



Westfield School

Pastoral Manager x 2

Applicant Pack



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The Vacancy

Post Advert

Deadline for applications: 11.59pm on 2 July 2026

Interview Date: 9 July 2026

To start: Immediately

Westfield School is looking to appoint 2 Pastoral Managers. One role will be to support with Year 8 students and one role will support Y7 and transition.

This role will:

- Work with other pastoral support and teaching staff in the development and implementation of bespoke support plans to improve attendance, behaviour and engagement in learning
- Work closely with the Head of Key Stage (Transition) to support the successful transition processes for students joining Westfield School.
- Provide information, advice and support to enable students to make positive choices about their attitude to learning, progression, behaviour or attendance
- One role will take a lead role in providing appropriate pastoral support to students across Westfield School and especially to Y7s (both current Y7s and incoming Y7s as part of transition) while the other role will support the Y8 students.

The successful candidate will need excellent communication skills and have experience of working with students aged 11-16 years. The successful candidate will also need to establish productive working relationships with students, acting as a positive role model and setting high expectations.

If you want to work in an inspiring, fully inclusive environment with students who want to succeed and alongside friendly, supportive staff, then we want to hear from you! You will join a passionate and dedicated team, a school with strong leadership, and a Trust who is committed to providing professional development and opportunities for all colleagues.

Role summary

Post title:	Pastoral Manager
Profile:	BS3
Grade:	5
Grade spinal point range:	15-20
Salary:	£30,024- £32,597 pro rata (Actual Salary £26,487 - £28,757)
Accountable SLT post:	Deputy Head for Inclusion
Line manager (if different):	Head of Key Stage

Staff to be supervised or line managed by post holder:	N/A
Post holder will work with:	Students, Teaching and Support Staff
Holiday and sickness relief:	By and for other Pastoral Staff
Purpose of post:	Supporting student progress by working to erase barriers to learning
Version revised:	June 2021
Contract:	Permanent (37 hours, 40 weeks)

Job Description

The post holder must at all times carry out his/her responsibilities within the spirit of the School and Trust policies and within the framework of legislation relating to Academies and Education, with particular regard to the statutory responsibilities of the Trust and the Governing Body of the School.

Specific duties and responsibilities

Support for Students

- Take a lead role in providing appropriate pastoral support to students in the broadest sense
- Manage in association with other pastoral workers, the supervision of students excluded from, or otherwise not working to a normal “full” timetable
- Attend to students’ needs and provide advice to assist in their safe personal, social and health development in conjunction with the Learning Mentor and other staff with CPLT responsibilities
- Use a range of information including academic progress information, attendance data etc. to determine those in need of a particular type of help
- Work with other pastoral support and teaching staff in the development and implementation of Individual Education Plans / Behaviour Support plans etc to improve behaviour and engagement in learning
- Establish productive working relationships with students, acting as a positive role model
- Arrange and develop 1:1 mentoring with identified students and provide support for distressed students, liaising with other lead professionals in house to meet the diverse needs of young people
- Take a lead role in supporting the effective transfer of students to and from other schools and partner agencies and in supporting the integration of those who have been long term absent
- Actively develop the expertise and knowledge to support the effective and successful transition of students across key stages
- Provide information and advice to enable students to make positive choices about their own learning, progression, behaviour or attendance
- Motivate and challenge students to promote and reinforce self-esteem

- Supervise students not in normal lessons either by removal to seclusion workroom or through illness

Support for the Teachers

- Liaise with feeder schools and other relevant bodies to gather student information to support the successful transition of students into secondary school
- Support disengaged students' access to learning using appropriate strategies, resources etc
- Monitor and evaluate students' responses and progress through observation and discussion with teaching staff and other support workers
- Provide objective and accurate feedback and reports as required, to other staff on students' achievement, progress and other matters, ensuring that accurate records are maintained as evidence of interventions/discussions
- Facilitate accurate record keeping systems
- Take a lead role in the development of behaviour management strategies in discussion with subject teachers, Heads of Faculty/Subject, learning support leaders and the relevant Assistant Headteacher
- Establish constructive relationships with parents/carers, exchanging information about their child's attendance. Develop relationships with parents / carers to improve their child's attitude to and engagement with learning
- Arrange and facilitate parental meetings regarding behaviour, attendance and progress
- Take a lead role in discussion with the Year Leader in the development, implementation and monitoring of systems relating to attendance and engagement with learning e.g. truancy, links with Attendance and Inclusion workers

Support for the Curriculum

- Support agreed learning activities/teaching programmes, with students who are on managed reduced timetables, adjusting activities according to student responses and needs
- Actively seek information about and act as the link worker to access, the range of activities, courses, organisations and individuals that provide support for students to broaden and enrich their learning eg Aim Higher, Widening Participation, enterprise activities
- Determine the need for specialist plans and resources to support students and work with colleagues to adapt timetables in response to those needs.

