



# TRUE LEARNING PARTNERSHIP



Poynton High School  
Head of Pastoral Support

<https://www.truelearning.org.uk/vacancies>



## ASPIRATIONAL

We encourage everyone to dream big and pursue excellence.



## COLLABORATIVE

We work together, valuing diverse perspectives and shared success.



## COMPASSIONATE

We act with kindness, respect, and a genuine desire to serve others.



## CURIOUS

We foster innovation and a love of learning for all through inquiry and creativity.



## INCLUSIVE

We ensure everyone feels valued, supported, and able to contribute fully.



## TRUE LEARNING PARTNERSHIP

### Our Mission

To inspire and empower every individual within our trust to achieve their fullest potential.

We are committed to providing a safe, inclusive, and innovative learning environment where compassion and collaboration thrive. Encouraging high aspirations, courage and curiosity, we equip all members of our community with the skills, confidence, and character to make a meaningful, positive impact in their communities and beyond.



Inspiring the best in everyone

# Welcome to Poynton High School, part of the True Learning Multi-Academy Trust

Dear Candidate,

Thank you for your interest in working at our school. Poynton High is a great school, full of inspirational young people and exceptionally talented staff. As Headteacher I am proud to have such a supportive, expert and engaged staff team and I hope that you will wish to move forward on your application and look to join us in due course.

The school is seeking a dynamic Head of Pastoral Support to lead our dedicated team of five non-teaching Heads of Year and champion the culture and values that define our community. This pivotal non-teaching role works closely with the Senior Leadership Team and year teams to drive positive behaviour for learning, strengthen welfare and safeguarding practice, and coordinate high-impact pastoral interventions. The successful candidate will inspire high standards, model professional integrity, and ensure that every student is supported to thrive both personally and academically.

Our school serves the families of Poynton, Disley, Adlington and surrounding areas and we lie at the heart of this community's learning needs. We pride ourselves on being a community where every young person is challenged to reach their full potential and experience success, regardless of their background or ability. We believe that all stakeholders—students, staff, families, and the wider community of which we are a part—share the responsibility of contributing to the growth and achievement of our students. Recognising that every young person is unique, we are committed to building strong relationships and fostering an inclusive environment that values individuality, celebrates all achievements, and empowers our students to thrive academically, socially, and personally.

We have approximately 1500 students in Years 7 to 13 and offer a wide range of A levels in our large and successful Sixth Form. We are proud of the academic excellence achieved by our students and of their involvement in wider school life. We hope that as a prospective member of staff you will share our mission to "inspire and empower all within our learning community to fulfil their individual potential and ambitions so that all are able to be active and successful citizens in our global society".

I would encourage you to visit our website (<https://www.poyntonhigh.org.uk/>) to get a better understanding of life here at Poynton High and if you have any questions that you would like to ask please do not hesitate to contact me directly on [head@poyntonhigh.org.uk](mailto:head@poyntonhigh.org.uk). I very much hope that you want to join our team and I look forward to receiving an application from you in due course. Good luck!

Matthew Dean  
Headteacher

# Job Description & Person Specification

<b>POST:</b>	Head of Pastoral Support
<b>HOURS:</b>	37 Hours per week, 40 weeks a year (term time plus 2 working weeks)
<b>SCALE:</b>	CE Grade 10 (£41,771- £48,072 FTE) Actual Salary (£36,965 - £42,542 per year)
<b>CONTRACT:</b>	Permanent
<b>EFFECTIVE FROM:</b>	September 2026

## Role Purpose

The Head of Pastoral Support is a strategic, visionary leader responsible for shaping and driving the school's pastoral culture, ensuring that every student is supported to thrive both personally and academically. Leading a team of five non-teaching Heads of Year, the postholder champions the school's values, strengthens behaviour for learning, and ensures that behaviour, welfare and safeguarding practices are robust, consistent, and impactful.

