



FURTHER PARTICULARS FOR THE POST OF
Pastoral Lead

PASTORAL LEAD

Salary point 23 (Range 23-25) Actual £30,026.45 - £31,708.54

Pattern of hours will be 37 hours each week: 8.00am to 4.00pm

with a 30 minute unpaid lunch each day

Term time only plus 5 additional days

Thank you for requesting details for the post of Pastoral Lead, which is required as soon as possible. With every aspect of the school's provision most recently judged as "good", we are looking to further strengthen our provision and enhance students' experiences. This is an exciting opportunity for someone to join a popular and ambitious school where standards and levels of student engagement are high.

The successful candidate will have high expectations and an unwavering commitment to all students maximising their potential through outstanding support, encouragement, collaboration and mentoring. Non-teaching Pastoral Lead posts form part of an inclusive, pastoral structure and the postholder will work with two year groups.

The successful applicant will be firm but fair and have high expectations and an unwavering commitment to all staff, students and stakeholders. We are very proud of our excellent reputation in the local community, as well as the wider Craven areas and pride ourselves on the quality of education we provide to our students.

As a comprehensive academy, our overriding aim at TSA is to ensure that our students achieve everything that they are capable of, from Year 7 through to Year 11 and beyond. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy, and confident learners who achieve in the widest sense of the word, and not just academically.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

How to Apply

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is: **9am Monday 9 March 2026**

Provisional interview is scheduled for: **9am Thursday 12 March 2026**

If you do not receive an invite to interview we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.

Mark Cook
Principal

Moorlands Learning Trust is an equal opportunities employer and is committed to the protection and safeguarding of children and young people in our recruitment procedures and in all our work across and beyond school. The school adheres to statutory guidelines in respect to safe recruitment. All persons employed by the school, in any capacity, will undergo an enhanced Disclosure and Barring Service (DBS) check, and confirmation of employment is subject to a successful outcome. All teaching staff members recruited by the school have their eligibility to teach checked with the DfE.

PRIME OBJECTIVES OF THE POST:

This role is integral to student achievement and support in the year groups, with the main focus on providing the day-to-day support to enable students to achieve their best. You will report directly to the Senior Assistant Principal who will provide the strategic direction for this role. You will lead on behaviour and attendance, communication with parents and staff, and work with the student support manager, administrative or data support where necessary, to ensure all students within your year group achieve their best.

RESPONSIBLE TO SENIOR ASSISTANT PRINCIPAL THE POST HOLDER WILL:

Key Responsibilities:

Student Progress & Achievement:

- Working with the Senior Assistant Principal, identify students and groups of students who are underachieving in order to:
- Liaise with appropriate staff to ensure that underachieving students are being supported effectively including curriculum TLR holders and Learning Support
- Work directly with students to monitor and oversee their performance – for example those on report.
- Support targeted students at risk of significant underachievement, behavioural difficulties, disaffection and/or poor attendance through external agencies, including liaison with external agencies, or internal support.
- Support student tracking re: achievement, attitude to learning and attendance.
- Work with individuals and small groups of students for intervention as appropriate
- Communication with staff in understanding the learning needs of particular students and groups of students where appropriate.

Behaviour, Student Welfare and Attendance

- To establish and maintain an ethos of high standards across the year groups.
- To ensure the consistency of the behaviour policy – that sanctions are applied consistently and fairly.
- To ensure that rewards are celebrated consistently to raise aspirations.
- To ensure that students have opportunities to develop their leadership skills.
- Have full knowledge and appreciation of a range of activities, courses, opportunities, organisations and individuals, both external and internal that could be drawn upon to provide extra support for students.
- Support individual students to manage behaviour through appropriate training, e.g. anger management, self-esteem and awareness training
- To support whole school behaviour expectations through "on-call" and isolation duties
- Mentor students on emotional issues affecting their well-being and learning.
- Link to Social Services and relevant agencies as appropriate
- Run appropriate workshops for identified students to raise awareness and educate in important life issues such as relaxation, fitness and nutrition, smoking and self- esteem.
- Set up activities to improve students' life and social skills.

In liaison with the Senior Assistant Principal:

- Monitor attendance and provide information for Form Tutors
- Work directly with students and families to ensure good attendance by planning appropriate intervention strategies.
- Liaise with parents and other external agencies as needed, including at times in the home as appropriate.
- Work with individual or small groups of students to support behaviour management, bullying and other concerns.
- Support the initial investigations into behavioural and other matters by seeing students, taking statements, contacting the police and other agencies as appropriate.
- Act as First Aider where possible

- Plan breaks at appropriate times to ensure availability to students at key times such as break time / lunchtime.

Communications

- Be responsible for assemblies, both in delivering when appropriate and scheduling/ content, in conjunction with the Senior Assistant Principal
- Maintain regular contact with families/carers of students in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement.
- Set up home learning support where necessary.
- Keep accurate and timely records such as CPOMS

Other

- Ensure the smooth running of isolation and whole school detention, in conjunction with other Head of Years and Senior Assistant Principal.
- Take a share of the detention/duty rota as required.
- Support or organise Key Stage events, visits, extra-curricular charity fundraising, enrichment etc as appropriate.
- Support duty patrols, including break, lunchtimes and before and after school as required.
- To support, as required, alternative and catch-up provision as appropriate.

