

Pastoral and Inclusion Support Lead

Applicant Pack



Pastoral and Inclusion Support Lead

Location: Aston University Mathematics, School, 2 Lister Street, Birmingham

Hours: 39.5 hours per week, term-time only (40 weeks per year)

Salary: AUSEAT Scale 6, points 28–32: £31,448–£33,478 full time equivalent
Actual salary £29,489–£31,392 reflecting term-time-only working. These values are based on the 2025–26 pay scale, and will be subject to a cost-of-living increase agreed by AUSEAT for the next academic year.

Closing date: 9am, Tuesday 12th May 2026

Interviews: week commencing 18th May 2026

Start date: 18th August 2026 (provisional)

How to apply: via the MyNewTerm website

Our commitments

Equality and diversity: We welcome applications from colleagues of all backgrounds, and particularly encourage people from groups underrepresented in STEM education to apply.

Safeguarding: AUMS is committed to safeguarding and promoting the welfare of students. All posts are subject to Enhanced Disclosure clearance through the Disclosure and Barring Service; candidates' suitability to work with children will be explored at interview and confirmed through references.

Reasonable adjustments: If you need any adjustments to the application or interview process, please contact us through the *MyNewTerm* platform.

About the role

The Pastoral and Inclusion Support Lead is at the heart of daily life at AUMS — the person students go to when they need support, the point of contact for parents, and the colleague who keeps attendance, inclusion, and safeguarding running smoothly day to day. Working alongside our two Senior Tutors, you will lead the routine pastoral work that enables our students to thrive in a demanding academic environment.

A full job description and person specification follow later in this pack.

A message from Daniel Locke-Wheaton

CEO and Executive Principal, Aston University STEM Education Academy Trust

About our school

Thank you for considering a career with us. Aston University Mathematics School is one of only a handful of specialist state mathematics schools in England, and it is a genuinely distinctive place to work. Our students are drawn from across the West Midlands, they study a demanding curriculum built around A-level Mathematics and Further Mathematics, and they are supported by an expert staff team who share a deep belief in the transformative power of STEM education.

AUMS opened to its first cohort in September 2025 and sits alongside its long-established sister school, Aston University Engineering Academy and Sixth Form. Together, these two schools form the specialist state STEM offer in Birmingham and the wider region — a distinctive pair of institutions working in close partnership with Aston University to give talented young people the education and opportunities they deserve, regardless of background.

About our trust

The Aston University STEM Education Academy Trust (AUSEAT) formally opened on 1 September 2025 and is a new family of schools born from a long-standing commitment to unlocking the potential of young people through high-quality academic and technical STEM pathways. AUSEAT brings together Aston University Engineering Academy, Aston University Sixth Form, Aston University Mathematics School, and the Goldsmiths' Institute — four institutions working together to deliver world-class STEM education in the heart of Birmingham's Innovation Quarter.

What makes the trust distinctive is our close partnership with Aston University itself. Our students learn in purpose-built facilities on the edge of the university campus, they have access to the university's world-class teaching and research resources, and they benefit from clear pathways into higher education, degree apprenticeships, and employment in high-demand STEM sectors. Our mission is to equip the next generation with the knowledge for life and skills for the future to thrive in areas such as engineering, computing, health sciences, and the creative industries — and to address the regional skills gap by creating clear talent pipelines for students from all backgrounds.

We value working closely across our trust schools, recognising and celebrating our differences while benefiting from the shared expertise, support and services that a trust family brings. Together we can achieve outstanding outcomes, champion social mobility and contribute to the prosperity of the Midlands region for generations to come.

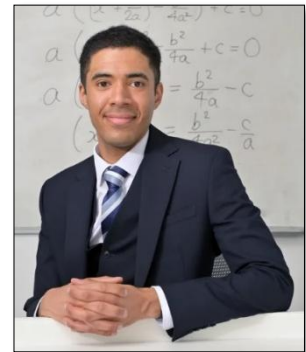
I appreciate your interest in this important post and look forward to receiving your application.



Message from the Principal, Francis Goodburn

Thank you for your interest in the position of Pastoral and Inclusion Support Lead at Aston University Mathematics School.

I was in a similar position to yours five years ago, considering applying to be part of the team at a specialist mathematics school. Let me assure you that it was the best professional decision of my career. The experience is exactly as you might imagine it: exhilarating and inspiring, demanding and challenging, yet immensely rewarding. This is largely due to the unique sense of community within a maths school, where talented students and expert staff work together to achieve a shared vision: enabling young people to realise their high potential and thrive in a rich, supportive, and seamless learning environment.



AUMS caters to some of the most able students in the region, studying the most demanding A-level subjects. For them to succeed, our school must be a place of safety, stability, and smooth operation. The role of Pastoral and Inclusion Support Lead is therefore critical to our success. You will be at the very heart of the school, leading on the day-to-day practicalities that ensure our community can flourish. From supporting students with additional or pastoral needs to attendance monitoring and safeguarding conversations, this role is the engine room that powers the entire school. Your leadership in this area will ensure that students are supported, staff can focus on their work, and the school runs as an efficient, welcoming, and caring institution.

