

Evolve Pastoral and Intervention Lead

Application Pack

ATTFE College

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Welcome from the Chief Executive

Thank you for your interest in joining Academy Transformation Trust. Choosing the right next step in your career is an important decision, and I am delighted that you are considering doing so with us.

At ATT we are driven by a simple but profound belief: every child can and should become capable, competent, and confident. Our purpose is to transform lives through education, and our strategy, ATT2030, sets out how we will achieve this for every pupil, every colleague, and every community we serve.

We know that people are at the heart of everything we do. Our trust thrives because of the talent, dedication, and values of our colleagues. If you choose to join us, you will become part of a high-trust, high-accountability organisation where principals are empowered to lead, colleagues are supported to grow, and everyone is united in the moral purpose of education.

We are ambitious for our pupils and ambitious for our people. Across the trust you will find a culture of collaboration, professional excellence, and deep care for one another. We celebrate hard work, integrity, and teamwork, and we create opportunities for everyone to flourish.

I wish you every success with your application. Whether or not you go on to join us, I hope you will recognise that ATT is a community committed to excellence, to belonging and becoming, and to ensuring that all of us – pupils and adults alike – leave more capable, more competent, and more confident than when we arrived.

With best wishes,



Mark McCourt
Chief Executive Officer



About Academy Transformation Trust

At Academy Transformation Trust (ATT), our ambition is that every person who passes through our schools and colleges becomes an educated person – able to take a rightful place in the community of educated people and to join what Robert Maynard Hutchins called “the Great Conversation.” An ATT education stresses history, the scientific mode of thinking, the disciplined use of language, a wide-ranging knowledge of the arts and religion, and the continuity of human enterprise. We aspire for everyone, regardless of their starting point, to leave us capable, competent, and confident.

Our Values

ATT2030 sets a values-driven culture that is explicit about how we work and lead:

- **Belonging & Becoming:** we meet each child where they are and refuse to leave them there – giving them both roots and wings.
- **Integrity & Excellence:** we act ethically, celebrate excellence, and pursue high standards in all that we do.
- **High Trust, High Accountability:** decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people – pupils and adults – we are forming:

- **Capable:** equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.
- **Competent:** possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.
- **Confident:** feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.



Our Nine Aims (by 2030)

These goals translate into nine aims that define success for ATT by 2030:

Capable

1. Professional Excellence – skilled professionals delivering consistently high standards.
2. Fluent Learners and Thinkers – confident, curious learners fluent in communication and technology.
3. Multiple Pathways to Success – diverse routes that recognise varied talents and passions.

Competent

4. Purposeful, Knowledge-Rich Learning – rigorous, meaningful learning that enriches lives.
5. Unwavering Focus – purposeful use of time and energy on what matters most.
6. Strength Through Challenge – resilience built by tackling challenge and learning from it.

Confident

7. Valued and Empowered Individuals – everyone known, valued, and supported to be their best.
8. Leading with Integrity, Celebrating Excellence – values-led leadership and cultures that recognise excellence.
9. Moments That Shape Us – deliberate rites of passage and significant experiences that foster growth and self-discovery.

Our Approach to Working Together

We are building a high-trust, high-accountability organisation. Principals are empowered as strategic leaders of their academies; the central team provides expert challenge, support, tools, and evidence; accountability is reframed as professional dialogue aimed at continuous improvement, not blame. This is how we ensure that every child leaves us capable, competent, and confident.



Vision

To be recognised as an outstanding provider of Further Education and be the provider of choice of our local communities.

Mission

To bring together people who are dedicated to developing and delivering the highest quality learning, ensuring all learners acquire skills and develop knowledge that equips them to lead more fulfilled lives and play their part in driving up the growth of our local and regional economy.

Values

- Achievement – Succeeding and celebrating together
- Teamwork – Listening to staff, learners and stakeholders
- Transformation – Driving continual improvements
- Flexibility – Responsive to local needs
- Equality – Caring for the wellbeing of all staff and learners

Ethos

Academy Transformation Trust Further Education (ATTFE) College strives to raise the aspirations and achievements of the communities that it serves, providing high quality, innovative education and training for learners who are aged 16+ (including adults). We take a learner-centred approach towards education and lifelong learning opportunities that supports the learning needs of the local environment.

At ATTFE College, learners pursue their educational goals in an inclusive environment that values and celebrates diversity, individuality, mutual respect, civic responsibility and social integration.

Equality and diversity is central to all practices and policies within ATTFE College. It is an organisation where everyone respects each other and recognises their own responsibility in actively promoting equality.

Our aims are to ensure that we meet the needs of all, taking account of:

- Gender, ethnicity and culture
- Religion, creed and language
- Sexual orientation, age and health
- Ability and disability
- Social and economic circumstances

ATTFE is committed to the regeneration of the communities in which its learners live and is committed to working through collaboration, consultation and partnership with the wider community.



Job Description

Evolve Pastoral and Intervention Lead

Main Purpose of the Role:

To lead on the pastoral care, behaviour support and intervention strategies for learners accessing EVOLVE and EVOLVE + ensuring that every learner is safe, engaged and supported to achieve positive educational, personal and social outcomes.

The postholder will work closely with learners, families, schools, external agencies and teaching staff to remove barriers to learning, improve attendance, promote positive behaviour and develop individual intervention programmes that enable learners to thrive.

