



# St. Michael's

Church of England Primary Academy



## Assistant Headteacher – Pastoral

To start September 2026

Salary – L1 to L5





# St. Michael's

## Church of England Primary Academy

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### Job Information

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#### **Welcome to the Applicant Pack for the Assistant Headteacher (Pastoral) Position at St. Michael's CE Primary Academy**

Thank you for your interest in the role of Assistant Headteacher at St. Michael's CE Primary Academy. We are seeking an exceptional and committed leader to join our senior leadership team, with a specific focus on pastoral leadership across the school.

This is a pivotal, non-class-based role, centred on ensuring that every child is supported to thrive both personally and academically. The successful candidate will lead and strategically develop all aspects of the school's pastoral provision, including safeguarding, behaviour, attendance, and pupil wellbeing. In addition, they will oversee educational visits and lead a skilled pastoral team, including the learning mentor, community hub manager and student social workers.

A key element of this role is the strategic leadership of the St. Michael's Community Hub. This work is central to our vision of serving and strengthening our local community, ensuring that children and families receive the support they need to flourish. You will play a crucial role in developing partnerships, removing barriers to learning, and ensuring that our school is a place of care, inclusion and belonging.

Working closely with the Headteacher and Deputy Headteacher, you will drive a culture where high expectations for behaviour, attendance and safeguarding are embedded across the school. You will ensure that systems are robust, responsive and aligned with best practice, while maintaining a compassionate and child-centred approach.

This role requires a visible, proactive leader who can build strong relationships with pupils, families and staff, and who is committed to promoting the wellbeing and success of every member of our school community. You will champion a positive school culture, where children feel safe, valued and ready to learn, and where staff are supported to deliver the very best pastoral care.

At St. Michael's, we are proud of our inclusive ethos and strong community links. This role offers an exciting opportunity to make a significant and lasting impact, shaping the pastoral vision of the school and ensuring that all pupils can succeed and experience "life in all its fullness."

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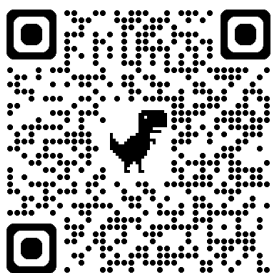
## About St. Michael's and Handsworth

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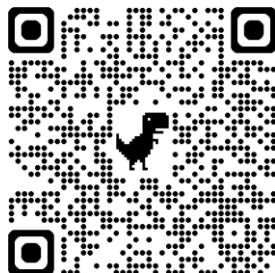
St Michael's CE Primary Academy is a welcoming and inclusive school at the heart of the Handsworth community. Rooted in Christian values, we strive to provide a safe, supportive, and inspiring environment where every child is encouraged to achieve their full potential. Our dedicated staff team works in partnership with families to nurture a love of learning and to help pupils grow into confident, compassionate individuals. We are proud of our strong sense of community and our commitment to celebrating diversity, which enriches the life of our school.

Handsworth itself is a vibrant and culturally rich area of Birmingham, known for its strong heritage and lively community spirit. With excellent transport links and a wide range of local amenities, Handsworth offers a dynamic setting for both work and life. The area is home to beautiful green spaces, historic architecture, and a wealth of cultural traditions, making it a unique and rewarding place to be part of. At St Michael's, we value our close ties with the local community and work hard to ensure that our school reflects the warmth and diversity of the area we serve.

Learn more about St. Michael's by scanning the QR codes:



A short video about St. Michael's



Birmingham Mail report about St. Michael's school improvement



St. Michael's Ofsted Report

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## Our Ambitions for 2026/27 and Beyond

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### Ambition for the Role / The Successful Applicant

St. Michael's CE Primary Academy is proud of the significant progress made in recent years and the strong pastoral foundations now in place. The Assistant Headteacher (Pastoral) will play a crucial role in sustaining and enhancing this work, ensuring that all pupils are supported to thrive both academically and personally.

### Attendance: Sustaining Excellence and Driving Further Improvement

Whole-school attendance currently stands at **96.1%**, reflecting the effectiveness of existing systems and the commitment of staff and families. The successful candidate will build on this strong position by embedding a culture of consistently high expectations for attendance across the school.