Working closely with the Senior Leadership Team and Directors of Learning, the non-teaching Head of Pastoral Support provides the strategic direction, operational oversight, and professional leadership required to deliver an exceptional pastoral experience for all students. This role is central to building a safe, inclusive, and aspirational school community.

## Key Responsibilities

### 1. Strategic Leadership of Pastoral Culture

- Lead the strategic development of the school's pastoral vision, ensuring it aligns with whole-school priorities and values.
- Champion a culture of high expectations, positive behaviour for learning, and strong relationships across the school.
- Drive consistency and excellence in pastoral practice, ensuring all routines, systems, and expectations are clearly defined and embedded.
- Apply professional judgement when managing complex pastoral cases, including parental complaints, allegations and high-risk incidents, ensuring processes are fair, evidence-based and compliant with Trust policy.
- Model and promote safe professional practice in line with KCSIE and Trust safeguarding expectations, ensuring that pastoral staff uphold appropriate boundaries and receive ongoing guidance and support.

### 2. Leadership and Line Management of Heads of Year

- Provide inspirational leadership, coaching, and day-to-day management to the team of five non-teaching Heads of Year.
- Set clear standards for professional conduct, communication, and pastoral practice, modelling integrity and high expectations.

- Ensure Heads of Year deliver high-quality pastoral provision, including behaviour management, family engagement and outstanding attendance.

### **3. Behaviour for Learning Strategy and Oversight**

- Lead the strategic development and operational oversight of behaviour systems, ensuring they are fair, transparent, and consistently applied.
- Oversee the internal suspension process, ensuring appropriate use, accurate recording, and high-quality restorative follow-up.
- Ensure the detention system (including uniform detentions) is efficient, well-managed, and rigorously followed by staff.
- Monitor patterns in behaviour data, identifying trends and implementing targeted interventions.
- Contribute to the reintegration processes following suspension, managed moves or internal suspension, ensuring high-quality pastoral planning and restorative practice.

### **4. Welfare, Safeguarding, and Inclusion**

- Work closely with safeguarding, SEND, and inclusion teams to ensure coordinated support for vulnerable students.
- Ensure Heads of Year maintain high standards of welfare monitoring, early intervention, and communication with families.
- Promote inclusive, restorative approaches that support students to repair harm, rebuild relationships, and re-engage with learning.
- Hold operational responsibility for pastoral safeguarding practice, working closely with the Designated Safeguarding Lead and Deputies to ensure concerns are identified, risk-assessed, escalated and recorded appropriately.
- Support and quality-assure investigations into serious pastoral incidents, allegations, and complaints relating to student welfare and behaviour.

### **5. Systems Design, Data, and Process Improvement**

- Design, refine, and embed pastoral systems that streamline operations and strengthen consistency across year groups.
- Ensure Heads of Year analyse pastoral data effectively to inform decision-making and drive improvement.
- Lead on the communication and implementation of pastoral processes, ensuring all staff understand and follow expectations.

### **6. Stakeholder Engagement and Communication**

- Build strong, proactive relationships with parents, carers, and external agencies to support student wellbeing and success.
- Provide timely, accurate updates to the Senior Leadership Team and Governors on pastoral trends, behaviour trends, concerns, and strategic actions.

- Contribute to whole-school duties, routines, and events as a key member of the wider leadership team.

## **Core Responsibilities for all Trust Employees**

### **Health & Safety**

All staff within True Learning Partnership are required to remain vigilant, observe all relevant Health and Safety policies and procedures, take reasonable care of their own and others' Health and Safety, report all accidents and incidents, and raise concerns through their line manager, the Director of Business & Operations, the site management team or another member of SLT as appropriate.

### **Equality & Diversity**

Staff employed by True Learning Partnership are expected to promote equality of opportunity for all students and staff, both current and prospective, and to support an environment that values diversity and respect. True Learning Partnership believes that all individuals are of equal value and we are committed to equal opportunities for all.

