



**Triumph  
Learning Trust**

# Applicant Information Pack



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## Job Advert in Brief

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Pastoral Support Leader

**Hours per week:** 37 hours (part time may be considered)

**Contract:** 41 weeks, Term Time Only

**Salary:** Grade 7, Point 34 £45,091 FTE, £41,132 pro rata

### **Courthouse Green Primary School**

7 Sewall Hwy, Coventry, West Midlands, CV6 7JJ

02476 688022

[cgadmin@triumphtrust.co.uk](mailto:cgadmin@triumphtrust.co.uk)

[www.courthousegreen.org](http://www.courthousegreen.org)

Courthouse Green Primary School are seeking to appoint a Pastoral Support Leader to join our senior leadership team. This is a key role in the leadership of Courthouse Green and we are looking for someone with knowledge, passion, drive and an ability to relentlessly support children and their families in order to protect them and keep them safe. This role is particularly relevant to someone who is keen to make a difference whilst ensuring that all pupils receive the best possible education in a secure and safe environment. Someone who puts relationships with pupils, parents and other staff members at the heart of all that they do.

There is a strong commitment to support professional development and opportunities for employees to advance their careers ensuring staff can continuously enhance their skills and succeed in their roles.

**The Pastoral Support Leader application form and supporting documents for this post are available on the school website:** <https://www.courthousegreen.org/about-us/vacancies/>

**Curriculum Vitae (CV) are not accepted.**

The school is committed to safeguarding, promoting the welfare of children and to equality of opportunities. **An enhanced DBS will be required for the post.**

**Closing Date: Thursday 12<sup>th</sup> March 2026, 12pm**



**“Coming together is a beginning; staying together is progress; working together is success”**

Dear Applicant,

We invite you to come and join Triumph Learning Trust, a community where everyone will flourish and succeed through collaboration, innovation and aspiration. Creating together a place where all belong whilst celebrating the unique identity of each individual.

We're incredibly proud of the work that we do for our pupils and we're proud of how we do it. Our 5 exceptional schools have their own unique identity underpinned by the principle that relationships are at the heart of everything we do. We exist to transform the life chances of our children and young people. Every decision we make is about the children and young people we serve, their learning experience and their personal development.

Our strength lies in our commitment to collaborate and share excellent practice between all our schools. We believe that the best schools are those that offer the best development opportunities to staff. We believe in the retention of our staff, of developing them through high quality CPD and sustaining them through a wide range of opportunities.

Triumph Learning Trust provides an efficient, effective shared services team who are able to be highly responsive to the needs of our schools. School Improvement is key and we endeavour to ensure the highest proportion of our expenditure is focused on providing highly effective CPD for all of our staff.

We believe that accessing the best training, the best coaching, the latest research, the best practice, locally, nationally and internationally... gives us the best opportunity to succeed now and everyday.

We hope that you will take the opportunity to find out why working for Triumph Learning Trust is a positive career decision for you.



*Sarah Malam*

**Chief Executive Officer, Triumph Learning Trust**

# About Triumph Learning Trust

Triumph Learning Trust came into existence on 1st September 2024. We uphold the principles of collaboration, innovation and aspiration. We believe that everyone is welcome in our schools with a 'no limits' culture. We are committed and determined to enable all of our learners to be ambitious and optimistic for their future.

Our success is driven by a commitment to relentlessly working to improve standards. The Trust has two partner primary schools in Coventry and two primary and a secondary school in Rugby. We look forward to working with other schools who share our values and ambition.

We believe that an aspirational and inspirational education is the right of every child.

Our Trust was created with one sole aim. For member schools to deliver, through partnership and collaboration, an outstanding learning experience for all children so they flourish and thrive enabling them to achieve their own individual excellence.

We have a strong board of committed and passionate Trustees and Members who work closely with schools and their Local Accountability Boards to challenge and support leaders in all that they do.

We strive to maintain schools which will retain their own independent culture and ethos whilst operating within a strategic partnership to improve quality, share best practice and operate effectively and efficiently.