As we are a small and close-knit community, we all adopt a flexible, collaborative approach to create the best possible experience for our students. We are looking for a talented individual who can juggle a diverse portfolio of responsibilities, who is adaptable, and who is willing to lend a hand in whatever way is required. Your contribution will be essential in shaping the school's culture from the ground up.

To succeed in this role, you will need to be an exceptionally organised, proactive, and resourceful individual with a keen eye for detail. The students and staff at a specialist school are highly driven, and they rely on outstanding support systems to do their best work. Your ability to manage multiple priorities, communicate effectively with a wide range of people, and provide a firm but friendly presence will be essential. This is not a school for simply ticking boxes; we need a creative and dedicated colleague who takes pride in enabling the success of others and shaping a sector-leading environment.

If you are considering applying, I encourage you to get in touch with me at principal@aums.ac.uk to arrange an informal discussion by telephone.

Thank you again for your interest, and I wish you the best of luck with your application.

Job Description

Job title: Pastoral and Inclusion Support Lead
Accountable to: Assistant Principals
Line managed by: Neil Drury, Assistant Principal
Hours: 39.5 hours per week
(Term-time only: 40 weeks per year)

Purpose of the role

The Pastoral and Inclusion Support Lead (PISL) is a member of the support staff who provides dedicated, day-to-day capacity for inclusion and welfare work across both year groups at AUMS. Working alongside the two Senior Tutors, the PISL takes operational responsibility for routine pastoral support and early intervention, enabling the Senior Tutors to focus on strategic leadership, higher-tier pastoral matters, and cases requiring senior judgement or safeguarding decision-making.

The PISL is a deeply relational role. The postholder will spend a significant proportion of their time in direct contact with students, and success in the role depends on the ability to build trust quickly, listen well, and know when to escalate.

This role requires exceptional interpersonal skills to manage daily contact with students, parents, and staff. A flexible approach is essential, with the postholder occasionally being required to work outside of normal hours for key school activities, which will be given back in time off in lieu.

Main Duties and Responsibilities

Pastoral Care and Student Welfare

Working alongside the Senior Tutors, the postholder will:

- Hold regular one-to-one check-ins with students who do not have identified concerns, including wellbeing conversations and settling-in reviews.
- Lead initial conversations with students about whether counselling or other external support might be appropriate, referring to the relevant Senior Tutor where needed.
- Provide low-level behaviour support and lead restorative conversations with students.
- Provide first-line welfare support, escalating promptly to the relevant Senior Tutor for anything requiring senior decision-making or safeguarding judgement.
- Communicate promptly and effectively with parents when students become ill or need to leave school premises, and coordinate their safe departure.
- Act as a trained mental health first aider, using initiative to provide initial support and signpost students to appropriate services.

- Follow up on absent students and liaise with parents to ensure student welfare (see also Attendance, below).
- Participate in, and where appropriate lead, student voice opportunities, including regular liaison with the student cabinet Pastoral Lead, to ensure that pastoral and inclusion support remains student-centred and responsive to the cohort.

Inclusion and SEND Support

Under the direction of the SENDCo, the postholder will:

- Develop and maintain low-level inclusion profiles, including one-page profiles for students who require minor adjustments or monitoring but do not meet SEND thresholds.
- Hold academic coaching conversations with students, supporting them with organisation, motivation, and the development of effective study habits.
- Provide administrative support to the SENDCo, including paperwork, access arrangements logistics, and coordination of EHCP reviews.
- Support the SENDCo in ensuring reasonable adjustments are communicated to teaching staff and implemented consistently.

Attendance Monitoring and Early Intervention

The postholder will take first-line responsibility for student attendance, including:

- Monitoring daily attendance and following up on absences in line with school policy.
- Holding meetings with students about emerging attendance patterns and agreeing low-level support plans where appropriate.
- Communicating with parents about attendance concerns and escalating to the relevant Senior Tutor where patterns indicate a more significant underlying issue.
- Maintaining accurate attendance records on the MIS.

Safeguarding

The postholder will:

- Act as a Deputy Designated Safeguarding Lead (DDSL), undertaking the required training and contributing to the school's safeguarding team.
- Maintain meticulous and up-to-date safeguarding records, ensuring all administrative processes comply with statutory guidance and Trust policy.
- Recognise and actively uphold the principle that safeguarding is the responsibility of every staff member, acting in line with school policy and statutory guidance at all times.