Support for the School

- Comply with and assist with the policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos and aims of the school
- Establish constructive relationships with other agencies and professionals to support achievement and progress of students
- Participate in training as required

- Recognise own strengths and areas of expertise and use these to advise and support others
- Be responsible for the coordination of work for students who are excluded (fixed term)

Accountability

The Pastoral Manager will work with the Safeguarding and Inclusion Manager and the Assistant Headteachers and the Heads of Year who are responsible for the progress of all students.

Day to Day Management of Students

- Work towards ensuring that all students arrive in School and to lessons on time ready to learn, suitably equipped and prepared
- Actively promote good attendance by managing the daily routines that support attendance and punctuality
- Liaise with parents about routine matters of behaviour, attendance, punctuality and progress and respond promptly to parental requests for information
- Monitor student behaviour and intervene as necessary to ensure high standards are consistently achieved by all students
- Deal with all forms of bullying to ensure a safe learning and working environment
- Promote a positive attitude to learning, to relationships with adults, peers and members of the wider community
- Ensure that the well being of students is a high priority, make referrals and actively seek to use internal and external support systems / services where the need arises
- Encourage students to be involved fully in the life of the school, including its extracurricular **activities**

Specific Duties

- Liaise with subject teachers as required to meet the needs of individuals
- Be prepared to use a wide range of data about individuals and groups within the cohort to identify target groups for active intervention
- Work with individual students and identified groups of students to reduce disengagement and raise achievement
- Participate in regular performance reviews

Lead on an area in school in conjunction with the Inclusion Manager

- Take a lead role in developing an area of school. Eg Uniform, Sex Education, Behaviour Interventions etc

Support for the Trust/School (applies to all roles)

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Take an active part in all key school events such as open evenings etc.
- From time to time, to meet the needs of the school, you may be asked but not automatically expected to work hours additional to your normal working hours. The

school will give you as much notice as possible and you will be paid/recompensed for such work. Examples where this might be required are for example; relevant key school events such as Open Evenings, exam results days, trips, clubs, training etc.

- Assist with the clerical duties of the administration team as required from time to time and as appropriate to your role
- Contribute to the overall ethos/work/aims of the Trust/school
- Participate in relevant training, other learning activities and performance management as required
- Ensure display boards and leaflet displays, etc. are kept up to date and in good order as appropriate and required
- To undertake any other duties and responsibilities, commensurate with the level of the post, as may be determined after negotiation between management, the postholder and appropriate trade unions
- Team responsibilities – All support staff are considered part of the overall support team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.

Changes to these duties

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the Governing Body or Board of Trustees and/or Senior leadership team as required. Trade Union representation will be welcomed in any such discussions.

Person Specification

Job Title: Pastoral Manager

REQUIREMENTS	Essential	Desirable	Assessment method A = application I = interview R = reference
Experience			
Experience of working with young people who have emotional or behavioural difficulties	✓		A/I
Experience of working in a school environment with pupils of a relevant age		✓	A/I
Qualifications			
Grade 4 or above at GCSE in English (or equivalent)	✓		A
Grade 4 or above at GCSE in Maths (or equivalent)		✓	A
Knowledge and skills			
Good inter personal skills that enable good relationships with young people and their parents/carers	✓		A/I
Can manage the behaviour of pupils in an effective manner	✓		A/I
An ability to convey authority and earn pupils respect, to treat them with respect, apply boundaries and motivate	✓		I
The ability to work both independently and as member of a team	✓		A/I
Experience of working with students to make positive choices about their attitude to learning, progression, behaviour or attendance	✓		A/I
The ability to show initiative whilst knowing when to take advice	✓		I
Good organisation skills and efficient working practices	✓		A/I
Effective positive and proactive communication both orally and in writing	✓		A/I
Can use ICT effectively to support Learning including utilising a wide range of data		✓	A/I

Personal Attributes			
Confident and effective approach to working with young people	✓		A/I
Flexibility and willingness to support whole school as when required.	✓		A
Be able to work calmly under pressure	✓		A/I
To be a good role model	✓		A/I
Child Protection			
A commitment to the responsibility of safeguarding and promoting the welfare of young people	✓		A/I

Westfield School

Westfield School has a strong local reputation and has recently been oversubscribed. We are an ambitious and improving secondary school, with expanding 11-16 provision. We currently have over 1300 students and seek to provide outstanding achievement for all.

We are really proud of our school and our students. Our expanding curriculum is ambitious and enriched with our exam results improving year on year.