- Rugby Free Primary School
- Rugby Free Secondary School
- Courthouse Green Primary School
- Alderman's Green Primary School
- Cawston Grange Primary School

## Triumph Learning Trust: Working with Partners who share our ambition to innovate in an inclusive environment

**454+**  
Employees

**5**  
Schools and  
Counting

**3,171**  
Students

**16**  
Trustees /  
Members

**4**  
Resource  
Provisions for SEND



“ Leaders take action to ensure that pupils who need help, get the support they need. ”

“ All pupils, including those with special educational needs and/or disabilities (SEND), achieve exceptionally well. ”

“ Pupils develop an informed understanding of global issues and show high levels of respect and consideration for others. ”

[Click here for Ofsted Reports to Triumph Learning Trust Schools](#)



# Strategic Framework

The Vision, Mission and Values ensure the Trust are aligned and working toward long-term goals and objectives.

**Aspiration**

**Innovation**

**Collaboration**



## Mission

Achieving quality and resilience in all that we do.



## Vision

Triumph Learning Trust, a community where everyone will flourish and succeed through collaboration, innovation and aspiration. Creating together a place where all belong whilst celebrating the unique identity of our schools.



## Values

**Aspiration**



**Innovation**



**Collaboration**

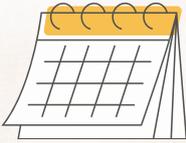




**Family Friendly Leave**  
Enhanced Maternity,  
Paternity, Adoption Leave



**Lifestyle Discounts**  
e-vouchers, gift cards, top up  
cards, discount codes, local  
discounts



**Annual Leave**  
Support Staff, 25 days per  
year, plus bank holidays



**Home and Electronics Scheme**  
Salary sacrifice scheme: Buy up to  
1000s of items fulfilled by Currys,  
Decathlon, John Lewis & Partners  
etc.



**Cycle to Work Scheme**  
Salary Sacrifice scheme:  
Savings on bike/bike  
equipment



**Gym Membership**  
Salary sacrifice scheme: Save  
and spread the cost of annual  
health club memberships.



**Discounted EV Charging**  
Savings on electricity  
charging rates to employees  
whilst at the school with these  
facilities.



**Discounted Use of School Facilities**  
We work with Community Lettings  
UK to manage community use of  
facilities at its schools.



**Refer a Friend Scheme**  
Our scheme entitles you to  
receive £250.00 per referral



**Private GP Services**  
24/7 online private GP services,  
available to employees and  
dependents.  
(not partners or spouses)



**Outstanding Pension  
Scheme**  
Auto enrolment into either  
the Local Government or  
Teacher Pension Schemes.



**Employee Assistance Program**  
24/7 in the moment support via  
telephone helpline.



**Eye Tests**  
Free eye tests for all  
employees through  
Specsavers Corporate  
Voucher Scheme, with £50  
credit towards glasses.



**Continuous Professional  
Development**  
Enhancing employees skills and  
knowledge through regular  
training, education and learning  
opportunities.





Dear Applicant,

We warmly welcome you to Courthouse Green Primary School—a place where children are at the heart of everything we do! We encourage you to explore our website to learn more about our school.

At Courthouse Green, our priority is to provide every child with exceptional learning experiences. Working in partnership with families, we create an inclusive and supportive environment where every child feels valued, inspired, and determined to succeed. Our curriculum nurtures curiosity, creativity, and perseverance, empowering students to become confident, resourceful learners who embrace challenges and collaborate effectively.

One of our aims are to provide all learners with clear, high quality, engaging opportunities that enable them to make rapid gains in their learning and develop the skills, knowledge and attitudes that will ensure they are successful throughout their schooling.

Our high expectations extend to both staff and pupils, fostering an ambitious vision in which everyone strives to reach their full potential. We take pride in being a happy, inclusive, and nurturing school community. Our engaging curriculum encourages children to express their views, develop a strong sense of respect and tolerance.

Students are active participants in their learning, reflecting on their progress and setting goals for improvement. We cultivate a growth mindset, helping children embrace mistakes as valuable learning opportunities while developing the resilience to persevere and succeed. If you are passionate about making a difference in children’s lives and shaping their future, we would love for you to join our team!