Key Responsibilities:

Pastoral Leadership

- Lead the pastoral support strategy across EVOLVE and EVOLVE +
- Develop positive, trusting relationships with learners who may have experienced trauma, exclusion, adverse childhood experiences (ACEs), poor mental health or disrupted education.
- Act as a key adult for identified learners requiring enhanced pastoral support.
- Promote a culture of belonging, respect, resilience and high expectations.
- Support learners to develop emotional regulation, confidence and independence.
- Lead on one to one or small group interventions

Behaviour and Intervention

- Lead pastoral support using restorative and trauma-informed approaches.
- Design, implement and monitor personalised intervention plans.
- Coordinate early intervention strategies to reduce behaviours that impact learning.
- Support the Belonging Manager in ensuring behaviour issues are identified and supported for better outcomes
- Deliver targeted one-to-one and small group interventions.
- Monitor behaviour trends and identify preventative strategies.
- Work alongside teaching staff to ensure consistent behaviour expectations.
- Support learners following incidents, suspensions or reintegration.

Attendance and Engagement

- Monitor learner attendance, punctuality and engagement.
- Identify barriers preventing attendance.
- Work proactively with families and referring schools to improve attendance.
- Develop personalised attendance support plans.
- Conduct home visits where appropriate and in line with safeguarding procedures.
- Celebrate attendance improvements and learner successes.

Safeguarding and Wellbeing

- Support the Designated Safeguarding Lead (DSL) in promoting safeguarding across the provision.
- Recognise and respond appropriately to safeguarding concerns.
- Maintain accurate safeguarding and wellbeing records.
- Attend safeguarding meetings, Child in Need meetings, Child Protection Conferences and Team Around the Family meetings as required.
- Promote positive mental health and emotional wellbeing.
- Signpost learners to specialist support services where appropriate.

Family Engagement

- Build positive relationships with parents, carers and families.
- Act as the main pastoral contact for allocated learners.
- Provide regular updates on learner progress, attendance and wellbeing.
- Support families to access wider services where required.
- Encourage parental engagement in learners' education.

Multi-Agency Working

Develop strong partnerships with:

- Schools
- Local Authorities
- Children's Services
- CAMHS
- Youth Justice Services
- Early Help Teams
- Social Workers
- Virtual School
- SEND Teams
- Alternative Provision partners
- Police
- Health professionals
- Community organisations

Coordinate and attend professional meetings to ensure learners receive coordinated support.

Learner Progress

- Monitor learner wellbeing alongside academic progress.
- Support learners to develop personal, social and employability skills.
- Encourage positive destinations including education, employment and training.
- Support reintegration into mainstream education where appropriate.

Record Keeping

- Maintain accurate pastoral records.
- Produce reports for schools and commissioning bodies.
- Record interventions and evaluate impact.
- Ensure confidentiality and GDPR compliance.



Person Specification

Evolve Pastoral and Intervention Lead

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	Maths and English Level 2	N/A	Application Form/Checking and Original Copy evidence
Experience	Experience working with young people in a community, education, or youth work setting.	Experience of multi-agency working.	Application form/Interview
Knowledge that supports the role	Knowledge of safeguarding and child protection procedures.	N/A	Application form/Interview
Expectations of Role	- Ability to engage and motivate young people from diverse backgrounds. - Relationship building - Communication and presentation skills - Problem solving - Teamwork and collaboration - Empathy and active listening - Report writing and record keeping - Time management and organization	N/A	Application form/Interview
Other requirements	N/A	N/A	Application form/Interview



Recruitment & Selection

You can expect the following from the Recruitment & Selection process:

Prior to Interview

- Adverts & Candidate packs that give the full detail of the role (responsibilities, pay, development etc)
- A point of contact for the vacancy within the Trusts recruitment team to advise on each step of the recruitment process
- A full and comprehensive vetting process, that meets and exceeds the requirements of Keeping Children Safe in Education 2025 [Keeping children safe in education 2025](#)
- An applicant tracking system that allows you to enter details with ease and receive updates to the progress of you application and or pre-employment checks
- Selection for Interview based upon the Job Description and Person Specification

Interviews

- The opportunity to prepare with enough notice for interview processes
- A meet and greet at the place of work (Academy or Office) with members of the panel. If the Interview is held on Teams an opportunity to meet at later date
- The opportunity to ask questions and have a full interview with discussion around the role

Following the Interview

- You will receive notification as to whether you were or were not successful
- You will be given an opportunity to obtain feedback
- If successful further safer recruitment checks will take place
- You will receive a conditional offer of employment and contracts of employment will not be issued until all checks are received and are satisfactory

Induction

- You will receive a Trust Induction and a localised induction which will give you further information on policies, process and procedures that impact your role
- You should expect regular opportunities to meet with your line manager to address any issues or concerns you may have or to plan any required training you may need
- You should expect to have all the equipment you need to begin your role
- You will have access to the Trusts benefit platform VivUp from day one of employment



What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey

Personal Development (PD) Opportunities for our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise





Applying: Expressions of interest should be in the form of a letter (two sides of A4 max at font 12) to the principal outlining your skills and experience. If you are applying to work in a different academy within the trust, out of courtesy could you please inform your current Principal/line manager of your interest in this role prior to submitting your letter of interest.



Status:

37 hours per week

Term Time Only

Salary:

£28,984.81 - £32,206.96 (Actual)
NJC Point 22 - Point 26
£33,699 - £37,280 (FTE)



Closing Date:

Wednesday 2nd September at 9am

Start Date:

As soon as possible



Interviews:

Friday 4th September 2026

We utilise an application tracking system which will require data from you in order to complete the application process. If you are struggling to access this system or wish to have an informal conversation regarding the role, please reach out to the contact on the advert and they will be able to support you.



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