

Applicant Pack



● **Director of Pastoral**

PROUD
TO BE
PART OF

THE
Pinnacle
LEARNING TRUST



www.pinnaclelearningtrust.org.uk



Welcome from the HR Central Services Team

We are delighted you have expressed interest in a vacancy with The Pinnacle Learning Trust. Please take the time to read the 'Join the Pinnacle Learning Trust' booklet available from our website, in order to understand the benefits of working for our trust and how you might support us in achieving our vision and values.

Should you have any questions regarding the position or the application form, please contact the Human Resources Department for assistance on 0161 287 8001.

Please ensure you submit your application by the closing date stated in the advert.

We cannot accept information held on CVs and therefore your application and accompanying statement must show all information about yourself and how you meet our requirements. The job description and person specification will assist you with this. Please provide a day-time contact number on your application form.

You should remember to include information on all your previous employment roles and qualifications gained from secondary school onwards, covering any gaps in employment which are longer than 2 months, detailing what you were doing during that time.

For teaching roles, please provide your results from the last three academic years, where available, together with your application form.

In the meantime, may we take this opportunity to thank you for your interest in working with us and we look forward to receiving your completed application.

Best regards,
HR Team

*If you require this or any of the documents in an alternate format please contact a member of the Human Resources Department.



About Hathershaw College

'Together we Succeed'

The Hathershaw college, based in Oldham , serves more than 1,000 pupils aged 11-16 years across 5 year groups. We are a founding member of The Pinnacle Learning Trust, established in September 2017, and a key driver in the Trust's mission to improve the lives and chances of young people in the local area.

We are an Ofsted recognised 'good' school, committed to high standards, and celebrating the diversity and uniqueness of everyone within our community. Our inclusive environment is built upon our core values, The Three Rs: Responsible, Respectful, and Ready to Learn.

Ofsted recognises that 'leaders have developed a broad and rich curriculum' for all pupils at The Hathershaw College. Our curriculum is designed to be challenging and diverse, ensuring students leave us with a wide range of knowledge. As a former technology college, most of our students take a technology subject for GCSE and this is a very successful area of the school.

The school has a successful personal development offer and is focused on developing the character of our students. We place high value on preparing our students for future success through a comprehensive Careers Education Package that meets all the Gatsby Benchmarks. Pinnacle Learning Trust also includes the successful Oldham Sixth Form College and we benefit enormously from this link.

We are committed to the success of our staff as much as our students. As part of The Pinnacle Learning Trust, our colleagues benefit from extensive support and high quality Professional Development with the support of the **Pinnacle Research School**. Access to INSET days, weekly in-house CPD sessions, and Trust-wide training ensures that you will be learning and developing throughout your career with us. We are also an executive partner in the East Manchester Teaching School Hub, which provides access to sector-leading, evidence-based training for both teaching and support staff.

We actively seek staff feedback to ensure The Hatherhaw College remains a place where our team feels valued and supported. We are delighted that the Pinnacle Learning Trust was winner of the **MAT Excellence Award for Wellbeing Trust of the Year 2025**, and has been recognised by **EduRio for a Trust Value Award** in 2025 for the second year running.

If you are looking to make an impact on the life chances of young people, we invite you to join our team at The Hathershaw College.

Job Description & Person Specification

Main Purpose of the Post:

This is a key position leading the year managers to ensure that the academy has a strong sense of belonging for our students, leading to high levels of discipline, mutual care and respect and improved levels of attendance and punctuality.

Main Responsibilities:

- Ensure and deliver effective pastoral support by providing effective leadership and guidance for pastoral staff, including direct line management to the Year Managers so that individual students and groups of students are supported to actively participate in learning and reach their full potential.
- Support the raising of standards in the school by taking the leading role in developing, designing, organising and monitoring of support systems and procedures.
- Be responsible for managing and addressing the needs of students who need particular help to overcome barriers to learning in order to achieve their full potential.
- Monitor student punctuality, attendance and behaviour and with the SLT link devise and implement intervention strategies to minimise and improve these areas in order to raise student achievement and progress.
- Be a Deputy Designated Safeguarding Lead for the Academy.
- Develop a culture amongst the pastoral team which supports an academy culture of student belonging.
- To contribute to the effective transition of pupils from primary school and to post 16 destinations.
- Lead a welfare and enrichment holiday programme and ongoing engagement with families and the community

Leadership and Management Responsibilities:

- Play a leading role in promoting the Academy's mission, values, strategic aims and objectives.
- Embed a culture of high performance and service excellence and lead on the promotion of positive behaviour in the Academy.
- Manage the day to day running of the Year Manager team, including recruitment and line management of staff, developing working methods, setting targets, developing staff skills and capability and managing performance.
- Implement the Academy's quality procedures.
- Attend and contribute to Trust/Academy Manager meetings, share good practice and take a lead on relevant initiatives.