### **Data Protection**

All staff within True Learning Partnership have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with GDPR 2018.

### **Safeguarding & Child Protection**

True Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and adhere to, and comply with, the Trust's Safeguarding and Child Protection policy and procedures at all times.

*Notwithstanding the detail in this job description, in accordance with the Trust's Flexibility Policy the job holder will undertake such work as may be determined by the Head from time to time, up to or at a level consistent with the main responsibilities of the job.*



## Person Specification

<b>QUALIFICATIONS AND TRAINING</b>	
<b>Essential</b>	<b>Evidence</b>
1. To be educated to GCSE level in English and Mathematics achieving Grade C or above	<b>AF</b>
2. To have Level 3 qualification in a relevant discipline and equivalent experience	<b>AF</b>
3. To be ICT literate including word processing, internet and intranet	<b>AF</b>
4. To have recent experience of working in the secondary sector of education.	<b>AF</b>
5. To have experience of working with students with educational needs	<b>AF</b>
6. To be First Aid certified or be willing to complete relevant training	<b>AF</b>
<b>PROFESSIONAL SKILLS AND EXPERIENCE</b>	
<b>Essential</b>	
1. To have excellent communication skills	<b>AF</b>
2. To have experience of working in a demanding environment.	<b>AF</b>
3. Able to deal sensitively with difficult situations and effectively hold difficult conversations	<b>I</b>
4. Experience of managing complex safeguarding or welfare cases	<b>I</b>
5. To be able to lead a range of staff, students and outside agencies	<b>I + R</b>
6. To be able to remain calm under pressure	<b>I + R</b>
7. To be able to deliver a range of training to individuals and groups of students.	<b>I</b>
<b>KNOWLEDGE AND UNDERSTANDING</b>	
<b>Essential</b>	
1. To be able to manage competing demands	<b>I</b>
2. To be aware of unique demands of working in a school environment.	<b>I</b>
3. To be willing to be flexible and adapt as priorities change throughout the year	<b>I</b>
4. To have knowledge of safeguarding procedures	<b>AF + I</b>
5. To be innovative, creative and self-motivated	<b>I</b>
6. To be able to measure the impact of strategies and interventions	<b>I</b>
<b>ABILITIES</b>	
<b>Essential</b>	
1. To possess high quality interpersonal and communication skills	<b>AF + I</b>
2. To be able to prioritise, plan and organise workload.	<b>I + R</b>
4. To have a full UK driving license	<b>AF + I</b>
5. To be able to write reports for parents, agencies and governors	<b>AF + I</b>
6. To be able to lead a team	<b>I + R</b>
<b>COMMITMENT</b>	
<b>Essential</b>	
1. To display commitment to the protection and safeguarding of young people	<b>I</b>
2. To be committed to promoting equity and inclusion in the widest context.	<b>I</b>
<b>PERSONAL ATTRIBUTES</b>	
<b>Essential</b>	
1. To be adaptable to the needs of the school	<b>I</b>
2. To display energy, enthusiasm and tenacity.	<b>I + R</b>
3. To demonstrate commitment, reliability and integrity.	<b>I + R</b>
4. To have excellent time management and the ability to prioritise	<b>I + R</b>
5. To be willing to train and be trained	<b>I</b>

Assessed by:    A = Application form    I = Interview    R=Reference

## Pastoral Team

Our pastoral team is a highly skilled, well-established structure designed to support every student from their first day in Year 7 through to Year 11 before they transition to our Sixth Form team.

At its core are five non-teaching Heads of Year, each dedicated to a full cohort of 246 young people providing consistent guidance, high expectations and strong relationships throughout a student's journey. They work alongside our Directors of Learning for Years 6/7, 8/9 and 10/11, who lead on culture, values and academic progress across their phases, ensuring a seamless and ambitious experience for all learners.

