessary/appropriate make home visits with another colleague to address attendance and other issues or where parents find it difficult to get into school.
- Support the progression of students through the Attendance Policy – liaising with internal colleagues and external agencies.
- To link closely with the relevant transition personnel at lower and upper school schools to ensure effective transition between schools.
- Support new students to Arnold Academy, including in-year admissions.

Student Progress

- To work closely with the Head of Year where there is a cross-over between welfare and behaviour issues and student achievement.
- Help co-ordinate work for students not in normal lessons, who are not in school and/or who are suspended.
- Support whole school initiatives to improve whole school behaviour.
- Provide objective and accurate feedback and reports as required on pupil behaviour, ensuring the availability of appropriate evidence.

Safeguarding / Child Protection

- Be keenly aware of the responsibility for safeguarding children and the application of the Children's Act, Keeping Children Safe in Education, Information Sharing and Prevent Duty guidance.
- Implement Arnold Academy's Safeguarding policy and procedures in order to support the Senior Leadership Team with the implementation of KCSIE guidance, safeguarding and child protection policies across the pastoral structure and staff body to encourage good practice and promote/champion the school's policies. In order to ensure that the staff body maintain awareness of and comply with policies and procedures relating to child protection.
- To take a lead role for each year group in the completion of referrals to the Integrated Front Door safeguarding hub for children in need or at risk of significant harm.
- Respond appropriately to disclosures or concerns which relate to the well-being of a child and provide alerts to the Designated Safeguarding Lead and Headteacher when these happen.
- Maintain accurate, confidential and up-to-date documentation on all cases of safeguarding and child protection and provide reports where required.
- Utilise local authority strategies (Family Help/Child in Need/MASH/Child Protection), in order to draw upon other agency support for students and their families.
- Open and run Keyworker Family Help Assessments to facilitate progress and review pastoral and behavioural issues.
- Act as lead professional and co-ordinate Team Around the Child/Family meetings, when appropriate.
- Co-ordinate a multi-agency approach by liaising with school staff to initiate and co-ordinate referrals for pupils to outside agencies.
- Work directly with children in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers to support children in order to prevent children suffering significant harm or becoming looked after.
- To attend social care meetings, (i.e. Child Protection, Children in Need and Strategy Meetings), and ensure clear and concise reports are provided and stored centrally. In order to ensure the subsequent student support plans are implemented in a timely manner.
- Liaise with statutory agencies and ensure they have access to all necessary information to make sound judgements and decisions about vulnerable pupils' welfare.
- To manage crisis intervention in respect of students who are vulnerable, deploying members of the pastoral team where appropriate.
- Ensure that vulnerable pupils who are victims of abuse and maltreatment are supported appropriately and sensitively and that all actions assigned to school from planning and interventions meetings are successfully carried out and monitored

- Support the Designated Safeguarding Lead in the planning and delivering of safeguarding training within the school including induction and refresher training.
- Attend and participate in Child Protection Conferences and their Core Group meetings, Child in Need meetings and Planning and Review meetings, working closely with colleagues in Children's Services as required.
- To support the weekly analysis of student safeguarding data and ensure the subsequent identified interventions are implemented in a timely manner across the pastoral system.
- Maintain confidentiality at all times, and ensure appropriate confidentiality is maintained by all staff during safeguarding processes.
- To receive appropriate training and be aware and comply with policies relating to safeguarding, child protection, health and safety, confidentiality and data protection, reporting all concerns to the designated person.
- Ensure all pastoral support remains strictly child-centred, actively listening to pupils and advocating for their views, wishes, and feelings.

Administrative Duties

- Support and co-ordinate external support agencies such as the School Nursing Team, Aquarius, Directional Mentoring and others.
- Provide pastoral support for year group events such as open evenings.
- Review daily, weekly and cumulative behaviour and rewards data in order to monitor and analyse behaviour patterns across the school and support appropriate actions to address those trends on an individual or small group basis.
- Communicate with parents/carers on a weekly basis regarding behaviour concerns, as needed.
- Support the whole school behaviour staged response system in meeting with students to review their behaviour.
- Support the school implementation and review process for the behaviour policy.
- To act as administrator and actively co-ordinate with service providers to manage and monitor online programmes such as Class Charts and CPOMS to ensure accurate record-keeping of all safeguarding and behaviour concerns.
- To undertake personal development and improve own practice through training, observation, evaluation and discussion with colleagues including appraisals, and use this to support others.

Person specification

CRITERIA	ESSENTIAL	DESIRABLE
Education / Qualifications	<ul style="list-style-type: none"> ● A minimum of 5 GCSE level A* - C including English and Maths (or equivalent). 	<ul style="list-style-type: none"> ● Degree or equivalent NVQ Level 3 qualification. ● Current First Aid Qualification.
Experience	<ul style="list-style-type: none"> ● Experience of working under pressure to meet deadlines. ● Experience working effectively within a team. ● Competent working with IT. ● Experience of supporting pupils with challenging behaviour. ● Recent experience working in a setting with young children. 	<ul style="list-style-type: none"> ● Knowledge and experience of Restorative Practice. ● Recent experience working with children in the 9-13 age range. ● Recent experience working with children with behavioural needs. ● Recent experience or previous training as a Learning Mentor/Counsellor.
Skills / Knowledge / Aptitude	<ul style="list-style-type: none"> ● Ability to relate to young people. ● Ability to work as part of a team. ● Ability to supervise and assist pupils independently using own initiative. ● Excellent communication skills through all media. ● High standard in numeracy and literacy skills. ● Flexible attitude to work. ● Excellent time management skills. ● Good organisational skills. 	<ul style="list-style-type: none"> ● Additional training in classroom management/knowledge of classroom roles and responsibilities. ● Good administrative skills. ● A basic working knowledge of the National Curriculum.
Motivation	<ul style="list-style-type: none"> ● Have energy, ambition, and enthusiasm. ● Commitment to an inclusive ethos with the belief that every pupil matters. ● Commitment to making a difference with a positive 'can do' attitude. ● Adaptable and resilient. ● Flexibility to respond emerging initiatives which support pupils' learning and self-reflection. ● Ability to deal with challenging situations remaining calm and in control at all times. ● Commitment to uphold and support the CORE values of the academy. ● Willingness to undertake appropriate further training. 	
Physical	<ul style="list-style-type: none"> ● Ability to meet the physical needs of the role. 	

Other

- Understanding of the importance of Values Education.
- Have a positive attitude towards inclusivity.