Developing Self and Others

- Build capacity and nurture leadership capabilities within students and staff.
- Induct, train and develop the Year Managers and pastoral team as appropriate and to identify CPD needs and opportunities.
- Support the professional development of Year Managers including, where needed, working alongside Year Managers to model effective delivery.

Senior Attendance Manager

Securing Accountability

- Lead and manage the appraisal and performance management cycle of the Year Managers and pastoral teams as directed by the Principal.
- Be accountable for the pastoral performance of students within school.
- Provide data and contribute to target setting within year group in line with whole school and individual student targets.
- Analyse student-tracking data, identify underperformance, and contribute to planning appropriate interventions and monitor their impact.
- Provide timely agendas, hold regular meetings and provide accurate minutes of meetings with Year Managers and pastoral teams.
- Meet weekly with each Year Manager to review their Year's attendance, punctuality and behaviour.
- Ensure Year Managers plan, run and keep minutes of team meetings – agenda items to include discussion of each high-risk student and agreeing further action (if needed); sharing performance information relating to attendance, punctuality, behaviour; and information about key pastoral events affecting that year group team.
- Lead and co-ordinate the work of Year Managers and pastoral teams including keeping staff and Principal informed of important information on individual students or year team issues/developments.

Strengthening the Community

- Lead the stakeholder engagement and communication with parents, carers and families within the academy.
- Initiate contact with other agencies on behalf of the school and parents/carers and to liaise with all parties on a regular basis.
- Act as a Key Worker for learners as and when appropriate.
- Coordinate and manage partnership with external agencies including the school nursing services and other health services – organise drop-ins, vaccinations, presentations to year groups and the whole school as needed.
- Lead, manage and coordinate the school's community programme.
- Be a professional advocate for the school in all contexts.

Attendance and Punctuality

- Monitor attendance and punctuality.
- Analyse and action weekly and half termly class and year group attendance and punctuality reports.
- Work with Year Managers to display class and year group performance in each class and on year team display boards.
- Monitor punctuality (morning and lessons) daily and run detentions (break, lunch and after school) for year team – any students with 2 morning or 3 lesson lates in one week.
- Work with the attendance team using weekly and half termly reports (above) – to identify key parents to be contacted by phone and/or letter where attendance is below 90% at the end of the first term, or 95% at the end of subsequent halfterms.
- Support the attendance team with any student who is at risk of becoming classed as persistently absent.

- Maintain an up to date risk register of high risk students in your year group i.e. those students whose attendance or punctuality is of concern and those who are at-risk of under-achieving academically where actions taken so far have been ineffective – discuss these weekly with SLT link and agree action plan for each. Ensure all information relating to above is recorded electronically in Arbor or other agreed whole school systems.
- Support the timely movement of learners from lesson to lesson through presence on the corridors between each lesson.

Student Behaviour

- Supervise and co-ordinate weekly Year Manager detentions.
- Monitor the behaviour of students and keep detailed electronic records of student behaviour including detentions, those on Hometeacher, Year Manager or Senior Leadership report using Arbor or other agreed whole school system.
- Lead, manage and assist in the creation of Pastoral Support Plans and monitor their implementation and success.
- Provide advice and support to teaching staff in order to manage learners' behaviour and to minimise opportunities for poor behaviour during lessons and social time.
- Ensure all staff receive regular detailed information and reports (according to their level of need and involvement) on all students in school.
- Work with SLT to identify all students in year team who may need pastoral input because their behaviour in lessons, around school or outside of school is causing concern (potential high need students).
- Assist Year Managers in producing detailed Pastoral Support Plans for each high-risk behaviour student (those already on report) and those at risk of being high risk (potential) in their year group.
- Assist Year Managers in meeting daily with all students on HOY or SLT reports – make sure they have the report each morning and that it is signed by appropriate staff member at the end of each day.

Student Guidance and Support

- Maintain and review a single risk register of students who are a concern relating to attendance, punctuality, behaviour and/or achievement.
- Liaise with the school's Attendance and Admissions Officer, Senior Leaders and SENCO in order to support the integration of new students joining the school e.g. timetables allocated, form allocated, prior attainment data available, buddy system in operation for the first couple of weeks etc.
- Work in partnership with the local authority inclusion team (Kingsland) to reduce the potential for permanent exclusion.
- Contribute to all necessary documentation and prepare exclusion papers for the Governors.
- Assist the Principal/CEO when required to present exclusion cases to governors and appeal panels.
- Manage, plan and oversee suitable support packages for pupils in their reintegration to school following a period of exclusion/absence.
- Take steps to prevent bullying and support victims of bullying – keep records using Arbor of all bullying incidents and actions taken.

SHIP

ATTENDANCE

MANAGER

- Work with Year Managers to ensure effective use of rewards and sanctions – keep detailed records using Arbor or other agreed whole school systems.
- With the AP, organise, co-ordinate and run termly celebration of achievement assemblies – including the administration and collection of information from Subject teachers, the buying and distribution of certificates and prizes; and organising assembly input including (if required) external speakers.