Warm regards,



*J. Burbidge*

**Headteacher, Courthouse Green Primary School**



# COURTHOUSE GREEN PRIMARY SCHOOL

## **Courthouse Green Primary School**

aims to provide all learners with clear, high quality, engaging opportunities that enable them to make rapid gains in their learning and develop the skills, knowledge and attitudes that will ensure they are successful throughout their schooling.

To provide all staff with the skills, knowledge, confidence and strategies to create innovative learning opportunities that enable the children they teach to make rapid gains in their learning.

At the heart of our principles for effective learning are a clear understanding of what our children can do, what they need to learn and the power of explicit feedback to enable them to improve.

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# Job Description



## PASTORAL SUPPORT LEADER

<b>Salary</b>	<b>Grade 7, Point 34</b>	£45,091 FTE, £41,132 pro rata
<b>Hours</b>	37 hours (part time may be considered)	
<b>Reporting to:</b>	Headteacher	
<b>Responsible for:</b>	Learning Mentor Team	
<b>Start Date</b>	As soon as possible	

### Job Purpose

To work under the direction of the Headteacher to take lead responsibility for safeguarding and child protection across the school, including online safety and understanding the filtering and monitoring systems and process that are in place in order to deliver better outcomes for children aged 3 to 11 and their families, through the development and delivery of integrated Early Intervention and Prevention services.

To take part in strategy discussions and inter-agency meetings and contribute to the assessment of children.

To advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

To manage a team to plan, deliver and monitor services and activities as part of the School's support and intervention offer, ensuring that services are targeted at those families and children with the greatest needs within the local community and those at risk of social exclusion.

Where appropriate and needed, delegate to deputy DSLs, whilst retaining ultimate lead responsibility for safeguarding and child protection.

### Duties and Responsibilities

#### Working with staff and other agencies

This role will involve working across our Multi Academy Trust (Triumph Learning Trust) and collaborating with staff in other Trust schools and potentially with other MATs.

- Act as a source of support, advice, and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Inform the Headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations, as well as having an awareness of the requirement for children to have an Appropriate Adult.



- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases that concern a staff member.
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:
  1. Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced;
  2. Identifying the impact that these issues might be having on children's attendance, engagement, and achievement at school;
  3. Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort.
  4. Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

### **Managing referrals**

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk or harm to a child
- Refer cases to the police where a crime may have been committed

### **Managing the child protection file**

- Ensure child protection files are kept up to date.
- Keep information confidential and store it securely.
- Make sure records include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome.
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE).
- Where children leave the school (including in-year transfers):
  1. Ensure their child protection file is securely transferred to the new school as soon as possible (within 5 days for an in-year transfer or within the first 5 days of the start of a new term), separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE.
  2. Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place.

### **Raising awareness**

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff.
- Work with the Chair of Governors to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly.
- Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the Chair of Governors to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing.

### **Training**

- Undergo training every 2 years to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge, and skills' section of annex C.
- Undertake Prevent awareness training yearly.
- Undertake Online Safety training yearly.
- Refresh knowledge and skills at regular intervals and at least annually.

### **Providing support to staff**

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters.
- Support staff during the referrals process.
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the views of children**

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures, the school may put in place to protect them.
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships that facilitate communication.

### **Holding and sharing information**

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).
- Keep detailed, accurate, secure written records of concerns and referrals.

### **Working with parents and families**

- To work in collaboration with partners including Family Support teams, Social Care, Early Support and Health Services to ensure seamless services for children and their families.



- To be responsible for ensuring that services are targeted at those families who have the greatest need and that those services are accessible and inclusive for groups and individuals at risk of social exclusion.
- To lead on the delivery of services and activities that meet children's development needs, stimulate learning and reflect concepts of child development. Working in partnership with parents and carers as their child's first educators and encourage them to be positively involved in their development.
- To have responsibility for managing a delegated budget ensuring those responsibilities are carried out in line with school requirements.
- To be responsible for overseeing the delivery of sustainable high quality programmes of emotional intervention that comply with relevant legislation, statutory guidance and OFSTED in order to improve outcomes for children through raising the quality of provision.

### **Other areas of responsibility**

The DSL will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally, this will be in person but can also be via phone or video call in exceptional circumstances.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSL will carry out. The post holder may be required to do other duties appropriate to the level of the role.

