



Pastoral Lead - Mount Tamar

Chief Executive Officer Welcome

Dear Candidate

Thank you for your interest in a role within Transforming Futures Trust. I hope this brief introduction gives you an understanding of why.

Transforming Futures Trust is made up of four academies in the Southwest of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND). The trust was first formed some time ago. It is now an innovative, secure organisation that is increasingly working alongside local areas to contribute more to the SEND system across Devon, Cornwall and Plymouth.

Although all our academies meet the needs of children and young people with differing needs, Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our academies which supports the wellbeing and development of all children and young people, staff, parents/carers and stakeholders and the wider communities they are a part of.

Transforming Futures Trust works with children for whom mainstream education is not right: those who have SEND, some with challenging behaviour; children with mental health concerns; students who find the traditional setting of a school intimidating. This is why the people who work for us are highly committed to a core principle that all learners, whatever their ability or background, get the best education possible.

Under the strong, collaborative and considered leadership in our academies, staff benefit from being members of tight communities that work together to achieve the best possible outcomes for children and young people. As the trust develops, so does the way we plan to ensure all staff meet their full potential. Professional development and protecting staff wellbeing are priorities for the trust. This means you can rely on the fact we will ensure you will benefit from a smooth induction and suite of training tailored specifically for you.

As a trust we pride ourselves on the impact we have had on many pupils' outcomes. I hope this introduction demonstrates why we think this is a great trust to work for. We would strongly encourage you to visit our academies and see first-hand the purposeful environments within them.

Sandra Harris
Interim Chief Executive Officer

About Us

Transforming Futures Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Our core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Head teachers, School staff, parents/carers, stakeholders and the wider communities they are a part of.

We have proven educational practice and strong leadership which has enabled us to develop new provisions across the South West to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to school support.



Governance, Responsibility and Leadership

The mission of the Trust is to do our very best for learners. Our schools meet high standards and all of them achieve excellent outcomes. There is one overall leadership team which is responsible for this. It has three parts:

- **The Trust Board** has a wide range of experience and skills to govern the Trust to a very high standard. They are responsible for making sure our schools are effective.
- **The Executive Team** implements the Trust's strategy and policies. They make sure that all processes run smoothly and efficiently. Our new executive team is making great strides in reducing costs and improving quality.
- **The Senior Leadership Teams** ensure that every student has the best possible experience at school. This includes learning, personal development and skills for their next steps in life. This may be to a mainstream setting, to a next school or further education, or into employment.

These three teams work together to help our students achieve the best possible outcomes for themselves and their communities.

Our Vision

We stand for excellence in education, uncompromising professionalism, and solution-focussed support, with our pupils at the heart of everything we do.

Our Values

**Valuing the individual
and our service to them**

**Compassion and
caring for everyone**

**Professional
excellence in all we do**

**Valuing growth and
releasing potential**

Celebrating Success



Feedback

“The relationships we have with the students are really strong” Teaching Assistant

“It's been so nice having him at ACE, with all the support he has been given” Parent

“The changes over the last year have been very positive and much appreciated. I feel supported rather than pressurised” Teacher

“TFT is just brilliant. I couldn't ask for a better school. You work miracles” Parent


“I think the whole term has been a good news story, my students have been amazing demonstrating positive attitudes, resilience, patience, understanding, humour and a great work ethic and I truly believe that we are transforming futures” Teacher

“Having worked for TFT for only a short time and I have been impressed at how the students are supported” Teaching Assistant

“The work we do at TFT is brilliant and I am delighted to have joined the team this September” Teacher

“My son is loving it. He has changed dramatically particularly in his confidence levels. I wish he could have come sooner” Parent

“I feel supported in my role by the SLT, my line manager and the team of staff I work with. The role is extremely challenging, which is why that support is so important” Pastoral Lead



About The Role

Job Title: Pastoral Lead

Salary Range: Grade F

Contract Type: Permanent, 37 Hours, 39 weeks per year

Job Description

Job Purpose

To enable all pupils to engage in education by providing leadership and support around student welfare, behaviour, attendance, and emotional well-being. Central to this role is fostering a relational school culture by developing and implementing Relational Support Plans (RSPs), which emphasise positive relationships, restorative practices, and the repair of harm caused by conflicts or behavioural incidents. To be a Deputy Designated Safeguarding Lead. The pastoral lead will work with staff, parents/carers, and external agencies to ensure a cohesive approach to relational support, breaking down barriers to learning through compassionate, structured interventions.