The environment in which we work is modern and vibrant with great facilities including generous grounds, bright classrooms with modern IT, fabulous sports facilities including astroturf and swimming pool.



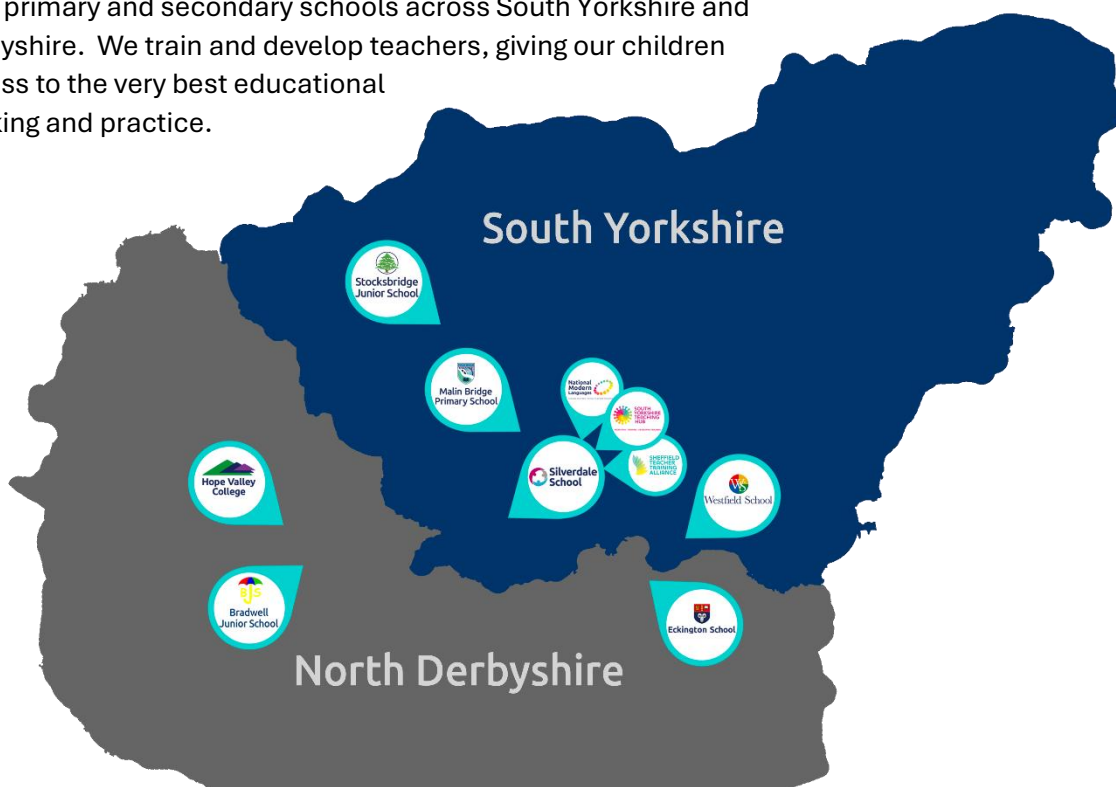
In addition to trust-wide benefits for all staff, those at Westfield School also have access to:

- Supportive and friendly staff and leadership team.
- Excellent public transport links and free staff parking.
- Free access to on-site leisure facilities including swimming pool and gym.
- Opportunity to be part of the varied extracurricular offering, including Duke of Edinburgh's Award programme.
- Staff wellbeing and fitness programme, run in conjunction with Sheffield United.

You can view the school website at: www.westfield.chorustrust.org.

Chorus Education Trust

Chorus Trust is a growing trust, committed to providing every child with the best education in both primary and secondary schools across South Yorkshire and Derbyshire. We train and develop teachers, giving our children access to the very best educational thinking and practice.



Our vision is 'Outstanding Achievement for All'. We want to create a culture of success in which our children and young people can succeed. We do this through the provision of safe and supportive schools, collaborating to ensure our children benefit from a more effective spend of public money.

As part of the Chorus Trust Team, all staff have access to:



An ethos of being a **force for good**; of being part of a team that enables 'outstanding achievement for all'.



Leading edge **training and development** through the South Yorkshire Teaching Hub.



A **collaborative environment** encouraging knowledge sharing and support.



Access to discounted **health schemes** through Westfield Health and Westfield Rewards Schemes.



Competitive **pension schemes**: Teacher's Pension Scheme (teaching staff) and local government pension scheme (support staff).



Term-time only contract postholders have the freedom of having **school holidays** off.



Career progression opportunities within a growing, local trust.



Support for **flexible working** arrangements.

You can read more about Chorus Trust at www.chorustrust.org.