### **Safeguarding**

- To ensure that all students have a safe environment in which they can learn, reporting any concern about the environment to a member of the site team or if appropriate to one of the Designated Safeguarding Leaders
- To be aware of systems which support safeguarding and following the procedures as highlighted in the Safeguarding Policy
- To identify students who may benefit from early help as soon as possible and discuss this with one of the Designated Safeguarding Leaders
- To consider at all times what is in the best interests of the child
- To protect students from maltreatment; preventing impairment of student's health or development; ensuring that students grow up in circumstances consistent with the provision of safe and effective care
- To take action to enable all students to have the best outcomes

### **Other Specific Duties**

- To continue personal development as agreed
- To engage actively in the performance review process
- Establish and maintain effective relationships and communication with staff, parents and students



- Uphold the high standards of the school in all communications.
- Adhere to the schools policies.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task to be undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- Employees are expected to adhere to Courthouse Green's Primary School agreed Code of Conduct
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

### **Generic Responsibilities of all Courthouse Green Primary School**

- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people they are responsible for or comes into contact with. Part of this responsibility involves the checking of visitor identification at the point of school entry and the issuing of relevant safeguarding information.
- Ensure all tasks are carried out with due regard to Health and Safety
- To remain confidential at all times
- To undertake appropriate professional development including adhering to the principle of appraisal
- To adhere to the ethos of the school
- To promote the agreed vision and aims of the school
- To set an example of personal integrity professionalism

# Person Specification

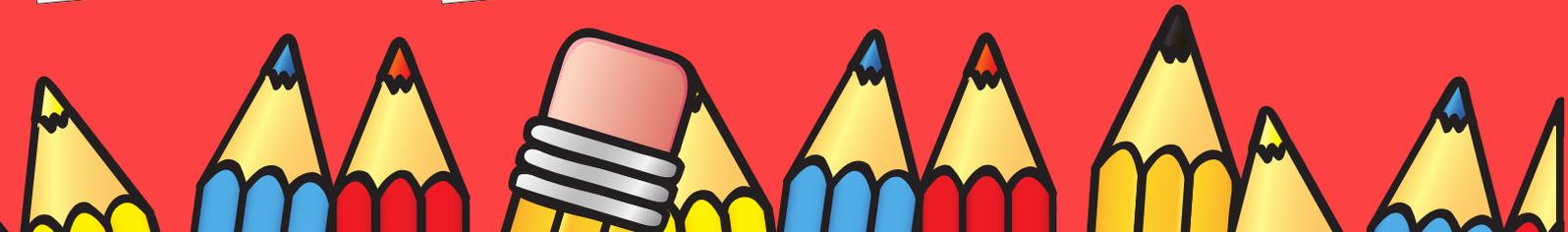


<b>Attributes</b>	
<b>Qualifications and Skills</b>	<ul style="list-style-type: none"> <li>• GCSE grade C or above, or equivalent, in Maths and English</li> <li>• Working knowledge of policies and procedures relating to child protection.</li> <li>• Relevant Safeguarding Training Level 2 or equivalent</li> <li>• Understanding of KCSiE 2023 and the relevance to anyone working with children</li> <li>• A degree or equivalent/relevant qualification or experience</li> <li>• THRIVE trained and or aware</li> <li>• Trauma informed</li> <li>• Education, Social Work qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with children or young people and their families.</li> <li>• Experience of managing a caseload and maintaining accurate records.</li> <li>• Experience of contributing to or delivering training.</li> <li>• Knowledge and experience of working with a wide range of support agencies and services.</li> <li>• Experience of working in a school environment.</li> <li>• Experience of dealing with safeguarding cases.</li> <li>• Ability to contribute to policy development</li> <li>• Recent and substantial experience with primary aged pupils</li> <li>• Ability to teach the NC to a highly effective standard, raising standards in learning</li> <li>• Recent successful leadership experience, driving improvement</li> <li>• Recent expertise in effective monitoring of Teaching and Learning</li> <li>• Demonstrable experience of successful line management and staff development</li> </ul>
<b>Knowledge and Understanding</b>	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Ability to evaluate the risk of abuse and assess the need for intervention.</li> <li>• Sound working knowledge of safeguarding.</li> <li>• Understand how external agencies work, what they do and when it would be beneficial to use them.</li> <li>• Ability to facilitate children and young people's learning and development through mentoring, promoting and maximising educational achievement.</li> <li>• Problem solving skills Ability to record information concisely and present reports.</li> <li>• Able to work exercise initiative, work independently and also deal with a number of problems at the same time, being able to prioritise.</li> <li>• An ability to work constructively as part of a team. A customer service ethos.</li> <li>• Ability to work flexibly.</li> <li>• Data analysis skills, and the ability to use data to set targets and identify improvements.</li> <li>• How to coach others, provide focused feedback and develop others</li> <li>• Effective communication and interpersonal skills with an ability to communicate a vision and inspire others</li> </ul>

