



Cheney School

Think for yourself; act for others



JOB INFORMATION PACK

Pastoral Leader

HEADTEACHER'S WELCOME

We are a school: we will educate a new generation to view the world critically, make their own decisions, and act in a way that benefits the wider community, not just themselves.

This is summed up in our motto, "think for yourself; act for others."

Cheney is a genuinely comprehensive school, in the best sense of the term, with a fully inclusive intake, which represents not just our catchment area, but also modern Britain.

The ideals of the comprehensive movement have been met in Cheney, in a way that is very rare.

We value creativity over conformity; education over league tables; the needs of students over data; self-discipline over sanctions; nuance over simplification; curiosity over acceptance; honesty over

reassurance; the judgement of our community over the judgement of the official world.

We value emotional intelligence equally to academic intelligence; well-being equally to success; self-knowledge to factual knowledge; humanity to rigour.

This is not to say that the things we value less are worthless; in their place, and in their time, quite the reverse.

In fact, we believe if we get the first things right, the second will follow.

Please contact us if you have any questions or would like to visit.

While you are here, you might like to visit the Rumble Museum, the only Arts Council-accredited museum in a state school, and a great example of what creativity and curiosity looks like at Cheney.





GREAT REASONS TO WORK AT CHENEY



Noticeable warmth and friendliness of staff and students



Employee Assistance Programme – free counselling and practical advice



Genuine priority of staff workload in decision making



Comprehensive support programme for ECTs



Positive commitment to the environment (Sustainable Secondary of the Year 2024)



Thoughtful and extensive CPD offer for all teaching and support staff



Cycle to work scheme, E-bike loan scheme and EV charging



Staff social events, sport and other activities

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TESTIMONIALS FROM STAFF

“Everyone is encouraging and wants you to succeed and fulfill your potential.”

“I feel valued and feel part of something beautiful.”

“The staff really make the school, it is because of them that the school is such a nice place to work.”

“The school obviously cares about its pupils, but it cares about its staff just as much.”

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RIVER LEARNING TRUST

Cheney School is part of River Learning Trust (RLT), a multi-academy trust responsible for primary and secondary schools across Oxfordshire and Swindon, and a school-centred initial teacher training provider that serves Oxfordshire, Berkshire and Wiltshire.

OUR VISION

Education has the power to change lives, communities and society for the better.

At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone.

All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our shared principles. Our vision is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together.

Our 'Why?' is that children and young people 'only get one go' in school and our schools should improve faster and be better as part of RLT to ensure the best possible 'go' for our pupils.

Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles. We use the principles of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

The schools and SCITT are united by their commitment to the principles of the trust and a common belief in the benefits of everything that is gained by working together.

WHAT MATTERS TO US

The River Learning Trust is a community of children, young people and adults with shared principles.

These principles are:

- Commitment to Excellence; striving for the best educational experience through continuous improvement.
- Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- Respectful Relationships; acting with care, integrity, and fairness in all we do.

THE POWER OF PEOPLE

High-performing organisations have the right organisational culture, effective processes and well-trained, motivated colleagues in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development.

THE TRUST'S SCHOOLS

We currently educate around 16,000 pupils and have around 2,200 colleagues working in the trust. The SCITT (school-centred initial teacher training provider) trains around 110 trainees a year in Oxfordshire, Berkshire and Wiltshire.

SECONDARY SCHOOLS

Cheney School
Chipping Norton School
Gillotts School
Gosford Hill School
Kingsdown School
The Cherwell School
The Marlborough CofE School
The Oxford Academy
The Swan School
Wheatley Park School

Horspath CofE Primary School
Larkrise Primary School
Madley Brook Primary School
Middle Barton Primary School
New Marston Primary School
Rose Hill Primary School
Sandhills Primary School
Seven Fields Primary School
Tower Hill Primary School
Witney Community Primary School
Windrush CofE Primary School
Wolvercote Primary School

PRIMARY SCHOOLS

Barton Park Primary School
Bayards Hill Primary School
Beckley CofE Primary School
Charlbury Primary School
Cutteslowe Primary School
Edith Moorhouse Primary School
Edward Field Primary School
Garsington CofE Primary School

ALTERNATIVE PROVISION

Meadowbrook College

TEACHER TRAINING

OTT SCITT

TEACHING SCHOOL HUB

Oxfordshire Teaching School Hub



JOB DESCRIPTION

Title of Post:

Pastoral Leader.