Responsibilities

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the academy.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

General Accountabilities

- Be aware of the academy's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;
- establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the academy;
- be aware of and comply with the code of conduct, regulations and policies of the academy;
- develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support academy development.

VARIATION IN ROLE

Given the dynamic nature of the role and structure of The Skipton Academy as an Academy, it must be accepted that, as the Academy’s work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy’s Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

As with most associate staff roles. this post is subject to the satisfactory completion of a six-month probationary period.

Agreed by:

Post Holder:

Print name..... Signature.....

Line Manager:

Print Name..... Signature.....

Date:

Pastoral Lead (Person Specification)

| Qualifications | Essential/ Desirable E/D | How Identified |
|--|--------------------------------|--|
| <input type="checkbox"/> Minimum 5 GCSE grade C or equivalent including English & Maths | E | Application form and selection process |
| <input type="checkbox"/> ICT qualifications e.g. RSA, Excel, Publisher, PowerPoint, European Driving Licence etc and recent, relevant experience | E | |
| <input type="checkbox"/> First Aid at work certificate or willingness to become suitably qualified | E | |
| <input type="checkbox"/> An understanding of child protection, health, safety and security | E | |
| <input type="checkbox"/> Mental Health First Aid qualification or willingness to become suitably qualified | E | |
| Experience | Essential/ Desirable E/D | How Identified |
| <input type="checkbox"/> Some experience of secondary school-age children | E | Application form and selection process |
| <input type="checkbox"/> Understanding of children's needs and problems | E | |
| <input type="checkbox"/> Successful experience of motivating, coaching and encouraging students to achieve their best | E | |
| <input type="checkbox"/> Experience of defusing difficult situations in a calm manner | E | |
| <input type="checkbox"/> Experience of working in a high pressured environment | E | |
| <input type="checkbox"/> Experience of working with young people | E | |
| <input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks | E | |
| <input type="checkbox"/> Presenting yourself effectively and professionally | E | |
| <input type="checkbox"/> Experience of working in a school based environment | D | |
| <input type="checkbox"/> Supervisory experience | D | |
| <input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies | D | |
| <input type="checkbox"/> Experience of e-learning including mobile technologies | D | |
| Training | Essential/ Desirable E/D | |
| <input type="checkbox"/> Willingness to participate in CPD | E | Application form and selection process |
| <input type="checkbox"/> Evidence of relevant CPD | D | |
| Skills | Essential/ Desirable E/D | How Identified |
| <input type="checkbox"/> Able to understand and carry out instructions | E | Application form and selection process |
| <input type="checkbox"/> Confidentiality and discretion | E | |
| <input type="checkbox"/> Able to think logically and calmly when under pressure | E | |
| <input type="checkbox"/> Able to keep accurate & appropriate records | E | |
| <input type="checkbox"/> Able to use initiative within academy policies and practices | E | |
| <input type="checkbox"/> High standard of written and spoken English | E | |
| <input type="checkbox"/> Proven ability to use ICT in the organisation and management of their role | E | |
| <input type="checkbox"/> Good numeracy skills | E | |
| <input type="checkbox"/> Able to act in an understanding and patient manner whilst remaining firm and fair. | E | |

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|--|---|--|
| <input type="checkbox"/> Able to take initiative and to work independently | E | |
| <input type="checkbox"/> Excellent interpersonal skills and confident communicator | E | |
| <input type="checkbox"/> Good problem solver | E | |
| <input type="checkbox"/> Understand and manipulate numerical & statistical data | E | |
| <input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour | E | |
| <input type="checkbox"/> Development planning, monitoring and evaluation | D | |

| Professional Qualities | Essential/ Desirable E/D | How Identified |
|---|---|--|
| <input type="checkbox"/> Abide by the academy's policies | E | Application form and selection process |
| <input type="checkbox"/> 'Can do' attitude | E | |
| <input type="checkbox"/> Team work/collaboration | E | |
| <input type="checkbox"/> Emotional intelligence | E | |
| <input type="checkbox"/> Professional appearance | E | |
| <input type="checkbox"/> Sense of humour and perspective | E | |
| Equal Opportunities | Essential/ Desirable E/D | How Identified |
| <input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community | E | Selection process |
| <input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context | E | |
| Circumstances - Personal | Essential/ Desirable E/D | How Identified |
| <input type="checkbox"/> Will not require holiday leave during term time. | E | Selection process and completion of an Enhanced DBS disclosure |
| <input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). | E | |
| <input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required). | E | |
| <input type="checkbox"/> <i>If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use).</i> | E | |
| Safeguarding | Essential/ Desirable E/D | How Identified |
| <input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them | E | Completion of an Enhanced DBS disclosure |
| <input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people | E | |
| <input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people | E | |
| <input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people | D | |