Responsibilities

Working with pupils

- Develop, implement, and regularly review Relational Support Plans (RSPs) tailored to individual pupils, focusing on their emotional well-being and the restoration of positive relationships in the school community.
- Ensure the use of restore and repair strategies following conflicts or behavioural incidents, facilitating restorative conversations between affected parties to mend relationships and promote mutual understanding.
- Monitor behavioural systems to track pupil behaviour, identify patterns or trends, and analyse data to understand underlying causes of behaviour. Use this information to inform the development and review of support plans.
- Work collaboratively with staff to ensure interventions are targeted and effective, adjusting RSPs based on ongoing behavioural analysis and pupil progress.
- Coordinate the transition of new or returning pupils by ensuring relational systems are in place to support their integration and reduce barriers to learning.
- Work with pupils to empower them to take ownership of their actions and actively participate in restorative processes, reinforcing a sense of responsibility and community.
- Apply trauma-informed practices to recognise and respond to the effects of trauma on pupils, ensuring that the support provided is sensitive to their emotional and psychological needs. Create safe, supportive environments that help pupils build trust and resilience.

Working with staff

- Ensure all staff are trained in relational policies and practices, focusing on building supportive relationships with pupils and using restorative methods to address conflict and behavioural concerns.

Skills & Job Knowledge

- Post holder will be a good problem solver and able to work autonomously at times.
- Post holder will be advising and guiding staff and pupils on a daily basis. Effective written and oral communication skills required to liaise with pupils, other staff, and parents and outside agencies and professionals.
- Keyboarding skills required, including use of Microsoft applications, including Excel, Word and Power point. Post holder may be required to use specialist equipment/resources and aids to support individual students.
- Act at all times in accordance with appropriate legislation and regulations, codes of practice, the provisions of the MAT's constitution and its' policies and procedures.
- Undertake all duties with due regard to the equalities policy and relevant legislation.
- Work within the requirements of the MAT's Health and Safety policy, performance standards, safe systems of work and procedures.
-

Qualifications

Essential

- Minimum Qualifications required for this role include GCSE's grades A – C in Maths and English, or equivalent qualification
- Level 3 safeguarding is essential to the role. This training will be provided to the successful candidate if not already held.
-

Personal Qualities

- Patience, acceptance, curiosity, and empathy with and for the children
- Team player
- Punctuality and reliability is essential
- Resilience, energy, and a solution focussed attitude
- Confidentiality
- A strong work ethic will need to be demonstrated

Our Schools

Alongside Mount Tamar, Transforming Futures Trust is made up of academies based in the South West of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND).



ACE Tiverton is a new specialist secondary school, educating students with ASC and linked social, emotional and mental health needs. Our learning family is built upon strong, trusting relationships, a deep sense of belonging and high aspirations for our students in every area of their lives. We challenge everyone in our school team to embrace learning, take risks and be the very best they can be.



ACE Schools, based over three localities, is an alternative provision academy based across Cornwall, Plymouth, and Devon. We support up to 500 pupils each year ranging from Year 1 to Year 11. Pupils that we work with often have complex needs and don't currently attend mainstream or special schools' settings. Our aspiration for all pupils is that we can support them to return to a specialist or mainstream settings and our focus is providing our young people with the skills necessary to make this transition successful.



Courtlands Special Academy in Plymouth supports 100 primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs from across Plymouth, Devon and Cornwall.



What we are learning today

SENSORY A

Harley

Working With Us



Transforming Futures Trust is a great place to work - across our schools we have over 300 talented members of staff, in a variety of teaching and support roles. Our alternative provision and special school academies are nurturing, inclusive communities which combine creative and engaging learning opportunities with a culture of respect.

The Trust attracts people who are up to the challenge of working in our innovative and exciting environment to improve outcomes for children and young people. The rewards are seeing the difference we make every day and being part of a caring and supportive team.

As a large alternative provision that is part of a Trust we can offer you as future employee many exciting benefits:

SCHOOL DAY

The school day for pupils runs from 9.00am – 3:00pm

HEALTH ASSURED

Health Assured provide our employees with support to enable you and your immediate family the best in life. Their 24/7 confidential support service can be used for a variety of issues including;

- Legal information
- Housing concerns
- Family issues
- Financial information


CPD

All members of staff have CPD sessions that take place on a Wednesday and Thursday from 3.00pm – 4.00pm.

INDUCTION AND QUALIFICATIONS

When you join us, you will be given an induction to our school and provided with Safety Intervention (physical intervention training) as part of this induction. This induction will continue with a comprehensive package which includes, trauma informed practice and in-depth safeguarding training.

DELT SHARED SERVICES

A large, abstract pink graphic on the left side of the page, consisting of several overlapping geometric shapes that form a jagged, arrow-like silhouette pointing towards the right.

Delt provide management and assistance in IT, HR, Finance and Estates functions for Transforming Futures Trust. Staff within these teams may work for Delt but they support Transforming Futures Trust solely.