The wider team includes two Attendance Officers, a committed Learning Support department, a Safeguarding Officer, and a qualified First Aid lead, all working together to remove barriers and promote student wellbeing.

We collaborate closely with external agencies such as CGL, the Inclusion Team, CAMHS, and the Mental Health Support Team, ensuring that specialist support is available when needed.

Each year group is organised into eight tutor groups, with Form Tutors remaining with their class from Year 7 to Year 11 to provide continuity, daily support and a strong sense of belonging.

Complementing the pastoral structure is a vibrant House system, led by our House Coordinator, which strengthens community identity and celebrates the school's values through competition, leadership and enrichment



# Key Information regarding the Application Process

## To Apply

Completed application forms should be submitted via My New Term.  
Please **do not** include your name when completing your supporting statement.

Only completed application forms will be submitted for shortlisting, CVs will not be accepted.

## Key Dates

Closing date for applications: Friday 15<sup>th</sup> May at 10am

Interviews will take place week commencing: 18<sup>th</sup> May

## Benefits

At True Learning Partnership, we're proud to support our staff both in and outside of work. We're committed to your wellbeing, professional growth, and maintaining a healthy work-life balance.

Our benefits package includes a wide range of support and resources, such as wellbeing tools, a confidential Employee Assistance Programme (EAP), learning and development opportunities, and access to discounts on everyday spending and lifestyle services.

Other benefits include;

- Pension Scheme
- Cycle to Work Scheme
- Eye Care Vouchers
- Seasonal Flu Jabs
- Access to free CPD courses
- Strava – True Learning Runners

## Safer Recruitment Information

True Learning Partnership is an inclusive Equal Employment Opportunity employer that considers applicants without regard to gender, gender identity, sexual orientation, race, ethnicity, disabled or veteran status, or any other characteristic protected by law. We welcome applications from all individuals regardless of individual background or circumstance. Please note if you are shortlisted, an online search will be carried out before interview which may identify any incidents or issues that have happened, and are publicly available online, which we might want to explore with you at interview.

True Learning Partnership is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (one of which must be from the current/latest employer) and evidence of the formal qualifications required for the role.

## Trust Safeguarding Statement

True Learning Partnership recognises the important role that our schools and their staff have in the wider safeguarding system for children. ALL staff have a responsibility to provide a safe environment in which children can learn. True Learning Partnership fully adopts statutory guidance "Keeping Children Safe in Education" (September 2025).

True Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Our schools are a safe place for children, where our responsibilities for safeguarding children are taken seriously. As a Trust, we are responsible for ensuring that all our schools have thorough and robust child protection and safeguarding policies and procedures.

Should you have safeguarding concerns regarding any pupil at any of our schools, please speak to one of the Designated Safeguarding Leads at that school.

True Learning Partnership Designated Safeguarding Officer is Catherine Holyland, Deputy Head Teacher at Poynton High School. If you wish to contact her directly please e mail [Cholyland@truelearning.org.uk](mailto:Cholyland@truelearning.org.uk)

TLP's Trust Board safeguarding representative is currently Julie Sutton. If you wish to raise a concern, please email [info@truelearning.org.uk](mailto:info@truelearning.org.uk) stating that the email relates to a safeguarding issue.

Our schools' Local Governing Bodies are regularly updated about child protection, bullying and safeguarding policies and practices by the relevant school Head Teachers, and other members of the Senior Leadership Team. This information is reported to the Trust Board.

For further details on roles and responsibilities, and recording information regarding Safeguarding, please see the Safeguarding Policy and Procedures documents held by each school in our Trust.



**TRUE LEARNING  
PARTNERSHIP**

# Contact Us



True Learning Partnership

Poynton High School, Yew Tree Lane,  
Poynton, Stockport, Cheshire, SK12 1PU

W: [www.truelearning.org.uk/](http://www.truelearning.org.uk/)

E: [recruitment@truelearning.org.uk](mailto:recruitment@truelearning.org.uk)

