



Queen Katharine Academy



Queen Katharine Academy

Application Information Pack

Pastoral Year Lead



Working together to transform lives through education



Principal's Welcome



Dear Applicant,

Thank you for your interest in joining Queen Katharine Academy (QKA). I am delighted to introduce myself as the new Principal and to welcome you to a school celebrated for its vibrant and diverse community.

At QKA, both students and staff thrive in an inclusive and supportive environment, making our academy a truly exceptional place to work and learn.

Our commitment to academic excellence, character development, and a positive school culture is at the heart of everything we do. Guided by our core values — **Respect, Ambition, and Responsibility** — we aim to foster a collaborative and aspirational workplace where every colleague is valued and empowered to reach their full potential. Whether you are starting your career or bring a wealth of experience, you will find a culture that supports professional growth, innovation, and a shared dedication to continuous improvement.

Queen Katharine Academy is proud to be part of Thomas Deacon Education Trust (TDET), a forward-thinking network of academies dedicated to collaboration and educational excellence. As a member of TDET, our staff benefit from shared expertise, resources, and opportunities for professional development within a supportive and progressive network.

With over 20 years of experience in education, including senior leadership roles across a variety of schools, I know how vital a nurturing and ambitious staff culture is for student and school success. At QKA, I am dedicated to building on our strong foundations and working closely with colleagues to create an environment where staff are valued, supported, and empowered—so that together, we can ensure every student is supported, challenged, and inspired.

We are proud of the progress our academy community continues to make and excited about the opportunities ahead. If you are seeking a rewarding, dynamic, and supportive environment where you can grow your career and make a real difference, I encourage you to apply to join our dedicated team.

Thank you for considering Queen Katharine Academy as the next step in your professional journey.

Yours sincerely,

Mr. M. Taylor | Principal



Job Description

Job Title	Pastoral Year Lead
Reports to	Director of Key Stage
Salary/Grade	Pathway 6
Date Last Evaluated	June 2026
Core Purpose	To lead and coordinate pastoral care, behaviour, attendance, and wellbeing and personal development across the year group. The Pastoral Lead supports the Director of Key Stage in ensuring all students are safe, supported, and able to thrive, aligned with our Values and Pledges.

Key Responsibilities

- Provide day-to-day pastoral leadership for the Year Group.
- Act as first point of contact for student wellbeing, behaviour and attendance issues.
- Proactively support teachers in managing classroom behaviour, provided guidance and strategies to prevent escalation.
- Track and review student behaviour and attendance patterns identifying trends, triggers and repeat issues reporting weekly to the Director of Key Stage.
- Monitor attendance and engagement in the Behaviour Hub communicating regularly with the Behaviour Support Co-Ordinator and Student Intervention Officers. Where appropriate raise through the Escalation Framework.
- Identify students at risk of repeated behaviour incidents and co-ordinate timely interventions to prevent escalation.
- Maintain accurate behaviour records, analyse data, and report on key metrics to inform pastoral strategies.
- Liaise with parents and carers regarding behaviour concerns and next steps.
- Support the Director of Key Stage in monitoring and improving student outcomes.
- Coordinate interventions for students with behavioural, emotional, or attendance concerns working closely with the DoK, Head of Inclusion and SENDco.
- Ensure attendance at the Inclusive Future Team (IFT) meetings and lead on any actions arising from that.
- Monitor vulnerable students and implement support plans or refer to IFT.
- Facilitate reintegration after isolation or suspension.
- Support consistent implementation of the school behaviour policy.
- Liaise with parents/carers regarding student support and interventions.



- Collaborate with teaching staff and external agencies to ensure consistent support.
- Contribute to reports and meetings led by the Director of Key Stage.
- Ensure that the Bullying Log is completed and actioned accordingly.
- Lead on the morning lines to ensure a warm welcome to school and any areas of concern are quickly addressed.
- To attend on parents' evenings, at admission meetings.
- To ensure Provision Map, 'Myconcern', and risk assessments are actioned and up to date.
- Timelines are completed and kept up to date.
- Co-ordination of Behaviour Panel, Principals Board and Perm-Ex documents with support from the Pastoral Services Administrator.
- Promote inclusive practices and support students with additional needs.
- Supervise student behaviour during transition and allocated duties.
- Support detentions.
- Administer medication/first aid as required.

General Responsibilities

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the School's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.



- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.

Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or
- As a result of a team/operational requirements, or

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.



Person Specification

Attribute	Essential or Desirable	Assessment
Qualifications		
GCSEs (or equivalent) in English and Mathematics at Grade 4/C or above.	E	A/I
Additional qualifications or accredited training in behaviour management, mental health, wellbeing, or pastoral care	D	A/I
Evidence of ongoing professional development	D	A/I
First Aid Qualification (or willingness to train)	D	A/I
Knowledge & Understanding		
Clear understanding of safeguarding procedures and statutory guidance	E	A/I
Awareness of data protection requirements, including GDPR and confidentiality	E	A/I
Strong understanding of pastoral systems within a secondary school	D	A/I
Secure knowledge of behaviour management strategies and restorative approaches	D	A/I
Good understanding of attendance expectations, monitoring, and intervention strategies	D	A/I
Knowledge of trauma-informed practice and adverse childhood experiences	D	A/I
Knowledge of SEND, inclusion, and graduated responses to need	D	A/I
Understanding of equality legislation, inclusive practice, and student wellbeing	D	A/I
Skills & Abilities		
Ability to build positive and trusting relationships with students, families, and staff	E	A/I
Strong interpersonal and communication skills, including engaging parents/carers in challenging circumstances	E	A/I
Ability to manage behaviour effectively and respond calmly to complex situations	E	A/I
Strong organisational skills, managing multiple priorities and deadlines	E	A/I
Confident decision-maker with consistent application of school policies	E	A/I
Effective written communication for record-keeping, reporting, and documentation	E	A/I



Ability to work collaboratively with a wide range of stakeholder	E	A/I
Ability to analyse behaviour and attendance data to identify trends and inform intervention	D	A/I
Experience		
Experience of safeguarding processes and escalation frameworks	E	A/I
Experience working in a pastoral, behaviour, or student support role	D	A/I
Experience supporting students with behavioural, emotional, or attendance needs	D	A/I
Experience liaising with parents/carers and external agencies	D	A/I
Experience maintaining accurate behaviour, attendance, and safeguarding records	D	A/I
Experience facilitating reintegration following isolation or suspension	D	A/I
Experience contributing to behaviour panels, intervention meetings, or similar forums	D	A/I
Personal Commitment		
Demonstrate and adhere to TDET and Academy's Core Values.	E	A/I
Commitment to equality and diversity in the workplace.	E	A
Adhere to GDPR guidelines and the Academy's internal procedures.	E	A
Adhere to the Academy's Safeguarding and Prevent policy and procedures.	E	A/I
Adhere to TDET's Health and Safety policy and procedures.	E	A

Assessment methods

A – Application I – Interview T – Task/Activity L – Lesson Observation
R – References



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