Contract Terms:

Full time, term time.

Grade:

Grade 9, pay scale point 23-26.

Accountable to:

Head of Student Progress.

Job Purpose:

As Pastoral Leader you will have prime responsibility for leading a year group as well as working with a Head of Student Progress to ensure that the care of students promotes their achievement, well-being and success.

Main Responsibilities:

- To develop good relationships with students, staff and parents, based on trust, respect and support.
- To build up a knowledge base of all students and assist in early and effective interventions as required.
- To liaise with all relevant staff in monitoring student achievement development and welfare.
- To meet with the year tutors on a regular basis to offer support and ensure they are making an effective contribution towards the objectives of the school.
- To communicate with parents and other agencies when there are concerns of welfare, attendance or achievement of an individual student.

Achievement and Attainment:

- To support the daily attendance of all students within the year group excluding sixth form.
- To monitor the achievement of individual students (academic, attendance, behaviour) and work with year teams to help all students and, in particular to vulnerable students, reach their full potential.
- To assist in the organisation of parents' evenings and other meetings regarding progression or transition arrangements.
- To organise work/support for students as directed by the Head of Student Progress.
- To provide pastoral and academic support to and monitoring of students in the year group.

Behaviour and Attendance:

- To promote and maintain the expected standards of good behaviour, attendance and uniform.
- To use the school Management Information System to help prepare reports to Parents/Staff.
- To communicate daily with parents using text/emails/call home to query absences, inform about daily and weekly detentions.
- To promote good behaviour within the year group and make decisions on sanctions using the Respect for Learning policy.
- To liaise with teaching staff, parents and other agencies as appropriate to help with the consistent implementation of the Respect for Learning Policy.

Student Development:

- To retain and distribute appropriate information on students as required.
- To ensure that all appropriate pupil records are retained, used and updated regularly.
- To support with the student attendance/parental attendance at parents' consultation meetings
- To provide pastoral and academic support to and monitoring of students in the year group.
- To provide work for students for Internal and External Exclusions
- To be supporting staff with students through being a proactive presence to ensure punctuality and good behaviour in school

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Head of Student Progress.

Other Duties and Responsibility:

- To be familiar with and adhere to all school policies and Health and Safety requirements.
- To attend INSET as required for mutual training and support year teams in training.
- To participate in the school's Performance Management System and to engage in performance reviews.
- To undertake other duties as may be required from time to time.
- To provide First Aid support to students
- To support the planning and delivery of assemblies.

General Responsibilities:

- At all times act in accordance with agreed local and national policies and procedures;
- Contribute to the overall ethos of Cheney School and the River Learning Trust;

- Appreciate and support the role of other professionals;
- Attend and participate in relevant meetings as required;
- Participate in training and other learning activities and performance development as required;
- Carry out other duties as required from time to time by line manager;
- Follow the Trust's Health and Safety rules and procedures and adhere to safeguarding principles.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task 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.

PERSON SPECIFICATION

(E) Essential

(D) Desirable

Qualifications & Training

- Minimum of GCSE English and Maths grades A* - C (Grade 4 and above). (E)
- Relevant training for use in school management. (D)
- Commitment to continuous professional development. (E)

Experience, Skills and Knowledge

- Recent successful experience relevant to working in teaching environment throughout the age and ability range in a co-educational secondary school. (E)
- Evidence of being an effective member of team. (E)
- Experience of promoting high expectations and aspirations for students and staff. (E)
- Positive working relationships with students, parents and staff. (E)
- Confident user of data management systems and ability to learn new systems. (D)

Personal Attributes

- Ability to form excellent working relationship with members of staff, parents/carers and students. (E)
- Ability to work calmly and deliver in challenging circumstances. (E)
- Excellent record of health and attendance. (E)
- Ability to be a strong team player. (E)
- Ability to handle difficult conversations assertively within the boundaries of professional attitude. (E)
- Excellent telephone manners with a commitment to customer care. (E)

Safeguarding

- Understanding of current statutory processes, procedures and associated documentation (E)

Safeguarding Statement

Cheney School and The River Learning Trust are committed to safeguarding and promoting the welfare of all children and preventing extremism; all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. Employment will also be conditional on the receipt of at least two acceptable references (1 from current/latest employer) and evidence of the formal qualifications required for the role.



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www.cheneyschool.org