Other Responsibilities inc safeguarding

- Comply with policies relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to a nominated person.
- Help organise and manage parents' evenings and support the running of open days, induction days and events for students and parents.
- Organise year presentations during assembly time.
- Support the delivery of enrichment activities and trips including accompanying and supervising of students as needed.
- Ensure effective communication of all pastoral information and events including ensuring all events, visitors or trips (and all classes, teachers affected) are included in briefing notes.
- Supervise learners before school, at break, lunchtime and after school.
- Organise and deliver assemblies when required.
- Undergo and renew as and when appropriate Child Protection training and become a Designated Child Protection Officer.
- Undergo First aid training and renew as and when appropriate.

Requirements of All Academy Staff:

- To promote and uphold the Academy Mission Statement, values and strategic aims and objectives.
- To comply with Academy/Trust policies and procedures, including those relating to health and safety, safeguarding, welfare and security.
- To work positively and inclusively with colleagues, students, parents and other partners regardless of their gender, ethnicity, sexuality, age or disability.
- To attend briefings and staff meetings as required.
- To participate in the Academy's Performance Management Review scheme and undertake professional development and training as required.
- To be a positive role model and take responsibility for promoting good standards of behaviour and conduct in students.
- To undertake other duties that are in accordance with the purpose and grade of the post as agreed with the Principal or designated alternate.

Relationship to other posts within the Academy

Line manager: AHT Behaviour (dotted line to AHT attendance)

Line manager of Year Managers and Senior Pastoral Manager

	Essential	Desirable	Method of Assessment
Education and Qualifications			
A minimum of English and Maths GCSE grade C/grade 4 or equivalent	/		Application/Interview
A Levels		/	Application/Interview
A Degree		/	Application/Interview
Evidence of Continued Professional Development relevant to the position		/	Application/Interview
A willingness to undertake training to meet the demands of the job	/		Application/Interview
First Aid qualification or a willingness to undertake		/	Application/Interview
Mental Health First Aid training or a willingness to undertake		/	Application/Interview
Experience			
Leading/coordinating a team	/		Application/Interview
Working in a school pastoral context	/		Application/Interview
Experience working in a behaviour team in a secondary school	/		Application/Interview
An understanding of school level attendance data and systems	/		Application/Interview
Working actively in safeguarding as a DSL/DDSL/Family Support worker.	/		Application/Interview
Working with young people and establishing positive working relationships with students	/		Application/Interview
Working with external agencies		/	Application/Interview
Managing time effectively and working without close supervision	/		Application/Interview
Recent experience of holding a post with responsibility	/		Application/Interview
Working in an urban complex environment		/	Application/Interview
Experience of parental and community engagement		/	Application/Interview
Skills and Attributes			
Set high expectations for students	/		Application/Interview
Ability to foster good relations with pupils, parents, staff and outside agencies in order to promote inclusion	/		Application/Interview
Perform well under pressure	/		Application/Interview
Attitude to be outward facing and working with the community.			
Confidence, resilience, creativity	/		Application/Interview
Excellent interpersonal skills and ability to establish and maintain excellent working relationships with others	/		Interview/References
Accuracy and attention to detail.	/		Application/Interview/References
Communicate verbally and in writing with a wide range of audiences	/		Application/Interview
Work well on own initiative and as part of a team	/		Application/Interview
Seek advice and support when necessary	/		Application/Interview
Excellent administration and time management	/		Application/Interview
ICT proficient, able to track all aspects of student progress via the school management information system	/		Application/Interview
A commitment to the vision of the College	/		Application/Interview
Experience working the Arbor MIS		/	Application/Interview
Suitability to work with children.	/		Enhanced DBS clearance/References
Commitment to equality of opportunity and anti-discriminatory practice.	/		Application/Interview
Sensitivity to community issues.	/		Application/Interview

How To Apply

To apply, please click [here](#).

Additional Reasons to Join Us:

- Automatic enrolment into a Pension Scheme
- Various health and wellbeing benefits (including on site gym membership at Oldham Sixth Form College and The Hathershaw College)
- Employee Assistance Programme, offering health and wellbeing services
- Laptop/Chromebook allocated to teachers and support staff (if required)
- Cycle to work schemes available
- Free on-site parking
- Excellent opportunities for CPD and career development

Please see our Join The Pinnacle Learning Trust booklet for more reasons to work for the Pinnacle Learning Trust.

Commitment to Safeguarding

The Pinnacle Learning Trust is committed to safeguarding and protecting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment. Applicants must be willing to undergo pre-employment checks. Safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced Disclosure and Barring Service (DBS) check. The Pinnacle Learning Trust is an Equal Opportunities Employer and welcomes applications from underrepresented groups and ethnic minorities.

“Educational organisations can often have a culture that is somewhat bureaucratic and punitive, but our trust isn’t like that. We have a human side, which we show in abundance, and we really support each other. Things like behaviour management, for example, are a team effort - no-one is just left on their own.”

Rebekah Sutcliffe, Trustee and former senior police officer and director in local government

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**To find out
more or to
apply:**

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