

## Job Description

For more general information about working at GWA please refer to the Candidate Information Leaflet and the Information for Applicants issued with this job description.

<b>Job Title</b>	<b>Pastoral Intervention Leader (PIL)</b> Full-time Hours to be discussed at interview but likely to be 8.15am to 3.30pm Mondays and Fridays, 8.15am to 4.30pm Tuesdays, Wednesdays and Thursdays with a 30 minute lunch break every day. Working 39 weeks per year (term-time only) (includes 5 TD Days)
<b>Line Management</b>	Responsible to Head of Year
<b>Job Purpose</b>	To support the well-being and progress of all students
<b>Salary</b>	NJC Point 7 - 10 £13.69 - £14.35 per hour
<b>Start Date</b>	March 2026

### General:

1. Maintain the profile of 'ACE' through both the staff and student body.
2. Ensure that students have positive behaviour and attendance and ensure support is put in place where necessary.
3. Ensure that each student in the year is known as an individual and is happy, healthy and feels safe and cared for.
4. Cover for other PILs where necessary, or as directed by the Senior Leadership Team.
5. With the Heads of Year engender positive and loyal feelings in students towards GWA's community and their Year group
6. Organise and run interventions as required to support students' behaviour and wellbeing

### Academic Progress:

1. Work with the Head of House to develop comprehensive Pastoral Impact Plans to raise academic achievements for all students in the House.
2. Ensure that the Pastoral Impact Plan is communicated, monitored and evaluated.
3. Work with the Head of House to ensure that appropriate intervention strategies and actions are in place for all students in the House who are not making expected progress.
4. Liaise with key staff regarding identified groups of students' progress in the House (e.g. gender, SEND, disadvantaged etc.) and implement (where intervention is identified as a pastoral need) or support departments in delivering the level and type of intervention as required.
5. Report to Head of House on the progress of individuals, groups and the House as a whole.

**Behaviour, Safeguarding and Attendance:**

1. Support with the monitoring of pupil's attendance in the Year group,
2. Work with the Head of Year to improve the attendance of the students who are persistently or severely absent.
3. Make paired home visits, where attendance is a concern, as directed by the Head of Year
4. Monitor student safeguarding and behaviour using Bromcom/CPOMS and in consultation with key staff decide on appropriate sanctions, interventions and rewards.
5. Use the school rewards system to celebrate student achievement, attendance and behaviour and promote self-esteem.
6. Promote a positive ethos about the Year group which supports Year group-based competitions and events.
7. Support with students on report and make contact with parents where appropriate.
8. Contribute to Pastoral support plans (PSPs) and attend PSP meetings as appropriate.
9. Contribute to Early help Conversations and where necessary lead these meetings.
10. Conduct investigations into student disciplinary issues, collecting and collating student and staff statements.
11. When a suspension becomes necessary complete recommendation forms.
12. Support the Assistant Principal and Head of Year with readmission meetings, including appropriate intervention and reintegration plans.
13. Convene and run restorative meetings for students who have been involved in bullying or friendship issues.
14. Monitor Safeguarding entries on CPOMS and where necessary take actions.

**Communication and administration:**

1. Meet with parents to reinforce expectations and arrange interventions to support students.
2. Coordinate the links between parents, staff and external agencies.
3. Manage the transition for new students who are in-year admissions.
4. Support Head of Year with transitions, including Years 6 to 7 and 11 to 12.

## Person Specification

Pastoral Intervention Leader

	Essential	Desirable	Assessment
<b><u>Qualifications</u></b>			
Good qualifications at GCSE (or higher) including C/4 in English and Maths	✓		<b>Application</b>
Relevant qualification in the care or education of children e.g. HLTA, NVQ Level 2/3 Teaching Assistant/Learning Support, CACHE		✓	<b>Application</b>
Relevant specialist qualification or evidence of training in a particular field of student support e.g. ASD, Speech and Language, SEAL		✓	<b>Application</b>
Evidence of recent professional development	✓		<b>Application</b>
<b><u>Experience</u></b>			
Experience of supporting the education or development of young people in a school or community setting	✓		<b>Application</b>

Evidence of successful impact when working to support young people		✓	<b>Application/ Interview</b>
Experience of supporting secondary or upper primary students in a school setting	✓		<b>Application</b>
Knowledge and understanding of how secondary schools are organised and how students can make best progress		✓	<b>Application/ Interview</b>
Evidence of designing and delivering successful activities for young people		✓	<b>Application / Interview</b>
Evidence of effective sharing of a particular area of expertise with other adults working with young people		✓	<b>Application / Interview</b>
Ability to promote parental engagement and develop positive relationships with parents/carers	✓		<b>Interview / Reference</b>
Experience of working in more than one secondary school or academy		✓	<b>Application</b>
<b><u>Knowledge and Understanding</u></b>			
Good knowledge of the current educational landscape	✓		<b>Interview</b>
Able to effectively analyse student data to monitor and improve performance		✓	<b>Application/ Interview</b>
Sound knowledge and understanding of all aspects of Safeguarding	✓		<b>Interview / Reference</b>
Self-aware with a good understanding of own personal strengths and weaknesses	✓		<b>Interview / Reference</b>
<b><u>Personal Qualities</u></b>			
Ability to build and maintain quality relationships through effective communication, professional integrity and strong teamwork	✓		<b>Interview</b>
Able to inspire trust and confidence across the whole school community	✓		<b>Interview / Reference</b>
Strong written and oral communication skills	✓		<b>Interview / Reference</b>
Possess strong personal presence and able to act as a successful ambassador for the Academy	✓		<b>Interview / Reference</b>
Demonstrate enthusiasm and a capacity for sustained hard work with energy, vigour and resilience	✓		<b>Interview / Reference</b>
A good sense of humour	✓		<b>Interview</b>
High levels of integrity, compassion and trust	✓		<b>Interview / Reference</b>