Administrative Support

The postholder will:

- Take accurate minutes of the weekly pastoral meeting and ensure action points are progressed.
- Maintain pastoral, inclusion, and attendance records on the MIS and in paper-based systems, ensuring accuracy and data protection compliance.
- Support the Admissions Manager and Data Administrator where pastoral or inclusion information intersects with admissions and enrolment.
- Support the Trust Data and Examinations team on matters relating to access arrangements and pastoral data for AUMS students.
- Contribute to the collation of student census data as required by the Principal.
- Use Microsoft 365 and the school's information systems proficiently.
- Be willing to pick up urgent administrative tasks where circumstances require, including supporting teaching staff where no other support is available.

Operational Collaboration with the PA to the Principal

The operational coordination of the school sits with the PA to the Principal. The PISL works in close partnership with the PA to ensure that no operational gaps emerge, with responsibilities including:

- Supporting the logistics of pastoral, inclusion, and student-facing events (including assemblies, parents' evenings, enrichment activities, and outreach events where student welfare considerations apply).
- Receiving visitors and covering reception duties when required.
- Deputising for the PA to the Principal on a short-term basis as required.

Person Specification

	Essential	Desirable
Qualifications	<p>GCSEs, including English and Mathematics, at grade 5 (or C) or above</p> <p>Level 3 qualifications (e.g. A Levels, apprenticeship or equivalent) with strong grades.</p> <p>An English language qualification indicating a high degree of literacy (e.g. high grade in English GCSE or equivalent)</p>	<p>Pastoral care, administration or safeguarding qualifications</p> <p>Degree education or equivalent</p>
Experience, knowledge and understanding	<p>Successful experience in a senior administrative or operational lead role</p> <p>Experience of managing databases/information management systems</p> <p>Experience of prioritising workload, time management and dealing with conflicting priorities</p> <p>Extensive experience of working effectively with a variety of people</p> <p>Experience working with children and young people</p> <p>Knowledge and understanding of educational matters</p>	<p>Previous experience in a similar position, with comparable responsibilities</p> <p>Knowledge of local referral pathways and experience of multi-agency working (e.g. CAMHS, early help, social care)</p> <p>Functional understanding of common neurodivergent profiles, particularly as they present in high-achieving students</p>
Skills	<p>Able to provide a warm welcome and hospitality for guests</p> <p>Able to consistently work with a high level of precision and accuracy</p> <p>Able to use Microsoft Office packages effectively, for design and layout of documents</p>	

	<p>Able to take accurate minutes and to type quickly and accurately</p> <p>Good verbal and written communication skills, with excellent spelling and grammar</p> <p>Able to supervise and engage positively with students and other young people</p>	
<p>Personal qualities</p>	<p>Always friendly and caring</p> <p>Sociable and able to deal with a wide range of people, to quickly build rapport and act with patience, sensitivity and tact</p> <p>Resilient, reliable, organised, and committed to high standards in all aspects of work</p> <p>A calm, regulated presence, particularly in moments of student distress or dysregulation</p> <p>Able to maintain strict confidentiality</p> <p>Able to use own initiative, with a problem-solving, solution-focused outlook</p> <p>A great team player, with loyalty, integrity and imagination</p> <p>A genuine commitment to inclusion and to enabling every student to thrive</p> <p>Intellectual curiosity, and genuine respect for students as young thinkers</p> <p>Enthusiasm for engaging with further professional development training</p>	

About Aston University Mathematics School

Aston University Mathematics School (AUMS) is a specialist state sixth form for 16–19-year-olds, established in partnership with Aston University. We opened in September 2025 and, alongside our sister school Aston University Engineering Academy and Sixth Form, form part of the Aston University STEM Education Academy Trust (AUSEAT). Our mission is to transform the lives of talented young mathematicians and scientists from across the West Midlands, regardless of their background.

Our curriculum

All students study A-level Mathematics and A-level Further Mathematics, a third A-level in Physics, and a fourth A-level in Chemistry or Computer Science. Alongside their A-levels, students benefit from bespoke enrichment programmes — a tailored careers and destinations programme, an independent research project with academics from Aston University, and structured support for critical thinking, resilience, and wellbeing.

Our community

Students are selected through an aptitude test and mathematics-focused interview, and arrive with strong GCSE profiles in mathematics and the sciences. The result is a small, close-knit community of highly able young people working alongside expert staff — academically demanding, collaborative, and genuinely supportive. Because the cohort is small and the stakes of A-level study are high, strong pastoral and inclusion support is central to the school's success.

Location and facilities

AUMS is based at 2 Lister Street, on Aston University's campus in Birmingham's Innovation Quarter, with students benefiting from access to the university's world-class teaching and research facilities. Our building is undergoing refurbishment to create a state-of-the-art mathematics and technology centre. Moor Street, Snow Hill and New Street stations are all within walking distance.

Beyond the classroom

Our mission extends beyond our own students. Through an extensive outreach programme across the West Midlands — professional development for teachers, school visits to talk about pathways in mathematics, and events that inspire young people to explore STEM — we aim to raise aspirations and widen participation in the mathematical sciences across the region.