# Person Specification



<b>Attributes</b>	
<b>Personal Skills and Attributes</b>	<ul style="list-style-type: none"><li>• Professionalism</li><li>• Commitment</li><li>• Enthusiasm</li><li>• Good listening skills and the ability to communicate effectively both orally and in writing, especially with children.</li><li>• Excellent organisation and time management skills and IT skills.</li><li>• Ability to lead by example, providing inspiration and motivation</li><li>• Ability to think analytically and critically</li><li>• Demonstrate resilience and emotional maturity</li><li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li><li>• Be a strong, reliable dependable person, consistent in approach but maintaining a sense of humour.</li></ul>
<b>Strategic Leadership</b>	<ul style="list-style-type: none"><li>• Ability to lead school improvement initiatives to raise standards</li><li>• Model personal drive and accountability in all that you do</li><li>• Ability to effectively prioritise tasks and manage time effectively</li><li>• Ability to demonstrate a clear educational philosophy and vision</li><li>• Ability to analyse data, develop strategic plans, set targets and monitor and evaluate progress</li></ul>
<b>Relationships</b>	<ul style="list-style-type: none"><li>• Able to work collaboratively with a range of people in school and the wider community</li><li>• Able to build a culture of co-operation, manage individuals and lead teams effectively whilst holding staff to account</li></ul>
<b>Application and References</b>	<ul style="list-style-type: none"><li>• Clear, well presented application</li><li>• Well constructed presentation meeting the post requirements</li><li>• Two unreserved references regarding their performance as a Teacher &amp; Team Leader. Good health &amp; attendance record</li><li>• Shows vision, confidence &amp; enthusiasm at interview</li></ul>





If you feel that you could bring further impetus to our drive to improve the provision for our students and have the necessary energy, enthusiasm and sense of humour to take us forward at this exciting time, then please get in touch.

To arrange an informal discussion or visit to the school, please contact:

### School Enquiries



02476 688022



[ckelly@triumphlearning.org](mailto:ckelly@triumphlearning.org)



[www.courthousegreen.org](http://www.courthousegreen.org)

Feel free to contact HR if you have any questions regarding the recruitment process, require further information about the position, or need assistance with your application.

### HR Enquires



02476 688918



[hr@triumphlearning.org](mailto:hr@triumphlearning.org)



[triumphlearning.org](http://triumphlearning.org)

*This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing paragraphs.*

*The job description will be reviewed at least once a year and it may be subjected to modification or amendment at any time after consultation with the holder of the post.*

*The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition. This job description is current at the date shown but in consultation with the post holder may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.*

*We reserve the right to withdraw this vacancy at any time.*

*Triumph Learning Trust is committed to safeguarding children; successful candidates will be subject to an enhanced Disclosure and Barring Service check. Triumph Learning Trust are always happy to receive speculative applications from excellent teachers and support staff.*

*All teachers are subject to the conditions of employment set out annually in the School Teachers' Pay and Conditions Document (STPCD). This job description reflects the National Standards for Teachers which are used by the school alongside our own agreed Career Stage Expectations.*



Anderson Avenue | Rugby | Warwickshire | CV22 5PE | 02476 688918

 [www.triumphlearning.org](http://www.triumphlearning.org)  [facebook.com/TriumphLearningTrust](https://facebook.com/TriumphLearningTrust)  [triumph-learning-trust](https://triumph-learning-trust)  [triumph\\_learning\\_trust](https://triumph_learning_trust)

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