This will include:

- Leading and managing **first-day response procedures** to absence.
- Closely **monitoring attendance data**, identifying trends and vulnerable groups.

- Working proactively with families through **regular meetings**, support plans, and, where appropriate, **home visits**.
- Driving whole-school initiatives that promote attendance and remove barriers to regular school attendance.

The ambition is not only to maintain high attendance, but to ensure that every child is in school, every day, ready to learn.

### **Behaviour: Building on a Strength**

Pupil behaviour at St. Michael's is a recognised strength of the school. The Assistant Headteacher (Pastoral) will ensure this continues to evolve through strategic leadership and consistent practice.

Key aspects of the role include:

- Leading the **monitoring, evaluation, and analysis of behaviour data and trends**.
- Providing **targeted support, coaching, and training for staff** to further strengthen behaviour management.
- Promoting a clear, consistent, and positive behaviour culture across all areas of school life, including social times.
- Working closely with parents and carers to support improvements in individual pupils' behaviour where needed.

The ambition is to deepen a culture of respect, consistency, and high expectations, ensuring all pupils feel safe, supported, and ready to succeed.

### **Safeguarding: Leadership as a Designated Safeguarding Lead (DSL)**

The post holder will serve as a **Designated Safeguarding Lead (DSL)**, taking strategic and operational responsibility for safeguarding and child protection across the school.

This includes:

- Ensuring that **safeguarding procedures are robust, up to date, and in line with statutory guidance** (e.g. *Keeping Children Safe in Education*).
- Leading on the **identification, recording, and referral of safeguarding concerns**, working closely with external agencies such as children's social care.
- Maintaining accurate, confidential, and well-organised safeguarding records.
- Delivering and overseeing **high-quality safeguarding training** for all staff.
- Acting as a key point of contact for pupils, staff, and families where there are concerns about welfare or safety.
- Contributing to a strong safeguarding culture where vigilance, early help, and child-centred practice are embedded.

The ambition is to ensure that safeguarding is not only compliant, but exemplary—creating a school where every child feels safe, protected, and cared for.

## **Strategic Leadership of the St. Michael's Community Hub**

The **St. Michael's Community Hub**, established in 2025, is a central part of the school's vision to serve its community and support families beyond the classroom. The Hub provides a wide range of pastoral support and services, led day-to-day by the Community Hub Manager.

The Assistant Headteacher (Pastoral) will provide **strategic leadership and direction** for this provision, including:

- Working closely with the Hub Manager to **shape the long-term vision and priorities** of the Hub.
- Ensuring that services are effectively aligned to the needs of pupils and families.
- Developing partnerships with external agencies and organisations to expand support available to the community.
- Evaluating the impact of the Hub and ensuring it contributes directly to improved outcomes for children.

The ambition is for the Community Hub to become a cornerstone of the school's pastoral offer—strengthening relationships with families, reducing barriers to learning, and enabling the whole community to flourish.

## **A Key Leader in the Next Phase of School Development**

This role represents an opportunity to shape and lead a highly impactful area of school life. The successful candidate will be a visible, compassionate, and strategic leader who can combine strong systems and accountability with genuine care for pupils and families.

They will play a central role in ensuring that St. Michael's continues its upward journey—building a school where pastoral care is a strength, and where every child is able to experience *life in all its fullness*.

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## Person Specification

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### Person Specification – Assistant Headteacher (Pastoral)

#### Qualifications

##### Essential:

- Qualified Teacher Status (QTS)
- Evidence of relevant leadership training or professional development (e.g. NPQ or equivalent, or willingness to undertake)
- Degree or equivalent qualification

##### Desirable:

- National Professional Qualification in Leadership (e.g. NPQSL/NPQH)
- Designated Safeguarding Lead (DSL) training (or willingness to complete immediately)
- Further qualifications in safeguarding, behaviour, inclusion, or pastoral leadership

#### Experience

##### Essential:

- Proven experience of successful teaching in a primary setting
- Experience of leading or contributing to whole-school pastoral provision
- Experience of supporting and improving pupil behaviour
- Experience of working with families and external agencies to support pupil outcomes
- Experience of using data to monitor, evaluate and improve outcomes (e.g. attendance, behaviour, safeguarding)

##### Desirable:

- Experience as a Designated or Deputy Safeguarding Lead
- Experience of leading attendance systems and improving attendance outcomes
- Experience of leading and managing staff or teams
- Experience of conducting home visits or working directly with vulnerable families
- Experience of leading or contributing to community-based provision or outreach services

#### Professional Knowledge and Understanding

##### Essential:

- Strong knowledge of safeguarding legislation and statutory guidance (e.g. *Keeping Children Safe in Education*)
- Clear understanding of effective behaviour management strategies and whole-school behaviour systems
- Understanding of barriers to learning, including social, emotional, and mental health needs
- Knowledge of attendance expectations, procedures, and strategies for improvement
- Understanding of inclusion and the needs of vulnerable pupils and families

##### Desirable:

- Knowledge of best practice in pastoral leadership and early help intervention
- Understanding of multi-agency working and referral processes
- Awareness of current developments in pastoral care, safeguarding, and child development

#### Skills and Competencies

##### Essential:

- Strong leadership skills with the ability to drive improvement and influence practice across the school

- Ability to analyse and interpret data (attendance, behaviour, safeguarding) to inform strategic action
- Excellent communication and interpersonal skills, with the ability to build positive relationships with pupils, staff, families, and external partners
- Ability to manage complex situations with professionalism, sensitivity, and confidentiality
- Strong organisational skills and the ability to manage multiple priorities effectively
- Ability to deliver training, coaching, and support to staff

**Desirable:**

- Experience of leading whole-school initiatives and evaluating impact
- Ability to think strategically while maintaining attention to operational detail
- Confidence in leading difficult conversations with parents and external professionals

**Personal Qualities**

**Essential:**

- A strong commitment to safeguarding and the welfare of all children
- Compassionate, child-centred approach with high expectations for all pupils
- Resilience, integrity, and professionalism
- Commitment to inclusion, equality, and community engagement
- Ability to remain calm under pressure and make sound judgements

**Desirable:**

- A reflective practitioner with a commitment to continuous professional development
- A visible and approachable leader who inspires confidence and trust
- Passion for strengthening community links and supporting families

**Other Requirements**

**Essential:**

- Commitment to upholding and promoting the Christian ethos and values of St. Michael's CE Primary Academy
- Willingness to undertake relevant training, including DSL responsibilities
- Commitment to safeguarding and safer recruitment practices

**Desirable:**

- Willingness to be flexible in working arrangements to meet the needs of the role (e.g. meetings with families, occasional home visits)
- Full understanding of the importance of confidentiality, safeguarding protocols, and professional boundaries

***Designated Safeguarding Lead:*** *The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety) in line with the statutory guidance in Annex C of Keeping Children Safe in education.*

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## **Applicant Personal Statement**

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In no more than 1,000 words or 2 sides of A4, provide information about the following:

### **Application Questions – Personal Statement**

#### **1. Vision and Values**

- What is your vision for pastoral leadership at St. Michael's, and how will you ensure that the school's Christian ethos and values are reflected in all aspects of pastoral care?

#### **2. Safeguarding Leadership**

- As a Designated Safeguarding Lead, how would you ensure safeguarding systems are robust, effective, and embedded across the school? Please include examples from your experience where possible.

#### **3. Attendance and Behaviour**

- St. Michael's has strong attendance (96.1%) and positive behaviour. How would you sustain and further improve these areas through leadership, systems, and partnership with families?

#### **4. Leadership and Team Development**

- Describe your experience of leading and developing staff or teams. How would you support and challenge the pastoral team (including learning mentors and external professionals) to achieve the best outcomes for pupils?

#### **5. Community and Partnership Working**

- What is your approach to working with parents, families, and external agencies? How would you contribute to the strategic development of the St. Michael's Community Hub?

#### **6. Impact and Priorities**

- What would be your key priorities in the first year in this role, and how would you measure the impact of your work on pupils, families, and the wider school community?